



Policy on Special Educational Needs

November 2018

SPECIAL EDUCATIONAL NEEDS

Introduction

All students at Riverside School are special and all have special educational needs. Each student attends Riverside to further his or her education and will access a broad, balanced and differentiated education which encompasses the provision outlined in the Riverside Curriculum.

The programmes of study and schemes of work within the school take account of a wide range of student abilities, aptitudes and interests. There are some students; however, who have particular educational needs which will necessitate additional provision. We aim to enable each student to progress and be appropriately challenged.

Objectives

Our purpose in giving attention to educational needs is to provide a system which enables the needs of all students to be addressed and to recognise the continuum of need and range of provision required.

Our objective is

- *to identify and meet special needs, through liaison with professionals and parents, screening, assessment and observation, culminating in the student's inclusion on the Riverside SEN Register*
- *to disseminate strategies for implementing a wide range of provision, through regularly reviewed individual Education Plans and the Special Needs Register.*
- *to co-ordinate these procedures through effective communication between class, subject and pastoral staff, relevant professionals, parents or guardians.*

Defining Special Educational Needs

A student with a learning difficulty is one who has significantly greater difficulty in learning than the majority of students of the same age.

A student may have a disability which prevents or hinders access to educational facilities of a kind provided for students of the same age.

A student is not regarded as having a learning difficulty solely because the language of the home is different from the language in which he or she is taught.

A student may be working at a level that is exceptionally beyond that expected of the majority of students of the same age.

The Range of Special Needs at Riverside School

Within the teaching resources available, we aim to support the following groups of students who have been identified as having particular educational needs.

- *Students with general learning difficulties particularly in reading, spelling and mathematics or who may be generally underachieving in a specific area of learning.*
- *Students with specific learning difficulties in spelling and reading.*
- *Students with specific physical or medical conditions.*
- *Students with mild behavioural or emotional difficulties.*
- *Students that require an advanced programme of study*

Identifying and Assessing Needs

1. At the Time of Enrolment

Parents are given the opportunity to express any concerns they have regarding their student's previous education and learning. A parent must disclose any particular needs that were highlighted in previous schools.

Previous School record, including the outcome of internal and external assessments, Medical records and doctor reports as appropriate.

2. Ongoing

Progress is monitored by identifying students who are performing significantly below or above average in reading, writing, and maths. This is achieved through Teacher observation, identification, and term-reviews of classroom tracking documents.

International Schools Assessments, Suffolk Reading Tests, and Tracking Documents indicate which students are gifted and talented and this is raised with staff. Staff will use this information in differentiating for each student.

If a teacher feels there may be a special need they will complete a 'Statement of Concern'. If a student shows more obvious signs of additional support, an Individual Educational Plan (I.E.P) with specific targets will be written for the student.

Students with Mild Emotional, Behavioural Difficulties (EBD)

At Riverside we uphold the principles of enhancing self esteem, positive and constructive rules of conduct and fair and consistent discipline.

Procedures for supporting EBD students are as follows:

- *Early Years and Primary students displaying EBD will be presented to the SEN team and Principals for further discussion. Any Junior High or High School student whose behaviour is causing concern should be presented for discussion to the Senior Management Team.*
- *Year Tutors/Class teacher and the SENCO will be responsible for distribution and collating behaviour checklists and behaviour monitoring forms.*
- *A Pastoral Support Programme will be set up by the Senior Management Team.*

GIFTED AND TALENTED STUDENTS

At Riverside, we believe that all students have particular gifts and talents and that some students excel in particular curricular areas. Because of our mission to reach each student as an individual, we have a Gifted and Talented program designed for the diversity of talents within the student body. We aim to extend the knowledge and skills of students through real-life experiences, interaction with specialists, higher level thinking skills and chosen student challenges.

This is supported by the following aims:

- *The raising of aspirations for all students*
- *High expectations of achievement for all students*
- *Greater enterprise, self-reliance and independence for all students.*

Extending Gifted and Talented Students in the Primary School

In order to achieve this aims, we will ensure that all students have opportunities to develop specific skills or talents. Differentiation in class is the model. Students who have been identified as above average intelligence or ability and who would benefit from additional extension are invited to take part in extension projects.

Students who take part in the Gifted and Talented extension projects are identified by making a judgement base on an analysis of various sources of information including:

- *Test scores (end of key stage levels)*
- *ISA tests*
- *Maths ages (Maths Whizz)*
- *Reading ages (Suffolk Reading Assessment)*
- *Teacher nominations (based on classroom observations, discussion, work scrutiny) particularly in areas such as art, music, ICT and athletics.*

Classroom teachers will provide Record of Extension Provision as justification for student placement in extension groups. Students may be nominated regardless of other identifications of special needs or ESL support.

This information is collated by the SEN co-ordinator and discussed with the assessment co-ordinator and is made available to all staff. The Extension Provision register is regularly reviewed and updated.

Students who are identified as gifted or talented will be grouped with students who show similar gifts. The coordinating Gifted and Talented program teachers will design modules specifically designed for each group to extend their skills and understanding in their particular area of giftedness. Their modules will include work with higher level thinking skills and encouragement to extend their learning outside the classroom. Where appropriate, a specialist in the field of study will lead part or all of the module. Modules may also include learning opportunities outside of school hours and away from school grounds. Most modules will extend from two to four weeks.

Prior to all modules, the gifted students' parents will receive an outline of the module objectives and information about guest speakers or trips. Parents will sign permission slips for each module. After each module, students will have an opportunity to assess their own learning and share their new skills and knowledge with parents, classmates or others in the greater community.

Extending Gifted and Talented Students in the Junior High School

At Riverside we adjust the teaching process according to the learning needs of the students so that all students have the opportunity to reach the levels of attainment of which they are capable. Teachers are better able to address the needs of the high achieving student because of the high teacher-student ratio.

Individual departments are expected to provide appropriate activities and projects for the gifted or highly motivated students within the classroom. Some of the ways in which departments address the needs of Gifted and Talented students are as follows:

- *Focusing on quality teaching - where teachers have high expectations and tailor their lessons to address the needs of all students*
- *Encouraging teachers to offer personalised learning opportunities*
- *Encouraging independence and self-assessment*
- *Offering extension in depth (through complexity) and enrichment in breadth (broader range of content, tasks and resources)*
- *Accelerating the pace of learning - in some circumstances*
- *Encouraging students to take risks*
- *Providing assessment which gives focused feedback*
- *Developing higher-order learning skills such as analysis, synthesis and evaluation*
- *Providing opportunities to develop critical and creative thinking that generates ideas in talk, in their own writing and in response to texts.*

In addition to the above, the Junior High students are given opportunities through the Subject Expo Programme and Specialist Days to demonstrate and celebrate the following skills:

- *To provide the stimulation of real, open-ended challenges*
- *To develop creative problem solving approaches and techniques*
- *To foster cooperative learning and team work*
- *To promote knowledge and appreciation of self and others*
- *To encourage experimentation and risk taking*
- *To expand and reward creative and divergent thinking*
- *To stimulate a spirit of inquiry and a love of learning*
- *To develop enterprise*
- *To celebrate excellence*

Extending Gifted and Talented Students in the High School

In the High School Curricula opportunities are present to afford students a variety of higher level courses. For example the IB Diploma and Certificate programme is offered to 16-18 year olds in 28 different disciplines. For the 14-16 year age range a comprehensive IGCSE & GCSE curriculum is offered in 15 different subjects. All students also follow the American High School Diploma programme concurrently and some will be encouraged to take the American Advanced Placement Exams and SATs in individual subjects.

THE RIVERSIDE SEN REGISTER

It provides staff with brief details of all students with particular educational needs. The information is located in the SEN File and is arranged in year group format for easy access. The classroom/subject teacher will receive the relevant and up to date information of students on the register at the beginning of each year. The SENCO and SMT are responsible for disseminating additional information throughout the academic year.

The Individual Education Plan (IEP)

Every student, identified as having special educational needs will have an IEP. These will be written during the first half term then reviewed and rewritten:

- (Early Years & Primary School) in discussion with the SENCO by the students' teacher each term
- (Junior High School) in discussion with the SENCO, SMT, specific subject teachers, class/group tutor each term and distributed to appropriate subject staff to promote a consistent approach.
- (High School) by the SMT member(s) responsible for meeting Special Educational Needs in conjunction with the class/group tutor. All IEPs are centrally available and are reviewed regularly in order to promote consistency of practice.

At the conclusion of each term subject staff and class teachers will be asked to review progress and evaluate targets.

Parental contribution to the IEP is valued. The classroom teacher will share the IEP with the parent(s) and seek their comments and input during first term parent/teacher conferences. As individual needs arise, Teachers, SEN Team, and parents may seek a team meeting to review goals or progress. Subject staff are asked to familiarise themselves with the contents of all IEPs, provide differentiated material and mark written work sympathetically with due regard to specific targets.

The IEPs of students who no longer require to be on the register or who have left Riverside School will be stored in the 'SEN Archive Folder' for the duration of 5 years. This information may prove useful for students who may return to our school at a later date or for any educational enquiries. The date of entry into the 'SEN Archive Folder' will be placed on the front of the student's individual folder and after 5 years the documents may be destroyed.

Students with Statements of Concern

All students on the SEN Register will have a Riverside Statement of Concern.

The Statement will:

1. Identify the particular need and include available reports
2. Determine strategies to meet the student's educational need. This will be used as the basis to form an IEP (if needed).
3. Include the modified programme of study when appropriate

Teaching and Curriculum Accessibility

Making the curriculum accessible to a student with learning difficulties or a student identified as being more able is the responsibility of all teaching staff. Careful attention should be given to the sequencing of the material or skill to be learnt, the pace of the presentation and the readability and legibility of materials and expectations of achievement.

Differentiating teaching materials, including homework, is essential to students in order to maximise learning, ensuring progression, and maintain motivation and a positive self image. Modifications should be made in order to facilitate learning needs, such as: communication, organization, and academic curriculum, where needed.

In-class support is allocated in accordance with student need and within the efficient and effective use of resources of staff. Students and staff are consulted on the matter of withdrawal and every attempt is made not to withdraw a student from an area in which they excel. Only in exceptional circumstances will students experience anything other than a full curriculum.

The Role and Responsibilities of the Special Needs Co-ordinator

Special Educational Needs Coordinators will be identified in each division of the school. These coordinators will work closely with closely together and with the Welfare Teams / management in each of the schools. The Roles and Responsibilities of the SENCO are outlined below:

- *Offer strategic advice concerning the direction and development of SEN provision at Riverside in the areas of identification, assessment and planning.*
- *Promotion of social and emotional development, positive behaviour and preparation for the next stage of education and adulthood.*
- *Liaising with previous schools and parents to identify those students with particular needs prior to their arriving at Riverside when appropriate.*
- *Coordinating Annual Riverside Statement Reviews.*
- *Maintaining the Riverside School SEN register in the light of current information, providing summaries of student need and teaching strategies as appropriate.*
- *Oversee the writing of effective targets on Individual Education Plans - developing criteria by which student progress can be judged.*
- *Overseeing the provision, support and curriculum of students with statements of educational need, liaising with the Principals and teaching staff over student need and monitoring the quality of provision.*
- *Ensuring that IEP and Statement reviews are held regularly.*
- *Familiarity with both internal and external assessment procedures and knowing how to access prescribed special arrangements for students with SEN.*
- *Working collaboratively with specialist and non-specialist staff, parents, students, teachers and learning support assistants, advisory and specialist agencies. Where appropriate working jointly with them on planning, programme implementation and report compilation.*
- *Monitoring, knowing and advising on applying effective teaching methods relating to the teaching of literacy, ICT, speech and language, study skills, social and communication skills*
- *Developing positive, consistent and non-confrontational approaches to disruptive behaviour, to propose a range of targets and strategies to aid progress, and to establish a timescale for review and evaluation in liaison with pastoral staff.*
- *To take account of the effects on learning and behaviour of medications, medical treatments and absence from school.*
- *Overseeing the preparation of special needs students for further training opportunities post school; assisting them with the development of skills appropriate to adult life; working closely with the careers advisor.*
- *Preparing the agenda for Planning and Review Meetings through liaison with SMT and Heads of Year.*
- *Reviewing the school policy and guidelines regularly*

Students exited from the English as a Second Language Program

If a student is exited from ESL due to special educational needs, they must be working on and IEP that has targets that better match SEN support rather than ESL. Prior to exiting, a meeting should occur between the ESL teacher, parents, and SENCO, to ensure that the IEP specifically targets the needs of the individual student.

From Policy To Practice

Special Educational Needs – Stages of Identification and Action

The outline below gives the stages for identifying, working with, monitoring and reviewing students with special educational needs.

Stage 1

Stage 1 involves the initial identification of a student's special education needs, the gathering of basic information about the student, taking early action to meet the student's needs within the classroom, monitoring and reviewing progress.

The trigger for Stage 1 is the expression of concern that a student is showing signs of having special educational needs, together with the evidence of concern by subject staff, parents or another professional.

Stage 1 is characterised by the gathering of information and increased differentiation within the student's class work.

At this stage the class teacher, Form/Year Tutor - subject staff:

- identifies a student's special educational needs through the Record of Concern and Learning Difficulty Checklists
- consults with the SENCO

At this stage the SENCO:

- consults with the Principals (Early Years, Primary & Junior High), and SMT (High School) the student's parents and the student
- if appropriate, registers the student's special educational needs and statement of concern
- collects relevant information
- monitors and reviews student's progress

Stage 2

Stage 2 is the drawing up of a Riverside Statement of Educational Need and placing the Student's name in the Riverside SEN Register.

Stage 3

Stage 3 is the production of an Individual Education Plan. Students on an I.E.P in the Primary School and Junior High will help to set targets towards their term goals. At this stage, the SENCO is responsible for co-ordinating the student's special educational provision and working with student's teachers. The SENCO ensures that an individual education plan is drawn up.

Stage 4

Stage 4 may involve specialists from outside the school and determining if a Modified Programme of Stud is appropriate. The SENCO will liaise with the Principal and parents before reaching this decision.

Stage 5 Termly Review

Primary Teachers will keep their SEN information in their personal S.E.N class folder. This will be kept in a secure and private place. It is the teacher's responsibility to keep the folder updated with a copy of their student's IEP's and any relevant information such as assessments. There is additional information in the form of check lists at the back of this folder. This highlights common learning difficulties. This is to be used only as a source of information and never as a means of diagnosis. If a teacher feels a student may fall into one of the categories, he/she should discuss the matter with the SENCO and the Head Teacher and then complete the checklist.

Next Review

This policy is to be reviewed in November 2019.

A copy of this document will be made available to teaching staff and in addition a copy to parents upon request. Comments from members of the school community are welcome, to assist with the development of SEN teaching at Riverside School. These comments should be directed to the SEN coordinator.