

American Academy
Special Needs
Department

'LEARN😊'

POLICY &
PROCEDURES

OUR LOGO and MISSION STATEMENT



The **circle** represents continuity as well as equality (having no top or bottom), furthermore it encompasses and includes all within it.

The **graphics** illustrate that through learning & literacy we can reach upwards towards our goals (i.e. opportunities arise).

Learning together; because often a learning difficulty means a lonely time and secondly because working with learners is a learning experience for the teacher too.

Valuing differences; each person has something to offer to the community and while these skills will all be different and diverse they are each a valuable part of the whole without which the whole does not function efficiently, so we must value each other for what each can contribute.

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WHY L.E.A.R.N😊 ?

Learning in school is a fundamental right of all children - 'all children have the right to a good education and the opportunity to fulfill their potential'. (Removing Barriers to Achievement)

Access to learning 'through a personalised education that brings out the best in every child, that builds on their strengths, enables them to develop a love of learning, helps them to grow into confident and independent citizens, valued for the contribution they make'.😊 (Removing Barriers to Achievement)

Enrichment programmes for pupils who are working at a level significantly above that of their peers; who have a gift or a talent, particularly in literacy or numeracy.😊

Achievement grants all children the means to reach their full potential through the structured and monitored support of an Individual Educational Plan (I.E.P)/differentiation.😊

Reinforcement will be relevant, regular and consistent (little and often works!)😊

Nurturing Every child matters and will be cared for and encouraged as an important and valued individual who is an integral part of the American Academy Junior School (A.A.J.S.) team. 😊

LEARN😊 at the American Academy Junior School

LEARN😊 has been established at the American Academy Junior School to provide coordinated support for children with Special Educational Needs (SEN). Our School is committed to equal access to the broad curriculum for all pupils who have been admitted to the school.

Children with Special Educational Needs may at times require a more specialised programme than the majority of children of the same age, in part or in all of their school work.

For the purposes of this policy a child has Special Educational Needs requiring Special Educational Provision if he **has a learning difficulty or is gifted.**

A child has a learning difficulty if:

a) he has a significantly greater degree of difficulty in learning than the majority of pupils of his age.

Or

b) has a disability which prevents or hinders the use of educational facilities generally provided for pupils of his age.

(DfES Code of Practice 2002)

LEARN☺ aims to provide for pupils with indications of dyslexia, dyspraxia, dyscalculia, dysgraphia; AD(H)D and other low level behavioral issues.

LEARN☺ will also provide for pupils who have temporary gaps in their knowledge in numeracy or literacy or who require support for EAL, by ensuring that the attainment gaps are filled concurrently with the pupil maintaining his age level of learning. This includes pupils who need to follow an English Language Enrichment programme in order to have better access to the curriculum.

LEARN☺ is committed to working to correct challenging behaviour where:

- a) a pupil displays low-level disruption of lessons that interrupts learning and wears down staff.
- b) issues such as bullying and inappropriate behaviour towards others is evident.

Pupils with behavioral difficulties are included in having Special Educational Needs, even if they do not have any learning, or physical or sensory difficulties. (Managing Challenging Behaviour (2005) Ofsted)

Aims of LEARN☺

The purpose of LEARN☺ is as follows:

1. To ensure that all pupils with Special Educational Needs are identified and supported in the school in at least the core subjects of Literacy and Numeracy.
2. To motivate pupils and encourage self motivation.
3. To encourage pupils to be involved in target setting and as a result of this to become responsible for their own learning.
4. To raise self esteem and self confidence
5. To ensure that there is support for teachers to meet the learning needs of all pupils.
6. To ensure careful monitoring and evaluation of pupils' progress.
7. To contribute to Staff Development awareness of SEN issues and support.
8. To ensure that the appropriate resources are available for pupils with temporary or long term Special Needs.
9. To maintain effective communication with colleagues and parents on matters relating to the Department.
10. To operate as part of a **whole school** resource to support pupils' learning.

Admission Arrangements

The American Academy Junior School admits pupils from Nursery (3yrs - 4 yrs 8 months) and Pre Junior (4 yrs 8 months - 5yrs 8 months) to Grade 2 without Placement Examination if places are available. However, an informal 'readiness for school' assessment is made.

From Grade 3 - Grade 6 entry is by meeting the Placement Examination requirements for those classes, in Numeracy and English

N.B. Admittance to the American Academy Senior School is decided on the basis of a combination of internal Examination results in Literacy and Numeracy in addition to Portfolio and Portfolio interviews. Enrollment in the American Academy Junior School does not automatically ensure acceptance to the American Academy Senior School.

Parents have the responsibility to disclose at the time of acceptance to The American Academy Junior School any condition/circumstances that are likely to cause their child to require Learning Support and should forward relevant documents such as assessments by educational psychologists or existing IEPs to the school.

Students with Special Needs are admitted to The American Academy Junior School according to the same criteria as other pupils provided that admission is compatible with the support available at the LEARN☺ Centre.

Early Identification, Screening and Intervention

Pupils entering Pre-Junior - Grade 2 for the first time may be given a Baseline Assessment if deemed necessary.

The purpose of this is to provide early identification of children who may be 'at risk' of developing Specific Learning Difficulties (SpLD), so that provision may be made to meet the individual learning needs of any pupil experiencing difficulties in his learning at the earliest opportunity.

"The earlier the action is taken the more responsive the child is likely to be" (Para 5.11 SEN Code of Practice 2001)

Other decisions for intervention will be made if the class teacher, another member of staff, parent or outside agency expresses concern about the child.

In this case the Deputy Head teacher with Special Responsibility for Inclusion and Enrichment (DHT/IE) is informed and if the information comes from someone other than the class teacher, the class teacher must be informed.

At Senior School level pupil self-referral is also viable.

Parents will be made aware, if they are not already, that there is concern.

Inclusion through LEARN😊

Stage 1

The child will be discussed at a meeting and the Learners Profile may be completed and filed by the DHT/IE.

It is the class teacher's responsibility to meet the child's needs through differentiation. If necessary the DHT/IE will provide advice on appropriate activities.

"All teachers are teachers of Special Educational Needs"

(SEN Code of Practice 2001)

It is particularly important that agreed school procedures for assessment and recording are strenuously followed since evidence of efforts made to help the child will be required should s/he be referred for further help.

For a child with behaviour problems a record of incidents must be kept on an on-going basis.

If the child makes good progress after a designated period of support/or differentiation programme the class teacher and DHT/IE may decide to remove him from the Special Needs Register.

Stage 2

If the child does not progress the class teacher may ask the DHT/IE to consider him for School Action Support. Together they will complete the referral form which will summarise what has been done for the child already.

A Pupil on School Action will normally be given individual or group withdrawal/ or in class support.

The class teacher should continue to offer differentiated strategies in liaison with the support teacher, together to try to meet the child's needs. Withdrawal should not interfere unduly with the curriculum. It should be on a rotation so that the same curriculum areas are not being missed and avoided if at all feasible.

Parents/guardians must be informed about School Action for their child and will be required to cover the extra cost of any materials and resources including support staff.

Record Keeping - School Action

The DHT/IE will help to devise an IEP for the child. Records of work with the child will be kept in the Support Group Record books and these will be reviewed by the DHT/IE, class teacher and support staff with parents at stipulated Review Meetings, at least twice termly.

If significant progress is made and the pupil can access the regular class lesson as easily as most of his peers he will be removed from School Action.

Stage 3

If there is still cause for concern after 2 IEP Reviews the DHT/IE, Head teacher and class teacher and any other may decide to place the pupil on School Action+.

At this stage Specialist Teacher or an Educational Psychologist will do an assessment for Intervention.

This may result in further strategies for School Action+ or a request that parents or guardians provide funding for extra support.

In either outcome parents/guardians must be informed that the Assessment will be made and about the outcome of the assessment in a written report.

School Action Support and IEP's must remain in place, be carefully monitored and regularly (at least twice termly) reviewed and adjusted.

ALL THOSE INVOLVED MUST KEEP CLEAR RECORDS.

If intervention at this stage is successful the child may revert to School Action (Stage 2 or Stage 1).

Otherwise he will remain on School Action+ Support and every effort will be made to support him to access the curriculum as fully as his potential allows and within this scope as fully as his peers.

LEARN☺ - Record Keeping Policy

All records will be kept stringently but will be confidential.

All staff will be informed on a need -to- know basis through the LEARN☺ register which will consist of the names, grades and current status of all pupils who are referred through LEARN☺.

Parents/guardians will be regularly informed of progress and their input towards their child's targets will be welcome. Where appropriate LEARN☺ encourages the pupils to set targets and discuss progress.

Provision during Tests and Course Work Assignments

In the American Academy Junior School, during tests and at other times, at the teacher's discretion and in compliance with the DHT/IE recommendations, pupils with Specific Learning Difficulties will receive special consideration.

Tests and other work may be read to them and they will be given extra time to finish tests and other work, when appropriate.

These pupils should also be offered alternate methods of recording and presenting Course Work for assessment and be allowed to use technical assistance as much as possible. (Every Child Matters DfES)

In the Senior School special considerations will be granted increasingly in line with what will be permissible for "Access" arrangements during GCSE.

This is to ensure that the school does not set up a 'prop' system of provision that will not later be available.

Similarly where an "Access" arrangement will be obtainable the pupil should be prepared and familiar with this arrangement e.g. extra time, laptop, amanuensis etc.

Where will We go to LEARN☺?

Stage 1

The policy is one of inclusion with differentiation and the pupil will follow his programme in the classroom with his peers. If additional adult support or intervention is needed to enable curriculum access then additional arrangements will be made. An additional tuition fee will be applied.

Stage 2/3

At these stages provision will be made for the pupil(s) to have small group or individual extra support from experienced, qualified staff.

During the morning school hours this will take place in the DHT/IE's room - LEARN☺ classroom or other available classroom space.

When applicable, after school support sessions will be advised and can be facilitated through the Junior School 'Afternoon School Care' programme which will take place at the American Academy Junior School.

Other extra-curricular activities/extension groups, including Enrichment for Gifted and Talented are also available during 'Afternoon School' and any pupil may sign up for these.

Charges for LEARN☺

EAL support x5 periods a week up to €2,250

In class support for one subject x5 periods a week = €2,250 (shared)
maximum group of 3 students.

Intervention programme x2 sessions per week = €450

The Role of the Deputy Head Teacher with regards to Responsibility for Inclusion and Enrichment

This role will be undertaken by Mrs. Karen Charalambous
Specialist Teacher of Specific Learning Difficulties
'Associate of the College of Teachers', London, ACollT.

The specific duties of this area of responsibility are as follows:

- To be responsible for the Special Educational Needs of the children on the roll, including liaising with the Senior School if & when necessary
- Support staff in the provision of differentiation so that the work set for the children matches their ability.
- Identify or help produce resources, teaching methodology and organisation that provide for core, extension/enrichment or support levels in every class.
- To ensure that there is adequate support for Special Educational Needs during tests and examinations (both internal and external).
- Liaise with the Head teacher and the class teachers to work with groups of children to provide challenge or support.
- To provide and implement a screening system to identify Preferred Learning Styles and to help teachers implement these appropriately in the classroom.
- Communicate with parents regarding the progress and social (including behavioural) development of their children.
- To oversee and be responsible for the overall day-to-day organisation LEARN☺ whilst ensuring that the appropriate academic and pastoral programmes are in place to serve the needs of the children.
- To provide or arrange staff training in areas related to Special Educational Needs, of at least 2 sessions a year or as matters arise.
- To extend knowledge and keep up-to-date with the latest developments in Special Educational Needs through 'Cluster' group meetings, internet research, membership of associations, and attending seminars and in-service courses as often as possible.
- To call upon the expertise of outside agencies/persons if necessary and to this end to have a network of contacts who are qualified and professional.
- To provide full support and transition notes/ recommendations for those Grade 6 pupils transferring to the Senior School (or other schools if those schools require it).
- To liaise with the SENCO AASL on the above to ensure the smoothest possible transition from Grade 6 (JS) to Yr 1 (SS).
- To evaluate and update the SEN policy annually after consultation with staff and to then set any new targets or areas for development.

Indicators of Success of LEARN☺ Programmes

Positive change:

- in behaviour of attainment
- Reading Ages and class assessment results.
- Reduction in the number of children requiring support with Learning Difficulties
- Gifted and Talented - commendations from staff; publication of materials in School Magazine or local/ national newspapers; display or performance of work for an audience either at school level or in the wider community.

Evaluation of LEARN☺ Policy

Themes to be addressed are:

- Effectiveness
- Sufficiency
- Range and appropriateness
- Staff training and development
- Views of pupils
- Links with external guidance and support
- Relationships with parents and other schools
- Proposals for future developments e.g. IT

Budget for LEARN☺

Annual running costs will be reviewed each year and a budget will be allocated to meet reasonable expenditure in order to keep the department operational, professional and current.

Projected Areas of Expenditure

Resources

Staffing

Stationary

Secretarial time

Training/staff development