

The Learning Support Department

The Learning Support Department provides advice and information to all staff about students with SEN. The Department provides advice about equipment (e.g. scanning pens), computer programs, differentiation of curriculum materials; as well as advice on how staff can guide families seeking further support. The department can also advise staff on the different categories of Special Education Needs and how to differentiate provision for individual students.

The Learning Support Department (LSD) consist of:

- The educational psychologist
- The SEN coordinator
- The SEN support / invigilator

Aims

- To provide the highest standards of teaching and learning for all students
- To ensure that all students enjoy a board and balanced education that meets individual needs
- To promote an ethos of inclusion in our school, holding staff to account for ensuring all aspects of school life are accessible to all
- Develop effective school-wide strategies to identify, educate and support students with special educational needs

Key objectives

- **Transition:** Follow up the assessment results and records of all students on entry in order to identify and register those students who have SEN and to facilitate smooth transition between phases
- **Assessment:** To assess any student who is experiencing difficulties accessing the curriculum
- **Information:** To have available clear information for all staff regarding SEN students identified
- **Environment:** To provide a safe and appropriate area for SEN students when needed, for example, during tests
- **Flexibility:** To make reasonable adjustments to the school rules and its environment, when necessary, to meet the needs of students

- **CPD:** To provide regular and effective professional development on SEN issues to all staff
- **Teacher support:** Teaching Staff, the Learning Support Department and the Heads of Years to work together in supporting students who exhibit behaviors likely to affect access to the curriculum and school life. The department provides training, support and information to the wider staff body with regards to how they can differentiate and develop the educational experiences of the pupils they work with or teach
- **External Support:** Learning Support staff to liaise with external agencies where it is agreed that a student's needs go beyond those that the school can solely meet, or where further evidence is needed
- **Exam Regulations:** Ensure that JCQ rules are adhered to robustly for Access Arrangements, and to provide clear evidence to inspectors
- **Critical Incident Support:** Provide response and recovery strategies following a critical incident

Procedures

Referral Procedure

In dealing with any case of concern a standard referral procedure should be followed.

- A referral form will be completed by the relevant Head of Year in consultation with the parents / guardians or the student (if he/she is over 18)
- Parents can refer a student directly
- Students have the right to seek psychological help for themselves. In the case of minors, parents or guardians will give their written consent. Consent from the parent isn't obligatory if the student is an adult

Clinical Interview with parent(s) / guardian(s) and written consent

After receiving the referral, the school psychologist arranges an appointment with the parents/guardians in order to clarify the nature of the problem and obtain additional background information through an interview. Parents / guardians are also informed that the psychologist will collaborate with the school staff for the evaluation of difficulties related to school learning and/or adaptation. During this interview they will also provide a written consent to child's Psychoeducational Assessment or provision of Psychological Counseling and Treatment.

Clinical Interview with the student

The psychologist will arrange an appointment with the student to develop rapport. Prior to this meeting, the student should be informed, in a manner consistent with his or her age and ability, the identity and role of the School Psychologist.

Once the referral question has been clarified, the psychologist develops hypothesis that will guide the process that will be followed.

Psychoeducational Assessment

Standardized measures of Cognitive, Academic and Social-Emotional Skills

Based on the hypothesis, the assessor administers standardized measures of intellectual ability and or achievement to gather measurable results for the student's functioning in some cognitive and academic areas. Additionally, based on the hypothesis developed, students' parents / guardians and teachers might complete a form of norm-based behaviour rating scales.

Psychoeducational Report

Once assessments are completed the psychologist compiles all the data to draw some conclusions and suggest interventions that may be effective in remediating these problems.

Based on that, the school psychologist writes a psycho-educational report which briefly, but with the necessary details, records the methods, the results, the diagnosis (if one has been reached) and the suggestions for the particular student. The Psychologist's Report is the main way of transferring information to third parties and its main purpose is to assist in decision-making and in taking actions for the best interest of the student.

A record is kept in the School Psychologist office which contains the individual record files of the students being referred. There is an ethical and legal obligation, to take measures to safeguard and protect the personal data contained in the files. The school psychologist ensures that information relating to students are transferred only to authorized persons.

Behavioural Assessment

Behavioural assessment provides an assessment of a student's behaviour. This can be measured by observing the student in the classroom, group setting, individual therapy session, psychological or educational assessment, or by consultation with teachers and/or parents.

Data and information from psychological and behavioural assessments provides direction for diagnosis, reporting and any follow up intervention that may be required.

Psychological Treatment and Counselling

The educational psychologist provides evidence-based psychological treatment for mental health problems, behaviour problems, developmental issues and the impact of problematic life events that can

affect students. Treatment of referred students is aimed at helping them to better understand and manage their emotions and behaviour, apply more productive coping styles to daily events or stressors, and find achievement and satisfaction both at school and within their peer relationships and families. As part of the treatment approach, psychologists can assist teachers and parents to understand the difficulties a student may be experiencing and provide ways of assisting the student at home and in the classroom. At times it is necessary for the psychologist to discuss with a student, parent and possibly the teacher, the need for referral to a specialist agency if the student's needs are outside the resources or expertise of the psychologist in the school setting.

SEN Provision

- The school responds quickly to identifying need as soon as a concern is raised
- Learning Support staff observe and monitor, and liaise with teaching staff over progress of all students with SEN
- Students with SEN have access to a broad and balanced curriculum and are given the same opportunities as every other student in the school
- There is a database of all students, by year on the SEN register
- The LSD offer support sessions during mentor time and, where necessary withdraw selected students from lessons for targeted interventions
- There is SEN support available for students everyday after school

Physical Access

- The site has a series of ramps and allotted disabled parking bays
- Available wheel chair on the ground floor of the Memorial hall
- A classroom with an appropriate flooring which creates a more acoustically beneficial environment

Communication with parents

Communication with parents and guardians is also vital to the development of a student's learning profile and the department welcomes the input. Even before students enter the American Academy Larnaca, such communication is urged so we can ensure the appropriate support is in place from the first day they move in.

Admission arrangements

The school caters for the full range of abilities, and the presence or absence of a special educational need or disability is not a factor in the selection of students. The only exception is where admission of a child would be severely detrimental to their own education, or that of other students, or would make the school an unsafe place to work or learn, or would be in contravention of the bills of human rights.

Inclusion

Students with SEN are fully included in the life of the school. Students with SEN participate in school visits (where appropriate, in line with the risk assessment undertaken and with due regard for the health and safety of all students and staff).

Evaluation, Monitoring and Impact

Indicators used to gather evidence of the effectiveness of provision for students with SEN, and methods of data analysis include:

- Data analysis through SISRA (data assessment and tracking system) showing progress for students
- Information from parents / guardians of students with SEN
- School-based leveling / tests / assessments / reports and external examination results
- Analysis of destinations of students with SEN, showing the number of students who have had successful transition to their next phase of learning
- The positive response of parents, the scarcity of complaints, and the absence of any appeal made on behalf of any student receiving Special Education Needs intervention

Appendix

Referral Form

In cases you have certain concerns regarding a student's behaviour, academic performance, emotional well-being or you believe a student would benefit from the School Psychology Services please complete this form and hand it in to the School Psychologist (Institute Office).

Student's Full Name					
Date of Birth		Age		Sex (M/F)	
Parent / Guardian Full Name					
Phone Number					
Languages of the home					
Ethnic Group					
Head of Year					

<p>Description of concern</p> <p>Actions taken so far from school in order to deal with the situation</p> <p>What effects have you noted?</p>
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Other information you would like to disclose (e.g. health issues, family/living conditions)

Parental involvement: What is the history of parental involvement? How have they been involved, whom and when?

Parental views: what are the parental views of the concern that has been raised by the school?

According to your understanding how can the School Psychology Service be useful in this case (can check more than one of the following)

	Provide teacher consultation
	Make a classroom observation
	Provide parental consultation (parents have agreed to this arrangement)
	Interview and assess the child's needs (need informed consent from parents)
	Other (please explain)

Name of Staff member:

Contact information:

Signature:

Date: