



Students with Additional Needs

Aims

This policy aims to ensure that the needs of all pupils, regardless of their educational aptitude, are met, and that they are able to achieve success at Campion. Campion addresses this under three headings, but the aim remains the same.

- English as an Additional Language (EAL)
- Special Educational Needs and Disability (SEND)
- Academically More Able Pupils

Objectives of the Policy

- To ensure that barriers to learning are reduced and in some cases eliminated
- To ensure that all pupils realise their potential.
- To create a school environment in which all pupils are included and valued.
- To ensure that our pupils participate in the life of the school and gain access to appropriately planned and prepared curricular provision.
- To ensure that the diverse needs of pupils are identified.
- To make reasonable adjustments to enable pupils with additional needs to access the curriculum offered.
- To continue to assess and monitor progress.
- To ensure a smooth transition through the school.

English as an Additional Language (EAL)

The multilingualism and culture of our EAL pupils enriches our school and our community. Having a home language other than English is not a “learning difficulty”. EAL pupils are not placed on Learning Support registers or taught in Learning Support groups unless they have Special Educational Needs.

The needs of EAL pupils vary according to a range of factors. We provide a range of teaching and learning activities to meet curriculum demands and different learning needs/styles. Well planned, mainstream lessons in appropriately organised mainstream classrooms provide the best environment for acquisition of English by EAL pupils. However, where appropriate this is supplemented by the teaching of “Extra English” in a small classroom environment (see timetabling).

Special Educational Needs and Disability (SEND)

A pupil has SEND if they have a learning difficulty, mental health needs, or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age

Special educational provision is educational provision that is in addition to, or different from, that made generally for other children of the same age.

The policies and practices of Champion School generally follow the English national curriculum. We follow the [UK Special educational needs and disability code of practice](#) as far as is appropriate within the context of the school.

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. When deciding whether special educational provision is required, we will start by identifying the desired outcomes, including the expected progress and attainment, and consider the views and the wishes of the pupil and their parents.

Consulting and involving pupils and parents

The appropriate member of staff (e.g. class teacher / Year tutor) will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are.

We will formally notify parents when it is decided that a pupil will receive SEND support.

Champion believes in a whole-school approach to Special Educational Needs. Pupils' needs are addressed within mainstream lessons, within the existing curriculum framework as far as possible. The school provides some Learning Support lessons for pupils requiring additional

support. We aim to build on pupils' strengths whilst supporting them in areas of weakness. The school believes that working in partnership with parents in the management of Special Educational Needs is essential.

We recognise that the school is a small, English-speaking school in Greece. The support systems offered by the state are not always relevant/available to the needs of our pupils. We use private support systems when necessary. The school keeps a list of suitably qualified professionals, who are able to offer support. The cost of external support is the sole responsibility of the parent.

Admissions Arrangements

As identified in our Admissions Policy, a child who has previously been educated in a language other than English will be tested for their English aptitude.

In order to inform the decision of whether or not to admit a child with SEND, relevant assessment reports from specialists may be requested. These reports must not go back further than 2 years prior to the date of application for admission. In addition, the school may request assessment by the Learning Support Coordinator / Educational Psychologist prior to admission.

The school will accept a pupil if it is felt that the school can meet the pupil's needs within the existing curriculum framework and that an acceptable level of learning can be achieved, without causing problems to the learning of other pupils within the class.

The Headmaster reserves the right to review the continued registration of any child whose circumstances change significantly during their time at school. The Headmaster may also review a child's continuing registration in the school where it becomes apparent that not all relevant information was made available to the school at the time of admission.

The school may also accept a child for a defined period of time, for example, during the Early Years Foundation Stage, where a child's needs may be more easily incorporated within the class structure. Continuation after this period will be at the discretion of the school.

Senior School – Transfer

In the Senior School the Learning Support Coordinator is responsible for coordinating assessment and provision for children with SEND.

The Year Tutor for Year 7 is informed of pupils requiring learning support in Year 7 and of their language preferences before Easter (of Year 6).

A meeting with the two Learning Support coordinators, the Year Tutor for Year 7 and the Year 6 Class Teachers takes place before the end of the school year to discuss the pupils with Special Educational Needs in Year 6. Transfer reports are completed which state strengths and weaknesses and list accommodations which have proved useful in the Junior School. All past reports, assessments and copies of Learning Support forms are passed on in the pupil files.

At the beginning of the new school year the Senior School Learning Support coordinator informs the relevant teaching staff of the needs of transferring pupils and of new pupils with Special Educational Needs.

The Learning Support classroom (B21) has been designated for teaching small groups and has appropriate resources for teaching across the curriculum. However, due to Covid

protocols, Learning Support lessons are currently primarily taking place within Year Bubble classrooms. Pupils also have access to IT resources such as internet and computer and printer in the library and IT room, as well as laptops.

Disabled access to the school is by the lift (pupils may use it with a helper) and there is a toilet for the disabled on the ground floor.

Role of the Learning Support coordinator in the Senior School

It is the role of the Learning Support coordinator to:

- Encourage through positive support the self-confidence of pupils with SEND.
- Heighten the awareness of all staff teaching in the school of the special needs of pupils and the type of help they require.
- Identify and assess those pupils with SEND.
- Ensure the needs of pupils with SEND are met by way of individual or group support.
- Monitor progress of pupils with SEND and maintain records of this.
- Support staff in the Senior School in producing materials for SEND pupils.
- Consult with the school Examinations Officer for special access arrangements.
- Liaise with outside agencies where appropriate.
- Develop links with Year 6 SEND pupils in the Junior School.

Timetabling

Pupils identified and assessed at entry in Year 7-9 as having SEND or EAL and who would benefit from additional support (SEND stage 3) attend sessions against a foreign language following consultation with the parents. At Campion, Greek is studied by nearly all of the pupils. Spanish or French is chosen as a third language in Year 7. Usually, EAL is timetabled at the same time as Greek, and Learning Support is timetabled at the same time as Spanish / French. In cases where this is not feasible (due to unavailability on behalf of the learning support teacher or other inconveniences), pupils may attend learning support or Extra English against another subject as long as written consent from the parents is provided. Learning Support or Extra English is not usually offered formally in the option choices for Years 10-11 (IGCSE), but if a pupil who has been assessed formally and has need of modified timetable arrangements then Extra English or Learning Support may be offered in place of an option choice. Students entry onto the IB programme, is under condition that they will be able to achieve academic success independently and consequently, students do not receive formal designated EAL or LS support.

The SEND Procedure and its Management

Stage 1: Initial Concern

The concerned teacher approaches the Year Tutor, expressing concern regarding the performance of a specific pupil in their class. If appropriate, the Year Tutor, together with the SEND coordinator and/or Assistant Head - Pastoral, meet and discuss the pupil's overall performance (looking at the pupil's file, gathering information from other subject teachers, etc). The Year Tutor will then record this on PASS/3sys and continue to monitor the progress of the child. If appropriate, the SEND coordinator then makes suggestions for modifications in the classroom to individual teachers and monitors the pupil's performance until the Review Date set or a time when it is deemed necessary to move to Stage 2.

Stage 2: Class-based action

Following the Review Date, if the pupil's performance continues to raise concern, the Learning Support Coordinator's responsibility is, primarily, to perform classroom observations and collect information from all teachers working with the pupil. The parents are then consulted. If the parents give their consent, assessment is carried out. Assessment of the pupil involves acquiring information on his educational profile and is carried out by the Learning Support Coordinator. If necessary, the Learning Support Coordinator suggests further external specialist assessment (psychological, educational, psychiatric, medical, speech/language). The school would like to work with the specialist in the best interests of the child and therefore, it is hoped that there will be liaison between all parties working in the best interest of the child. If the parents do not give their consent, the Learning Support Coordinator and Year Tutor/Assistant Head - Pastoral set a Review Date whilst modifications for the pupil remain at Stage 1. Based on the acquired information, classroom modifications and monitoring are suggested and implemented. A Review Date is set between the Learning Support Coordinator and the Year Tutor/Assistant Head - Pastoral. If there is still concern, then Learning Support may be offered after consultation with parents.

Stage 3: Learning support

Learning Support involves teaching on a one-to-one basis or in small groups and is offered to pupils who have identified Special Educational Needs and would benefit from a structured educational programme focused on their needs. These pupils attend Learning Support against a second/third language or Support is timetabled against another subject, only if the parents give their consent in writing.

The Learning Support Coordinator is in close contact with the Year Tutor, Assistant Head - Pastoral and individual teachers so as to meet the pupil's educational needs, and make necessary classroom modifications and monitor his/her progress.

The Learning Support Coordinator writes up a Personal Education Plan (PEP) for each pupil in learning support where the educational needs of the pupil are explained, along with the aims set for the current term in Learning Support and suggestions for the classroom.

Summaries of the PEP's, together with recommended strategies are placed in the staffroom/on Google Drive and are accessible to all relevant teachers.

New pupils who already have specialist reports which indicate a specific learning difficulty or who have received Learning Support at their previous school may be offered a place in the Learning Support programme if available and appropriate.

Stage 4: Modified Programme

A Modified Programme is usually only offered after the recommendation of a specialist assessment (usually an Educational Psychologist's report). In Year 7-9, pupils broadly follow the Key Stage 3 objectives and some SEND pupils may require some support in literacy skills to access the curriculum successfully. The Learning Support department has built up a range of resources throughout the curriculum to reinforce skills and knowledge in many subject areas. The Learning Support teacher may provide some support in class if timetabling allows, but the majority of teaching is done mainly by withdrawal from second/third language lessons or other subjects (with parental agreement). There are no in-class Learning Support Assistants at this time. In the case of Years 10-11, SEND pupils may be offered Learning

Support after a formal assessment has been undertaken. A review of progress and achievement is done after every term report and recommendations for continued support or changes are implemented.

Academically more able Pupils

Whilst the support offered is very different, the primary aim is the same, to ensure that pupils achieve success at Champion. The school recognises that academically more able pupils are those pupils who achieve, or have the ability to achieve, at a level significantly in advance of the average for their year group. Whilst additional “support” is not required to support the learning of these pupils, a number of strategies are employed to fulfil the aims and objectives of this policy.

We recognise that it is important for academically more able pupils to work at an appropriate pace and in a variety of settings. Some of our more able pupils grasp concepts quickly and are ready to move to the next or more demanding work; at times they may also require more time than others to complete work to their own satisfaction. Not all of our able pupils will be good at all subjects and this may mean that some academically more able pupils will work in different ability groups for different subjects.

As appropriate, teachers provide differentiated activities and a range of support and resources for academically more able pupils. This may include extension activities that are more demanding of their abilities. Alternatively, the learning objectives for academically more able students may be different from the rest of the class and additional leadership responsibilities allow different skills and talents to develop. The extensive range of enrichment activities on offer at Champion, provides and enables different ways of thinking and working, and the academically more able students are encouraged to participate in these activities.

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