



**Campion  
School**  
*Tomorrow begins today*

# ***Campion Junior School Special and Additional Education Needs Policy***

Updated Autumn 2022

## **Philosophy and Overview**

Campion Junior School believes in a whole-school approach to Special and Additional Education Needs (henceforth to be referred to as SAEN). This aligns with Campion School's philosophy statement that 'each pupil is treated as an individual and cared for within a supportive environment where both teachers and fellow pupils feel the responsibility for each other's general welfare'. We promote a comprehensive identification and assessment procedure so that all pupils with SAEN may be recognised and given the appropriate level of support with an emphasis on inclusion in the least-restrictive environment. Pupils' needs are addressed within mainstream lessons and the existing curriculum framework to the greatest extent possible.

Campion Junior School follows a graduated approach to SAEN. There are various levels of support, formal and informal, which are in place as needed on an individual basis. We also recognise that pupils' needs may change. Therefore we follow an assess, plan, do and review cycle. The school provides some Learning Support (LS) lessons for pupils with Individual Education Plans (IEPs) requiring additional support above and beyond Quality First Teaching (QFT) or class action intervention in the mainstream classroom. Whilst they may not have an IEP, we also recognise that Gifted and Talented pupils may have additional educational needs. We aim to build on all our pupils' strengths whilst supporting them in their area(s) of weakness and area(s) to develop. We strongly believe that working in partnership with parents in the management of SAEN is essential.

We also recognise that we are a small, English-speaking school in Greece. The support systems offered by the state are not always relevant to the needs of our pupils, and may not always be provided in a timely manner. We use private support systems when necessary. The school keeps a list of suitably-qualified professional service providers. This support is arranged and paid for by the parents or guardians themselves. It is not included in school fees and should be taken into consideration by families when seeking admission. These services may include, but are not limited to: Occupational Therapy (OT), Physiotherapy (PT), Speech and Language Therapy (SLT), Educational Psychologist Assessments, Vision Therapy (VT) and Cognitive Behavioural Therapy (CBT). In some instances, the employment of a Personal Teaching Assistant (called shadow teachers) may be requested as part of our graduated approach to SEN and this extra cost is also covered by the parents or guardians. Personal Teaching Assistants do not follow pupils who progress to the Senior School.

## **Objectives of the SAEN Policy**

- To continue to assess and monitor progress to ensure that SAEN are being met;
- To create a school environment in which all children are included and valued;
- To ensure a smooth transition through the school;
- To ensure that the diverse needs of pupils are identified;
- To help all children reach their potential;
- To inform the Campion Junior School community of the procedures in place;
- To listen to the views of children and take them into account;
- To make reasonable adjustments to enable children with SAEN to best access the curriculum;
- To recognise that parents/guardians have a vital, active role to play in supporting their child's education.

## **Admissions Arrangements**

Campion 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 disruptions to the learning of other children within the class. In order to inform the decision of whether or not to admit a child with SAEN, relevant assessment reports from specialists may be requested. These reports must not go back further than two years prior to the date of application for admission. In addition, the school may request assessment by the Special Educational Needs Coordinator (SENCO) prior to admission.

The Headmaster and Head of Juniors reserve the right to review the continued registration of any child whose circumstances change significantly during their time at school. The Headmaster and Head of Juniors may also review a child's continued 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 (EYFS), where a child's needs may be more easily incorporated within the programme. There will be a review between the transition phases of EYFS to Year 1 and Year 6 to Year 7.

## **Definition of SAEN**

We recognise that SAEN is a broad term that includes many types of needs and different degrees of needs. As outlined in the Department for Education's SEND Code of Practice (UK 2015)<sup>1</sup>, these can be placed into the following broad categories.

### *Communication and Interaction*

This includes Speech, Language and Communication needs (SLCN). Needs in this category may be related to how sound/speech is produced and/or heard by a pupil; how language and information (written and oral) is communicated, processed and/or understood; and/or how to have successful social interactions with others. This category includes pupils with Autism Spectrum Disorder (ASD).

### *Cognition and Learning*

This includes a wide range of Learning Difficulties and Learning Differences. The most common of these are Specific Learning Difficulties (SpLD), dyslexia, dyspraxia and dyscalculia. Learning Difficulties may range from mild to severe. This affects, to varying degrees: pupils' abilities to recall and retain information, to focus in class, to perform to their ability on formative assessments and more. This may also influence executive functioning skills.

### *Social, Emotional and Mental Health*

Social, Emotional and Mental Health (SEMH) includes Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD), Attachment Disorder, Anxiety, Depression, Self-Harm, Oppositional Defiance Disorder (ODD) and others. SEMH needs may be addressed through positive reinforcement, functional behaviour plans (FBPs), counselling, medication and/or other methods as determined by a professional, such as a psychiatrist. This may also influence executive functioning skills.

### *Sensory and/or Physical*

This may include Hearing Impairments (HI), Vision Impairments (VI), Physical Disability (PD), Developmental Delay, Seizure Disorder, a diagnosed medical need and more. This also includes difficulties with Fine Motor and/or Gross Motor skills. Sensory and/or Physical needs can affect pupils in PE, writing, playtime, accessing of materials (*e.g.* listening, reading boards) *etc.*

## **English as an Additional Language**

We also recognise that, as an international school following the British curriculum in Greece, we have a number of pupils who are not native English speakers. English as an Additional Language (EAL) is different from SAEN. However, at times there will be pupils who have both SAEN and EAL. We allow time for pupil adjustment to the English-based curriculum before referring for SAEN if there is a suspected need. Generally, this is between one and two years. When SAEN is suspected in a pupil with EAL, the Special Education Needs Coordinator (SENCO), EAL teacher and class teacher will review the pupil's progress. Consideration will also be placed on the pupil's ability in their native language. Priority is given to securing

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<sup>1</sup> Accessed at <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

English-language acquisition with possible push-in support. An assessment, such as the British Picture Vocabulary Scale (BPVS2) or the Test of Nonverbal Intelligence (TONI-4) may be administered at this stage.

### **Gifted, Talented and/or Very Able**

We also recognise that there are pupils who may be exceptionally gifted or talented, or very able, and that they may have additional needs in order to maintain their engagement and motivation for learning. In such a case, an Educational Psychologist's Assessment may be requested, and appropriate adjustments, including but not limited to, extension work, differentiation and/or a modified curriculum will be set. Adjustments may be social and/or academic. Pupils identified as gifted, talented and/or very able will be placed on a separate register to help ensure their needs are being met.

### **Slow Progress and/or Low Attainment**

Pupils who make slow progress or have low attainment do not necessarily have SAEN. However, this may be an indication of SAEN. Therefore, pupils who make slow progress, have low attainment or perform below their age-level will be monitored and may be placed on the SAEN register. The SENCO will monitor their progress and may also assess their reading level. If determined as appropriate, the SENCO may also administer the WRAT-4, an academic skills assessment in reading, maths, spelling and comprehension. An Educational Psychologist's Assessment may be requested.

### **Records and Data: Storage and Maintenance**

In alignment with the General Data Protection Regulation (EU 2018)<sup>2</sup> records and data regarding pupils with SEN are stored and shared in the following ways:

1. Pupil files which contain such documents as IEPs, pupil school histories, school assessment data, specialist assessments, relevant meeting notes or copies of important emails, signed parental receipts of Learning Support provision or IEPs are stored in a locked cabinet in the Learning Support room. The SENCO has the key. Relevant staff can view these files upon request. They are also informed when a new specialist assessment has been received so they can schedule time to read the assessment. Parents may also ask, in writing, to view these files.
2. Digital copies of the pupil histories, IEPs and any specialist assessments received electronically are stored in the SENCO's Google Drive account. The pupil histories and IEPs are shared electronically as password-protected DOCs.
3. Main office pupil files also contain copies of the latest IEPs, any relevant meeting notes and specialist assessments. These are located in the conference room which is locked at the end of each day.
4. The SENCO's pupil files (both physical and electronic) are transferred to the Senior School once a Year 6 pupil leaves the Junior School. These are passed along to the Senior School SENCO/Learning Support teacher.
5. If a pupil leaves Campion School whilst still in the Junior School, their files will be stored for two academic years before being destroyed or deleted. Parents or guardians must give permission in writing for the pupil files to be shared with the new school.

### **Roles and Responsibilities**

#### *Head of Juniors/Deputy Head of Juniors*

The Head of Juniors and the Deputy Head of Juniors are responsible for the day-to-day management of the school, including SAEN provision. They are responsible for informing parents upon admission of the SAEN provision available and the school policy. The Head of Juniors and Deputy Head of Juniors are the key to

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<sup>2</sup> Accessed at <https://gdpr.eu/tag/gdpr/>

ensuring SAEN provisions are made, and for encouraging a team approach to liaising with families of children with SAEN. The Head of Juniors is also responsible for keeping the Headmaster and Board of Trustees informed of SAEN and any related developments and/or needs.

### *SENCO/Learning Support*

The Junior School SENCO is part of the School Leadership Team and meets regularly with the Head of Juniors and Deputy Head of Juniors to discuss pupils on the SAEN register and initial concerns. The SENCO also works with the EAL leader and EYFS Coordinator to identify possible SAEN.

The Junior School SENCO, who is also the Learning Support (LS) teacher, is responsible for the following:

1. Advising and guiding class teachers of strategies to use for their pupils with SAEN;
2. Assessing and observing pupils when an Initial Concern Form<sup>3</sup> has been received;
3. Conducting reviews (formal, annual and ongoing) of pupils with IEPs;
4. Creating new IEPs;
5. Developing, implementing and overseeing the Junior School SAEN Policy;
6. Informing relevant staff when a pupil has SAEN and granting them access to the appropriate files;
7. Keeping informed of best practices in SAEN and of updates to current policies, both in the UK and in Greece;
8. Leading and/or coordinating in-school opportunities for professional development in SAEN;
9. Liaising with class teachers, teaching assistants, personal teaching assistants, specialists and families to ensure that the appropriate levels of support are in place;
10. Maintaining a reference list of specialists;
11. Maintaining the SAEN Register;
12. Meeting with the Early Years Foundation Stage (EYFS) Coordinator to help smooth the transition for Reception pupils to Year 1;
13. Meeting with the Senior School SENCO and Year 6 families to help smooth the transition for Year 6 pupils to Year 7;
14. Monitor progress of identified pupils with SAEN;
15. Organising and requesting appropriate resources for pupils with SAEN;
16. Providing for learning support and short-term interventions;
17. Requesting additional specialist assessments and making recommendations for possible further supports;
18. Reviewing school assessment data, such as the annual Interactive Computerised Assessment System (InCAS) tests and the termly class tests in maths and English, to ensure expected progress is being made by pupils;
19. Supporting class teachers to implement emotional and behavioural supports for pupils with SAEN;
20. Working with class teachers to develop appropriate curriculum modifications for SAEN pupils on a modified curriculum;
21. Working with the Senior Leadership Team, class teachers and families to follow an assess, plan, do and review cycle.

### *Teachers*

Campion School believes in Quality First Teaching (QFT) and therefore class teachers and specialist teachers are responsible for reporting initial concerns and using differentiation of content, process, product and environment in their lessons to the maximum degree appropriate within a mainstream setting. Teachers are also responsible for using the strategies and adjustments outlined in pupils' IEPs, and for being familiar with specialist assessments conducted.

### *Teaching Assistants*

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<sup>3</sup> See Appendix 1 for the Initial Concern Form.

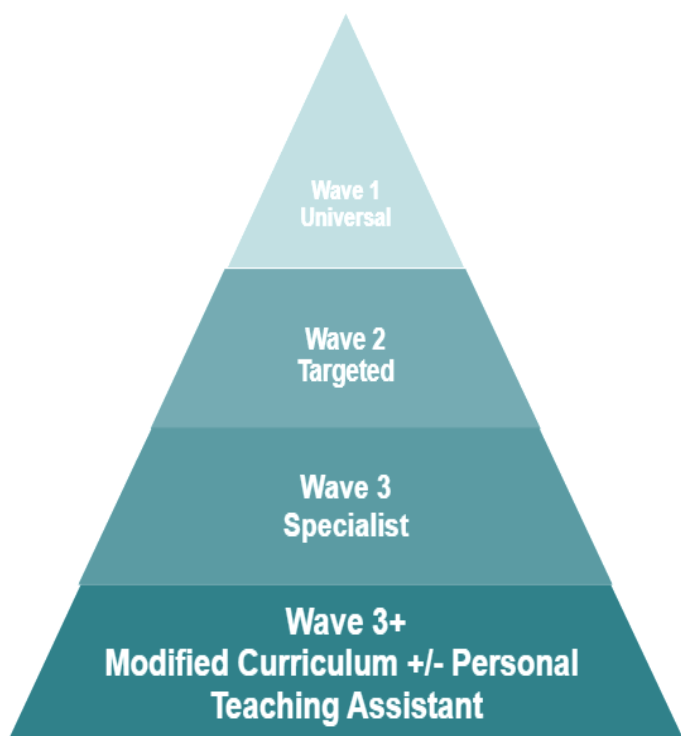
Campion School has a number of teaching assistants who work in the Junior School. Teaching assistants support all pupils, including those with SAEN. They may have 1:1 time with a pupil or lead a small group, for example to teach phonics. They may be utilised for social groups, for example to train playground buddies. They are an integral part of the support systems in place for our pupils.

### *Personal Teaching Assistants (Shadow Teachers)*

Personal teaching assistants may be requested when extra adult support is needed for a child to be successful in a mainstream class. Personal teaching assistants' roles will vary depending on the child's specific needs. They may help with implementing a modified curriculum, support positive behaviours, have a medical role and so forth. The cost of personal teaching assistants are borne by the child's family. We help to recommend personal teaching assistants when we have suitable candidates. We also reserve the right to meet with candidates who families choose beforehand to ensure that the match will be a good fit for the child and school. Personal teaching assistants are expected to follow the Staff Code of Conduct and to be fully informed of the school's Safeguarding and SAEN policies.

Personal teaching assistants will work under the guidance of the class teacher and SENCO, and are a vital communication link between home and school. We recognise that in order to be effective in the development of a child's independence, a good personal teaching assistant is careful to keep a fine balance between guiding and teaching versus doing too much for their child. The school will monitor this and the SENCO will provide guidance and feedback as needed. The best personal teaching assistants are good communicators who are proactive in their roles. The school reserves the right to discontinue access to school for any personal teaching assistant deemed unsuitable.

### **The Referral Process – Waves of Intervention and the Assess, Plan, Do and Review Cycle**



## Wave 1

### Assess, Plan, Do:

- QFT is in place for all pupils
  - CTs identify strengths and difficulties for pupils
  - Classroom strategies in place, such as positive reinforcement and differentiated work
  - Communication between school and home and between the current and previous teachers to gather information
- Review:
- If progress is made, continue to monitor in class; further interventions may be needed if progress is slow
  - If limited or no progress is made, move to Wave 2

## Wave 2

### Assess, Plan, Do:

- Initial Concern Form submitted to SENCO
  - SENCO and CT meet to discuss
  - SENCO observes pupil and ensures QFT is in place
  - SENCO may assess the pupil
  - Either continuance of QFT with extra support such as from a TA or the SENCO, or a CAP is developed
  - Parents must be informed of concerns at this stage by the CT and/or SENCO and a specialist assessment may be requested
- Review:
- If progress is made, continue to monitor in class; further interventions may be needed if progress is slow; CAPs to be adjusted on an as needed basis
  - If limited or no progress is made, move to Wave 3

## Wave 3+

### Assess, Plan, Do:

- Meeting with CT, SENCO, external specialists and families to put a plan in place with clear expectations
  - IEPs modified to reflect Wave 3+ interventions
  - Learning Support sessions may continue to be offered depending on the agreed upon targets
  - A Personal Teaching Assistant may be requested
  - A modified curriculum may be set based on outcomes of assessments, lack of significant progress and recommendations from an Educational Psychologist
- Review:
- If progress is made, continue as needed and remove supports only when they become unnecessary for continued success
  - If limited or no progress is made and all options have been exhausted, the Headmaster and Head of Juniors may reconsider the educational setting's appropriateness

## Wave 3

### Assess, Plan, Do:

- Meeting with CT, SENCO, external specialists and families to plan or request extra assessments from a specialist
  - An IEP is developed to ensure targets and extra interventions are in place
  - Learning Support sessions may be offered during Languages or other lessons for pupils with IEPs
- Review:
- If progress is made, continue as needed and remove supports only when they become unnecessary for continued success
  - If limited or no progress is made, and relevant specialist assessments have been conducted and received, move to Wave 3+
  - IEPs will be reviewed formally annually and SMART targets updated

## *Wave 1 - Universal*

Quality First Teaching<sup>4</sup> is the backbone of Wave 1 interventions. As defined in 2008 by the then Department for Children, Schools and Families (UK) in their guide *Personalized learning – a practical guide* 00844-2008DOM-EN, QFT means:

- highly focused lesson design with sharp objectives;
- high demands of pupil involvement and engagement with their learning;
- high levels of interaction for all pupils;
- appropriate use of teacher questioning, modelling and explaining;
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups;
- an expectation that pupils will accept responsibility for their own learning and work independently;
- regular use of encouragement and authentic praise to engage and motivate pupils.

QFT is for everyone, regardless of additional needs. By using QFT, we are more able to meet the needs of diverse learners in a least restrictive environment. As stated in the SEND Code of Practice (UK 2015) in section 1.24: ‘High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this... Special educational provision is underpinned by high quality teaching and is compromised by anything less’. Class teachers use a Classroom Environment Checklist to ensure their rooms are suitable for all learners as part of QFT.

## *Initial Concerns*

When a pupil is having difficulty in school, such as with managing the curriculum, meeting behavioural expectations, making and keeping balanced friendships and more, any teacher who works with the pupil, including teaching assistants, are encouraged to discuss this with the SENCO and to complete an Initial Concern Form. Parents/guardians are also welcome to complete this form. Once an Initial Concern Form is received, the SENCO will schedule time to observe the pupil in class and/or at play. This may also be followed by testing by the SENCO, such as of the pupil’s reading level using the PM Benchmark toolkit, or the WRAT-4, BPVS2 or TONI-4. The SENCO will also look at the pupil’s scores on in-class termly assessments and the end-of-year InCAS tests. If the concern is in an academic subject, the SENCO may ask to see the pupil’s class work or exercise books.

After the initial investigation by the SENCO and discussion with the Junior Leadership Team, a decision will be taken by the SENCO whether to move a pupil to Wave 2.

## *Wave 2 - Targeted*

Wave 2 includes a few more individualised approaches to teaching and learning in the mainstream classroom. It could include a Class Action Plan (CAP) with suggested strategies, such as:

- specialised seating arrangements
- the use of aides to reduce distractions, such as headphones or partitions
- reading rulers or highlighters
- multi-step directions presented one at a time or in writing
- graphic organisers
- coloured overlays or paper
- an individual behaviour contract or plan
- manipulatives in maths

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<sup>4</sup> Accessed at <https://dera.ioe.ac.uk//8447/>



- use of regulation strategies such as through the *Zones of Regulation*<sup>5</sup> programme
- sensory approach to learning new material, *i.e.* beanbag toss for multiplication practise
- use of weighted shoulder wraps
- fidget accessories
- visual timetables
- planned movement breaks
- classroom jobs as rewards/breaks
- material with fewer visual distractions
- special pens or grips for writing
- option to type certain work
- packing/unpacking checklists
- help at home, such as gross motor skills exercises or extra practice in an academic area

The strategies are agreed upon between the class teacher, families and SENCO. The SENCO then creates a list of these as part of a CAP and helps find the materials/resources to implement the strategies.

At times, Wave 2 may include set groups. The setting of maths in Year 6 has been highly effective in meeting the needs of diverse learners within the mainstream curriculum.

Wave 2 interventions may also include small group sessions with the SENCO or a teaching assistant for a specific subject, such as maths during class maths lessons. They may also comprise a once weekly small-group session for social-emotional support in the form of a Friendship Club. Wave 2 interventions should have a specific end date and overarching goal.

At this stage, the class teacher will have already addressed their concerns with the pupil's parents/guardians. The SENCO will then inform the parents/guardians in writing of concerns based on observations and elicit feedback from the family. Consideration will be given to whether there are any concerns at home as well, the pupil's state of emotional wellbeing, whether there are any particular areas or issues the pupil is struggling with and more. The SENCO will then help guide the parents/guardians on the next steps. These could be:

- a reasonable amount of time to see if the CAP is effective or whether further support is necessary;
- a request for a specialist assessment to gain a clearer picture of the pupil's learning profile;
- a request to assess for services such as OT or SLT.

Pupils who receive Wave 2 supports are placed on the SAEN Register. This is a list that is maintained by the SENCO which identifies the areas of needs for pupils and services they receive. The list is shared with the Headmaster, Head of Juniors and Deputy Head of Juniors. It is not shared with anyone else. Pupils who receive support from external specialists and pupils who have serious medical needs are also placed on the SAEN register at Wave 2.

Parents/guardians are expected to meet with the SENCO at the autumn and spring parents' evenings. Should it be considered that more time is needed, parents/guardians will be invited in to meet again after an appropriate amount of time has passed. After consultation with the parents at the scheduled meeting a decision is made:

- to discontinue Class Action Plan if progress has been seen and the extra supports are no longer necessary;
- to amend, continue with or update the Class Action Plan if appropriate;
- to refer the pupil for Wave 3.

### *Wave 3 – Specialist*

Wave 3 includes all the elements of Wave 1 and Wave 2 with further support. Depending on the needs, this is usually in the form of Learning Support sessions. These are sometimes timetabled during Language lessons. They may also be timetabled during a class lesson as a push-in session or pull-out session. In these cases, careful consideration will be given to which lesson the extra support is given during. Frequently,

<sup>5</sup> Accessed at <https://zonesofregulation.com/free-downloadable-handouts.html>

pupils with SAEN attend a few of these sessions each week in very small groups. The number of the sessions is based on the needs of the pupils and generally support the academic subject work of the year group. These small groups make for more effective support in pupils with SAEN. Pupils at Wave 3 should have an educational psychologist's assessment to make sure that the proper interventions can be put in place and to guide the class teacher and SENCO to select the appropriate strategies based on need.

Pupils placed on Wave 3 may receive specialist support from external professionals contracted by the parents/guardians. This expense is not covered by the school. With written permission, the SENCO will communicate with these specialists to discuss concerns, strategies, progress and next steps. The SENCO will then communicate necessary information to members of staff who work with the child.

At Wave 3, an IEP is created and shared with the parents/guardians, pupil's class teacher, relevant specialist teachers and the main office. The IEP includes the following information:

1. Pupil name;
2. Date of birth;
3. Class;
4. Area of need(s);
5. Intended outcome of the IEP;
6. How it will be monitored;
7. Pupil strengths and difficulties;
8. Support strategies;
9. External interventions;
10. Reports on file;
11. Date of review;
12. Next review;
13. SENCO's name;
14. SENCO's title;
15. SMART<sup>6</sup> targets;
16. Reviews of the SMART targets when appropriate;
17. Comments or concerns from the parents/guardians.

A copy of the SMART targets is also provided for, and discussed with, the children in order for them to take responsibility for their learning and have a clear picture of their progress and aims. These are available for them in their class as well so that their progress can be recorded *in situ*.

There is a room designated for pull out Learning Support sessions. It is equipped with two computers. It also has resources to support curriculum differentiation and the delivery of specialised programmes to meet the needs of pupils with SAEN. There is a lift to allow access to the first floor and there is an accessible toilet on the ground floor.

#### *Wave 3+ Modified Curriculum and/or Personal Teaching Assistants*

For a few pupils, Wave 3 interventions may not offer an adequate level of support to continue in the mainstream setting. In these cases, a modified curriculum may be necessary. The modified curriculum will be decided upon by the class teacher and SENCO after reviewing the child's history, school assessments and specialist reports. A modified curriculum is not the same as differentiation. It is a separate curriculum designed to fill in learning gaps and focus on essential skills. At this point, a personal teaching assistant may be necessary.

#### *Assess, Plan, Do, Review*

We follow the assess, plan, do and review cycle to ensure that the needs of our children are being met and that expected progress is being made. IEPs are formally reviewed annually and are discussed at both the autumn and spring parent-teacher meetings with the SENCO. However, SMART targets and updates to the

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<sup>6</sup> SMART targets are specific, measurable, attainable, realistic and time-bound.

IEP can be made at any point in the year if there is a need or if additional information, such as through specialist assessments, becomes available. The SENCO elicits both formal and informal feedback from the class teacher, families, teaching assistants and specialists as part of this cycle.

### **Transfer from EYFS to Year 1**

We have noted that early identification and intervention of SEN is the most effective for children as they progress through their school years. Delays in reaching developmental milestones are flagged and discussed with families. The SENCO and EYFS Coordinator communicate regularly to ensure that any concerns are monitored and followed up.

### **Transfer to the Senior School**

A meeting with the Junior and Senior School SENCOs and each of the families of pupils with Learning Support takes place in the Spring term. The Senior School SENCO is informed of students requiring Learning Support in Year 7 and of their language preferences by the beginning of the Summer term. The SENCO/s, the year tutor for Year 7 and the Year 6 class teachers also meet before the end of the school year to discuss pupils, including those with SAEN, in Year 6. Class teachers complete transfer reports. These outline strengths and weaknesses, and list accommodations that have proved useful in the Junior School. All Year 6 files of transferring pupils, which includes past reports, assessments, IEPs and copies of Learning Support forms are passed along from the Junior School SENCO to the Senior School SENCO. At the beginning of the new school year, the Senior School SENCO informs the relevant teaching staff of the needs of transferring pupils and of new pupils with SAEN.

### **Review of the Policy**

The Head of Junior School and SENCO will review this policy annually.

Next review: Autumn 2023