



Peak School SEN Policy

Learning Support Centre - LSC, Individual Needs – IN and Gifted Education - G&T

June 2012 - To be reviewed in June 2015

What is a Special Educational Need?

All children and young people learn and develop at different rates and have both areas of strength and interest and areas of weakness. A child or young person may have a special educational need if despite appropriate educational activities, planning and support they continue to experience a greater difficulty than their peers in learning and developing skills.

Relationship of School SEN Policy to ESF SEN Policy and Guidance

Introduction

This policy is constructed in line with the requirements of The English Schools Foundation (ESF) Special Educational Needs (SEN) Policy (2007) and the supporting ESF SEN Guidance for implementing the SEN Policy (2008). It is in line with the principles and values of Peak School's Mission statement and reflects international best practice in Codes of Practice for special educational needs.

Part A: Basic information about the school's SEN provision

School SEN specification

The provision for students with SEN at the Peak School is within the context of the ESF SEN policy (2007) and subvented funding for SEN. ESF schools support students across the continuum of SEN through the **Levels of Adjustment** and **Model of Differentiation**. The majority of students have their needs met in the mainstream classroom. In addition Peak School provides Learning Support Class provision for up to 7 children.

Students in our LSC have their needs met through a combination of inclusion opportunities and support within the LSC.

Peak School provides for special needs students in line with the ESF SEN Policy (2007). Students whose individual needs require less extensive adaptations to teaching and learning are catered for within mainstream classes. These students may have difficulties in maintaining attention, delays in language, delays or difficulties in the development of literacy, numeracy or other academic skills or difficulties in self-regulation or behaviour. Peak School adheres to the ESF commitment to providing this support for up to 5% of its total student population while recognising that a greater number of students, perhaps another 5%, are supported by classroom teachers and EAs.

Peak School's definition of Special Needs is in line with the ESF definition of Special Needs (SEN Policy 2007)

Children have special education needs if they have a learning difficulty that calls for special education provision to be made for them.

Children have a learning difficulty if they

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability, which either prevents or hinders them from making use of educational facilities of a kind provided in ESF schools for children of the same age.

A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is or will be taught.

School definition of Special Educational Provision

For a student of 4 ½ years of age or over, educational provision, which is additional to or otherwise different from the educational provision made generally for students of the child's age in ESF schools, other than The Jockey Club Sarah Roe School (JCSRS).

The School's principles for its SEN provision

The Peak School's principles for its SEN provision are based on the ESF principles for inclusion:

- Peak school will offer high quality education to all its students
- The achievements, attitudes and well-being of every child matters
- A child with SEN should have their barriers to learning identified and addressed by all those involved in the education of the child
- Parents have a vital role to play in supporting their child's education
- Students with SEN should be offered full access to a broad, balanced and relevant education which reflects the principles of the PYP
- The student voice is valued and the views of the student should be sought and taken into account wherever possible
- The process of identifying and addressing the special educational needs of students will be clear and consistent

Peak School's Objectives for SEN provision

- The school will manage resources, in line with ESF policy, to best ensure all students' needs are met
- A student's special educational needs will be identified as early as possible.
- The school and parents will work in partnership in identifying and meeting individual needs
- Provision and progress will be monitored and reviewed regularly by all parties involved.
- The school will work with outside agencies in an appropriate and manageable manner.
- Student Support Plans (SSPs) and Individual Education Plans (IEPs) will be reviewed annually, in accordance with the ESF **Guidance for implementation of the ESF SEN Policy, 2008**. IEP's at Peak School are reviewed by LSC Manger and class teachers (EA's where appropriate) and a parents meeting is held to review and discuss the targets each term (3 per year).
- Appropriate training for all staff will be provided through the ESF Professional Development programme through school based CPD opportunities
- The appropriateness and effectiveness of the SEN Policy will be reviewed within 12 months of its implementation.

Person(s) responsible for the school's SEN provision

There is a high level of experience and qualification with special needs education from all of the SEN Team, including educational assistants. The school has allocated additional funding to boost the current provision to the LSC students.

Current staffing:

LSC Manager fulltime

LSC EA full time

LSC EA 3 days per week

IN Teacher 3 days per week

IN EA 2 days per week

IN EA 2 ½ days per week

Gifted Education 2 days per week

4 part time parent funded EA's.

Peak School's admission arrangements for students with SEN

- The admission arrangements for students with SEN fall within the usual admission procedures for all students to ESF schools
- Particular attention is paid to the transition process and sharing of information.
- Parents may be invited to the school to discuss particular needs.
- Learning Support Centre enrolments follow the ESF Admissions and Review Panel procedures and requirements.
- Parents may sometimes be involved in discussions with reference to the provision of a parent funded EA.

The school's facilities for the provision for students with SEN includes:

Mainstream provision

- Designated small group teaching areas.

LSC provision

- A class base for maximum of 7 children.

The school has no specialised access facilities for students with physical disabilities

Peak School's policy statement on Disability and Discrimination awareness

This is contained in Peak School Equal opportunities Policy March 2003

The ESF SEN Policy (2007) sets out the levels of adjustments which determine whether a student's needs can best be met in the mainstream with support, an LSC or JCSRS.

Part B: Information about the school's policies for the identification, assessment and provision for all students with SEN**Allocation of resources for SEN provision**

SEN provision in Peak School for mainstream students is funded solely from the school's overall budget, and is allocated on the basis of individual need. Support is graduated according to needs, priorities and availability of resources, using the ESF Levels of Adjustment and Model of Differentiation.

Provision in the Learning Support Centre has additional funding through subvention from the Hong Kong Education Bureau, on an agreed formula.

The range of actions/provision

Appropriate arrangements will be determined for each individual student, but may include one or more of:

- Assessment and monitoring
- Appropriate curriculum provision
- Grouping for teaching purposes
- Provision of extra teaching and learning resources
- Human resources

Physical resources include:

- Appropriate ICT software
- Specialised literacy and numeracy resources
- Specialised equipment/resources to target areas of specific need
- Teacher reference texts/library.

In addition the school occasionally considers the employment of a parent funded EA to facilitate curriculum access for an individual pupil. In such cases Peak School follows the ESF guidelines for the employment of parent funded EAs.

Identification, assessment and review of students with SEN

In line with the ESF **Guidance for implementation of the ESF SEN Policy (2008)**, the following differentiated response will be made for students with SEN.

If a teacher has a concern about a child's learning needs, the following procedure will be followed.

Action by class teacher (assessment progression model)

- Teacher assessment phase
- Use baseline data/ assessment to help identify the needs / strengths of the students.
- Ensure on-going observation/assessment provides feedback so assessment forms basis of next steps
- Involve / consult with parents
- Consult with LSC Manager or IN Teacher regarding measures taken to address child's needs. Class teacher may discuss with parents
- Class teacher uses in class differentiation techniques
- Quality First Teaching which addresses the needs of all students.
- Refer to ESF Handbook "What's usual and appropriate"
- Use baseline data/ assessment to help identify the needs / strengths of the students.
- Ensure on-going observation/assessment provides feedback so assessment forms basis of next steps.

Level of Adjustment 1

- This occurs when there is concern, underpinned by evidence, that despite differentiation and other arrangements, the student has made little progress due to underachievement, behaviour, sensory/physical or communication/interaction difficulties
- Class teacher/ IN Team look at existing information and evidence. IN Teacher takes lead in further assessment and planning of future support
- Interventions may include different materials or groupings, catch up programmes, extra adult support
- Class teacher should inform Individual Needs Teacher using "Referral/Record of Concern" form
- Class teacher continues to use in class differentiation techniques
- Refer to ESF Handbook formal checklist for LOA 1
- Refer to ESF Handbook strategies, provision and Triggers for level 2

- Class teacher should start a dialogue with parents to inform them of their concerns and the involvement of the Individual Needs team
- Individual Needs Teacher will carry out observation and assessment where necessary
- Individual Needs Teacher will contact parents at the end of this phase to discuss their assessments and observations
- A formal meeting including parents, class teacher and IN Team will be held if the child needs to move to Level 1.

Level of Adjustment 2

- This occurs when there is concern, underpinned by evidence, that despite Level 1 adjustment arrangements, the student has made insufficient progress.
- Class teacher/ Individual Needs Teacher look at existing information and evidence.
- Individual Needs Teacher takes lead in further assessment and planning of future support.
- Refer to ESF Handbook strategies, provision and Triggers for level 3
- Interventions may include different materials or groupings, catch up programs, extra adult support.
- Individual Needs Teacher and class teacher review current information. This could include seeking advice from outside agencies such as SALT, OT and ED Psych.
- IN Team and class teacher devise a Student Support Plan (SSP) in consultation with student and parents.
- Student Support plan is implemented and monitored.
- SSP will include guidance on strategies and the use of resources including ICT.
- Educational Psychologist Report
- ARP - Admissions Review Panel) if necessary.
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Dimensions of Schooling \ Levels of adjustment include:

Speech and Language
 Social and Communication, and Sensory Processing
 Motor Coordination
 Thinking and Learning, and
 Emotional and Social wellbeing
 Medical Needs

Student Support Plans (SSPs) and Individual Education Plans (IEPs)

Arrangements for students, which are additional to or different from that which is normally available, will be recorded on SSPs for students requiring Level of Adjustment 2, and IEPs for students requiring Levels of Adjustment 3 – 4.

SSPs and IEPs at Peak School focus on maximising access to the curriculum. They

- provide guidance to the students learning styles
- have up to three or four key individual targets to help meet individual needs and particular priorities.
- identify strengths and needs which guide strategies and interventions
- relate to key areas in communication, literacy, mathematics, behaviour, social and physical skills
- identify the roles of personnel responsible for implementation and review of the SSP and IEP

SSPs and IEPs consist of

- short term targets – where possible set between child, class teacher, IN teacher LSC Manager and parents
- teaching strategies to be used
- interventions to be made

- when the plan is to be reviewed
- success and/or exit criteria
- barriers to learning
- long term and short term targets
- outcomes (recorded when the IEP is reviewed each term)

When reviewed the following will be considered

- Progress made
- Student's views
- Parents' views
- Effectiveness of the SSP/IEP
- Any specific access issues that impact on progress
- Any updated information and advice
- Future action, including changes to targets and strategies

Annual reviews of progress will be carried out in accordance with advice in the **ESF Guidance for implementation of the ESF SEN Policy (2008)**.

Progress for SEN students

Achievement and progress of students with SEN can be defined in a number of ways. It includes progress which:

- matches or betters the student's previous rate of progress
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- shows improvements in accessing the curriculum
- demonstrates improvements in cognitive skills, self-regulation, social or personal skills

Where students (whether ESF mainstream or LSC) do not make sufficient progress, despite the school making purposeful and relevant interventions, it may be appropriate to request an assessment by the ESF Assessment and Referral Panel (ARP) to review the current provision.

Peak School's Curriculum provision for students with SEN.

We aim to implement a range of teaching strategies and approaches, including differentiation to support children with SEN to access a broad and balanced curriculum. We recognize that our SEN students may need to be withdrawn for intensive basic skills teaching in order to be able to access the curriculum. This needs to be balanced with the student's inclusion and participation in the classroom.

We recognise that many of the learning experiences in the PYP are open-ended and flexible so they can be adjusted to meet a range of student learning needs.

Differentiation involves providing students with different avenues to acquiring content; to processing, constructing, or making sense of ideas; and to developing teaching materials so that all students within a classroom can learn effectively, regardless of differences in ability.

Differentiated instruction is simply providing instruction in a variety of ways to meet the needs of a variety of learners. During instruction, teachers at Peak School are conscious of four elements, **content** (what students learn), **process** (how students make sense of content), **environment** (where students learn) and **product** (how students demonstrate what they have learned). When using the differentiated approach in the classroom, teachers can offer different approaches in what students learn, how they learn it, and how they demonstrate what they have learned.

Inclusion of students with SEN

Peak School endeavours to include all children in all aspects of school life. We are committed to overcoming any potential barriers to learning and full participation in the life of the school and community.

- Inclusion in whole school Parents' Evenings, learning journey's, exhibitions etc.
- Access to mainstream where appropriate and with support if available.
- Alternative curriculum pathways (Mandarin)
- Inclusion in whole school activities (Dance-a-thon, Sports Days etc.)
- Participation in after school clubs and extra-curricular activities
- Involvement in functional literacy and numeracy and life skills lesson eg. cooking, shopping.

School process for monitoring and evaluating its provision for students with SEN

The school will continuously monitor and evaluate the working of the SEN policy by gathering information on the following aspects

- * Number of Students on the register
- * Curriculum provision and levels of support
- * Progress made
- * Value added data on achievement
- * Suitability and success of resources
- * The impact of staff development opportunities
- * The level of participation by students and parents in the review process
- * The impact of the involvement of external specialists and consultants
- * The success of the liaison with other ESF schools
- * The identification of training needs
- * Student participation in extra-curricular activities
- * SSP and IEP reviews (each Term)
- *The success of involvement of external specialists and consultants.

Complaints procedures relating to the school's provision for students with SEN

Any complaints by parents of children with SEN needs are managed in accordance with ESF Complaints procedures.

Part C: Information about the school's staffing policies and partnership with bodies beyond the school

Professional development arrangements for school staff working with students with SEN

The professional development of all staff involved in meeting the needs of students with SEN is given high priority. A range of training opportunities is provided, which includes:

- Working alongside colleagues sharing skills, knowledge, strategies and resources
- Focused special needs staff meetings
- Mentoring of both teachers and EAs
- School based professional Development for EAs including training for specific catch up programmes
- Attendance at courses organised by ESF CPD team, including accredited courses linked with Hong Kong or international higher education providers
- Enrolment in ESF inline courses for EA's and Teachers in SEN
- Participation in school wide workshops eg. Social Thinking, ipad training.
- Other courses which are relevant to the work being undertaken. This can be generated by staff interest or can be undertaken at the request of the LSC Manager.

Access to support from outside agencies

Peak School has access to the following outside services:

- ESF SEN Advisor and Consultants.
- The ESF Educational Psychologist.
- ESF Therapy Services.

In addition, the school can make recommendations regarding Speech and Language Therapy, Occupational Therapy and private Educational Psychology Services. These have to be funded by the parents of the student.

Arrangements for partnership with parents of students with SEN

All parents of students with SEN in ESF schools should be treated as partners. They should be supported so as to be able to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement as outlined in the ESF SEN Policy
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision

In addition, parents should be fully informed with regard to their responsibilities in contributing to the partnership with the school so that:

- Communication between parents and the school is effective, efficient and manageable, and in line with the school's policies on communication and information sharing
- Staff are able to deliver their professional accountabilities and demonstrate answerability for educational standards through the school's agreed mechanisms

To make communications effective professionals should:

- Acknowledge and draw on parental knowledge and expertise in relation to their child
- Focus on the child's strengths as well as areas of additional need
- Recognise the personal and emotional investment of parents and be aware of their feelings
- Ensure that parents understand procedures, and are aware that informal consultation with the relevant professionals can take place in preparation for a meeting
- Respect the validity of **some** differing perspectives and seek constructive ways of reconciling different viewpoints
- Respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- Recognise the need for flexibility in the timing and structure of meetings

Peak School aims to work closely with the parents of children identified as having Special Educational needs. The following action is taken depending on the level of support children receive.

Students

The student's views will always be ascertained, but this may not be through direct discussion with the student. To participate in decision making children need information and support so that they can work towards:

- Understanding the importance of the information
- Expressing their feelings
- Participating in discussions
- Indicating choices
- Self and peer assessment

At Peak School, parents are involved in

- Whole school events
- Learning journeys, 'Meet the Teacher' evenings, Three-Way conferences, Yr 6 exhibition, end of unit celebrations and performances.
- Transition discussions
- Curriculum placement decisions as appropriate
- Trips and excursions
- ARP meetings/ observation visits
- IEP and SSP writing and reviews each term
- Parent surveys

At peak School students are involved in

- Whole class and small group learning opportunities
- Whole school events
- The Transition process
- Curriculum placement decisions as appropriate
- Assessment for Learning and Target Setting
- IEP reviews (held each term)

Transition arrangements from Year 6 / 7

Mainstream

Early in the Term 3 the IN Teacher makes contact with the SENco of our catchment Secondary School to discuss the needs of individual children at Levels of Adjustment 1 and 2 in Year 6.

The SENco of the Secondary School is invited to the Annual Review meeting of all children at Level 2 adjustment and is able to offer advice about what provision is available or may be required to support these children.

At the end of the term preceding the transition to a new school, the SENco hands over all relevant information to the receiving school, having first obtained permission from the parents.

LSC At the Annual Review in the September preceding transfer to Secondary, the ARP will be asked to review the existing placement, carry out a Matrix review and recommend future placement.

An enhanced supported transition is coordinated to reduce anxiety about the change. These have included additional orientation visits, having a copy of the timetable and diary ahead of time, meeting key staff, photographs and video taken, specific teaching and learning about children in his class and organizing equipment needed, discussions about how he will get to school (which bus at what time) etc.

Links with Hong Kong SEN support and education agencies

The SEN and LSC Manager are able to offer parents the contact details of organisations in Hong Kong which support children with SEN and their parents. Peak School also circulates details of relevant conferences and workshops through the Peak View.

Arrangements for consulting with staff, students and parents on the school SEN Policy

This policy has been drawn up through a process of consultation with the staff, the School Council and parents of the school.

Time-frame for SEN policy review

This policy will be reviewed on a three year cycle. The date of the next review will be June 2013.

The section relating to staffing of the SEN provision will be updated annually.



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