



## CANARY THE SCHOOL

### **Policy for Special Education Needs (SEN)**

#### **Mission Statement of the School**

To prepare committed, responsible young citizens by instilling advanced skills through inquiry and rigorous assessments who are culturally rooted with a global perspective, are in harmony with self, community and nature; have the courage to take risks with integrity and academic honesty, apply what they have learned for a purpose and make appropriate decisions and choices bringing in positive change in themselves and the community.

#### **Vision of the School**

To create a happy school community that supports intellectual evolution and collaborative learning for students, where every child imbibes 'how to learn' rather than 'what to learn'.

#### **Aims and Objectives**

Administration and the staff will do their best to ensure that the necessary provision is made for any student who has special educational needs and ensure that, where the Principal has been informed of those needs, that these needs will be made known to all who are likely to work with them.

The staffs in the school are aware of the importance of identifying and providing for those students who have special educational needs.

The staff will ensure that students with special educational needs join in the activities of the school together with students who do not have special educational needs, so far as that is reasonably practical and compatible with the student receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.

#### **Definition of Special Educational Need**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition: **A child of compulsory school age or a young person has a learning difficulty or disability if they:**

(a) **Have a significantly greater difficulty in learning than the majority of others of the same age.**

(or)

(b) **Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.**

Students are not regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught. Identifying and assessing SEN for students whose first language is not English requires particular care and we will look carefully at all aspects of a student's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from a SEN or disability.

**The four broad areas for Special Educational Needs and provision are:**

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.

**Inclusion**

All teachers in the school are teachers of children with Special Educational Needs. Canary the school adopts a '**Whole school approach**' to special educational needs which involves all the staff adhering to a model of good practice.

The staffs of the school are committed to identifying and providing for the needs of all children in a wholly environment.

The school operates an equal opportunities policy for all children and those with special educational needs who are afforded the same rights as other children. This includes both those children with statements of special educational needs and those others with less significant problems.

### **Access to the Curriculum**

The School Curriculum will be made available for all students. Where students have special educational needs, a graduated response will be adopted.

The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.

The school will make provision for students with special educational needs to match the nature of their individual needs and the special education needs teacher and the teaching assistant will keep regular records of the students' special educational needs, the action taken and the outcomes.

There will be flexible grouping of students so that learning needs may be met in individual, small group or whole class contexts.

Differentiated tasks and learning engagements will be given to the students to meet their individual needs.

Curriculum tasks and activities may be broken down into a series of small and achievable steps for students who have marked learning difficulties.

### **Assessments consist of:**

- A meeting with parents
- Advice from previous schools
- Reading and Spelling Age Assessment
- Grade level assessments
- Specialized testing Eg: dyslexia screening / additional reading tests
- Observation by specialist teachers.

In addition to the above, teachers, supported by the specialist in the area of need identification, make regular assessments of progress for all students and student progress is regularly recorded.

Where students are not making adequate progress given their age and starting point, they will initially receive additional support from their teacher.

Adequate progress is progress which:

- is similar to that of peers starting from the same baseline;
- matches or betters the child's previous rate of progress;
- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider.

Where students continue to make inadequate progress, despite in class interventions and support, the special education needs teacher, working with the class teachers, will assess whether the child has a significant learning difficulty. Where this is the case, then a decision will be made about the level of SEN support that is required to support the child.

**Exclusion:**

The students with major difficulties and those students who continue to make inadequate progress, despite in class interventions and support will be excluded from the regular classes during the library and any of one activity hours and the special education needs teacher will be teaching these students. The number of classes will be reduced as the students show improvement.

Where it is determined that a student does have SEN, parents will be formally advised of this before inclusion of the individual on the School SEN Register. The aim of formally identifying a student with SEN is to help the school ensure that effective provision is put in place and so remove barriers to learning.

**The type of support offered that is additional to and different from the normal differentiated curriculum includes:**

- In-class support by teacher/teacher assistant
- Withdrawal for individual/small group work
- Home/school reading schemes
- Use of specialist equipment
- External support

If progress is still not achieved given this level of support a decision will be made as to whether to make a referral for an Education, Health and Care Plan. This decision will be taken at a progress review meeting involving the child, parent, special education needs teacher and other professionals as appropriate.

### **Accommodations and modifications for SEN:**

For many students with disabilities—and for many without—**the key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the instruction and other classroom activities.**

A **modification** means *a change in what is being taught to or expected from the student*. Making an assignment easier so the student is not doing the same level of work as other students is an example of a modification.

An **accommodation** is *a change that helps a student overcome or work around the disability*. Allowing a student who has trouble writing to give his answers orally is an example of an accommodation. This student is still expected to know the same material and answer the same questions as fully as the other students, but he doesn't have to write his answers to show that he knows the information.

Modifications and accommodations are meant to help a child to learn.

### **Using various materials to accommodate the SEN-**

- Giving copies of teacher's lecture notes
- Using large print books
- Allowing answers to be given orally or dictated

### **Timing accommodation is made in the following way-**

- Giving the student extra time to complete assignments or tests
- Breaking up testing over several days

### **Assignments are modified in the following ways-**

- Reducing the difficulty of assignments
- Reducing the reading level
- Using a student/peer tutor
- Allowing answers to be given orally or dictated
- Using a word processor for written work
- Using sign language for communication

### **Excused from certain projects in the following ways-**

- Giving them short reading and writing projects.
- Reducing the difficulty of projects.
- Reducing the reading level of the projects.
- Allowing answers to be given orally in place of writing.

Because adapting the content, methodology, and/or delivery of instruction is an essential element in special education and an extremely valuable support for students, it's equally essential to know as much as possible about how instruction can be adapted to address the needs of an individual student with a disability.

### **Standard Operating Procedures followed in SI Unit.**

- 1) The HRT/ home room teachers will be sharing the difficulties encountered by them with some of the students in the regular classes by filling up the teacher's referral forms.
- 2) SI Unit instructor will be observing those students in the regular classes/ structured setting and in unstructured settings.
- 3) An informal educational assessment (Reading, writing, spelling, comprehension and composition skills are assessed in the informal educational assessments) will be conducted for those students, when the SI Unit instructor suspects any learning difficulties after 3 or 4 observations of those students in different settings.
- 4) Depending on the assessments results the students will be categorized into mild, moderate and severe cases.
- 5) IEP will be designed for the severe cases only.
- 6) Parents will be called and are explained about the difficulties faced by their children by showing the informal educational assessments.
- 7) IEP meeting will be planned with the parent and IEP will be shared with the parent. Parents' consent is taken to go about with the SI unit classes.
- 8) The students with mild and moderate issues will be helped by sharing the strategies with the HRT (HRT must work in coordination with the SI Unit instructor in the regular class rooms).
- 9) For the severe cases the SI Unit classes will be taken by the SI unit instructor by pulling them out of the regular classes during the library and activity classes and the basic learning gaps will be addressed by the instructor. (HRT must work in coordination with the SI Unit instructor in the regular class rooms).
- 10) Class room accommodations and modifications will be given to the students with learning issues and all the staff working with those students, are aware of those concessions.
- 11) As the gaps are being filled up the number of SI unit classes for the students will be reduced and the child will be mainstreamed.

12) Those children who are mainstreamed will be regularly checked by the SI unit instructor for the learning outcomes in the regular classes and are helped if there are any requirements.