

## 1. Definition of Special Educational Needs

1.1 Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a difficulty which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in this school.

1.2 Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

(Special Educational Needs Code of Practice, November 2001. DfES.)

1.3 Children who are learning English as an Additional Language are closely monitored in their language acquisition so that any cognitive learning difficulties are identified at an early stage. Special educational provision can then be organised.

1.4 At our school we also include (at the discretion of the Director of Student Support) any child who is experiencing emotional and/or behavioural difficulties as having a special educational need.

1.5 In all cases we work to support all students with additional needs, from Early Years through to IB, to support them and help them to fulfil their true potential as citizens of the world.

## 2 Aims and objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each child and provide them with appropriate learning activities and access to the curriculum;
- to ensure that the special educational needs of children are identified, assessed and provided for as early as possible; (any previous assessments of a child should be made available to the school prior to admission);
- to make clear the expectations of all partners in the process;
- to work, wherever possible and appropriate, in partnership with parents and outside agencies, these include external specialists from the wider community such as psychologists, psychiatrists, Occupational Therapists and Speech and Language therapists. Liaison also takes place between the local Health Authority (ASL) where cases of Italian nationals are covered by Legge 170 (2010) of the Italian Code.
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children from Early Years to Years 12 and 13 to be fully integrated into classroom and school activities **at a level appropriate to their needs**

### 3. Educational inclusion

**3.1** Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

**3.2** Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities **where appropriate and where possible**;
- helping children to manage their behaviour and emotions in order to take part in learning effectively and safely;

### 4 Special educational needs provision

**4.1** Children with special educational needs have learning difficulties that call for special provision to be made. Special educational provision constitutes educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in this school. Children may have special educational needs either throughout, or at any time during, their school career.

**4.2** The school uses a three stage model to respond to children's special educational needs. At all stages, the parents are made aware of concerns for their children's progress. Children are put on the SEN Register from Stage 1 and above. Pre- Stage 1 is a special stage which permits a period of specific monitoring before any definite decision is made.

- **Pre-Stage 1** is an initial period of concern about a child whose rate of progress has been identified as inadequate despite having appropriate learning experiences. It enables the class teacher in the Junior School, or Key Stage co-ordinator in the Senior School, to consult with the Director of Student Support and for differentiated learning opportunities to be planned and provided in a class setting. Regular and frequent monitoring of the child's progress by the relevant teacher, will show whether the provision is being effective. A Record of Concern form is filled in by the class teacher or Key Stage co-ordinator and a copy given to the Director of Student Support. The pupil is not placed on the SEN register, but parental awareness will have been raised either at Parent Teacher evenings or by specially requested meetings at which the Director of Student Support (or someone designated by him) is present.
- **Stage 1** is as above, but the child is placed on the SEN register. The Director of Student Support suggests strategies to help the child in class and the child's progress is monitored regularly. Parents are informed of the differentiated strategies and, where appropriate, are encouraged to become involved. (eg. through homework activities or by supporting agreed behavioural strategies for example).

**Stage 2** recognises a need for formal assessment in order to determine underlying reasons for lack of progress. This assessment will in most cases be internal and carried out by the Director of Student Support (or another person designated by him who is also qualified to carry out standardised assessments).

Depending on the results of internal assessment, a further external assessment (e.g. from an Occupational Therapist, Speech and Language pathologist etc.) may be recommended. Such advice would only be a recommendation as this would involve a private fee-paying arrangement agreed between parents and external specialist. Once results of formal assessment are known, parents and other interested stakeholders are informed and in most cases a plan for provision and strategies (Learning Support Profile) is put in place. This plan is reviewed once a year.

## 5. Implementation

**5.1** The Director of Student Support is responsible for:

- managing the day-to-day operation of the policy;
- co-ordinating the provision for and managing the responses to children's special needs, especially where these may change, for example for students making the transition from (I)GCSE to IB programmes;
- liaising with and advising colleagues
- contributing to and managing the records of all children with special educational needs;
- liaising with parents of SEN children
- managing the school-based assessment and facilitating the provision of external assessment.
- maintaining resources and a range of teaching materials to enable appropriate provision to be made;
- acting as link with external agencies and other support agencies;
- monitoring and evaluating the special educational needs provision and reporting regularly to the Vice Principal, Heads of the Junior Schools and Senior School, the IB Coordinator and relevant members of staff (e.g. Head of Year, Head of Sixth Form, class teacher etc.);
- Liaising closely with the EAL Coordinator and EAL staff in order to monitor the need for special educational provision amongst EAL students. Overseeing the work of the Particularly Able Coordinator;
- Learning Support Profiles;
- A Learning Support Profile may be used to plan the interventions for children who are on Stage 2 of SEN provision.
- Learning Support Profiles are devised by the Director of Student Support and class teacher, or other relevant teacher in the Senior School, in consultation with the child concerned.
- The Learning Support Profile contains targets set for the child; the teaching strategies to be used; the provision to be put into place and the outcome of the action to be taken.

- The Learning Support Profile records no more than three or four targets that are related to key areas of communication, literacy, numeracy, behaviour and social skills.
- The targets are shared with the teachers and parents where appropriate. Learning Support Profiles are reviewed once a year where appropriate.

## **5.2 Teaching and Timetabling**

- When planning, teachers set suitable learning challenges and respond to children's diverse learning needs, including those children with special educational needs. They make provision, where necessary, to support individuals or groups of children, thus enabling them to participate effectively in curriculum and assessment activities.
- Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; work is differentiated appropriately, and assessment is used to inform the next stage of learning.
- It is understood that whilst the most effective form of support often occurs within the class setting, there are times when, in order to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the class.
- When support is needed in a withdrawal situation, the first priority is to ensure that all children have access to a broadly based curriculum and do not miss core subjects where at all possible.
- Individual strengths and preferences are taken into account in addition to the advice of the staff and parental requests.

## **6 Allocation of resources**

**6.1 The** Director of Student Support is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school.

**6.2** The Director of Student Support draws up a resources bid annually, and whenever the budget is able to facilitate immediate needs.

**6.3** The Principal is responsible for the allocation of resources to the Director of Student Support

## **7 Assessment**

**7.1** Early identification is vital. In the case of junior school, the class teacher or Key Stage coordinator, informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. In the case of senior school, the Head of Year will make contact with parents, and in the case of students in Years 12 and 13, the Head of Sixth Form.

**7.2** The teachers and the Director of Student Support assess and monitor the children's progress in line with existing school practices.

**7.3** The Director of Student Support works closely with parents and teachers to plan an appropriate programme of intervention and support so as to enable fair and equitable access to the curriculum for all children and young people, from Early Years to IB.

**7.4** Children with special educational needs often require, or are eligible for, special arrangements in external tests and exams such as the (I)GCSE and IB examinations., in line with the criteria as set out by JCQ for (I)GCSE examinations, and the IBO (for IB programmes).

The Director of Student Support is responsible for carrying out the appropriate assessments and collating such information as is necessary in order to request such arrangements from the relevant awarding bodies. Permission for such arrangements can only be granted by such awarding bodies and not by the school. Making a request for such arrangements in no way guarantees that the awarding bodies will grant them.

## **8 Partnership with parents**

**8.1** At all stages of the special needs process, the school keeps parents fully informed and involved. We encourage parents to make an active contribution to their child's education.

**8.2** Regular meetings are held to share the progress of students with their parents.

**8.3** Following formal assessments, there is a system of review in place which involves the Director of Student Support (or a designated member of the support team), class or subject teacher or Head of Year. Parents are consulted and informed of new targets set.

\*Team Around the Child (TAC) meetings may also be held for students causing particular concern. Such meetings draw on the advice of key staff in the school with the aim of supporting the child as appropriately as necessary.

## **9 Monitoring and evaluation**

**9.1** The Director of Student Support monitors the movement of children within the SEN system in school and keeps staff informed to ensure smoother transition for students with additional needs from one Key Stage to another and from Primary to Secondary phase and from secondary to tertiary phase.

**9.2** The Director of Student Support maintains the school's SEN records and makes sure that they are available to all members of staff

**9.3** The Director of Student Support meets on a regular basis with the Vice Principal to review the implementation of the SEN policy and ensure that there is adequate SEN provision throughout the school.

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Last update: February 2018

This policy will be updated annually by Trevor Bestall (Director of Student Support)

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