



British International School and Montessori Education

# Special Educational Needs and Disabilities (SEND) Policy

<b>Approved by:</b>	BIS Advisory Board	<b>Date:</b> 09/2016
---------------------	--------------------	----------------------

<b>Last reviewed on:</b>	09/2023
--------------------------	---------

<b>Next review due by:</b>	09/2024
----------------------------	---------

## Contents

1. Aims and objectives .....	3
2. Vision and values .....	3
3. Legislation and guidance .....	3
4. Inclusion and equal opportunities .....	3
5. Definitions .....	4
6. Roles and responsibilities .....	5
7. SEN information report.....	8
8. Our approach to SEND support .....	8
9. Expertise and training of staff.....	11
10. Links with external professional agencies.....	11
11. Admission arrangements .....	11
12. Complaints about SEND provision.....	11
13. Monitoring and evaluation arrangements.....	11
14. Links with other policies and documents .....	12

---

## 1. Aims and objectives

Our Special Educational Needs and Disabilities (SEND) policy aims to:

- Make sure our school fully implements all relevant legislation and guidance regarding learners with SEND
- Set out how our school will support and make provision for learners with special educational needs and disabilities
- Provide learners with SEND access to all aspects of school life so that they can engage in the activities of the school alongside pupils who do not have SEND
- Help learners with SEND fulfil their aspirations and achieve their best
- Help learners with SEND become confident individuals living fulfilling lives
- Help learners with SEND make a successful transition into adulthood
- Communicate with learners with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the learner
- Explain the roles and responsibilities of everyone involved in providing for learners with SEND
- Communicate with, and involve, learners with SEND and their parents or carers in discussions and decisions about support and provision for the learner
- Make sure the SEND policy is understood and implemented consistently by all staff

## 2. Vision and values

At BIS we will provide all learners with access to a broad and balanced curriculum.

We are committed to making sure all our learners have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of learners, no matter how varied.

## 3. Legislation and guidance

Our SEND Policy is based on the following UK statutory legislation and guidance ;

- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for learners with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors'/trustees' responsibilities for learners with SEND

## 4. Inclusion and equal opportunities

At BIS we strive to create an inclusive teaching environment that offers all learners, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all learners the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that learners with SEND are included in all aspects of school life.

## 5. Definitions

### 5.1 Special educational needs

A learner has SEN if they have a learning difficulty or disability that requires 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 most 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 in mainstream schools

**Special educational provision** is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### 5.2 Disability

Learners are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for learners with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### 5.3 The 4 areas of need

The needs of learners with SEND are grouped into 4 broad areas. Learners can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the learner's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Learners with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.  Learners who are on the autism spectrum often have needs that fall in this category.

AREA OF NEED	
Cognition and learning	<p>Learners with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where learners are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Learners may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Learners with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Learners may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These learners may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 6. Roles and responsibilities

### 6.1 The SENCO

The SENCO at our school will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the principal to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual learners with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that learners with SEN receive appropriate support and high-quality teaching

- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual learners
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the learner and their parents are informed about options and that a smooth transition is planned
- When a learner moves to a different school or institution: Make sure that all relevant information about a learner's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the principal and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all learners with SEND up to date and accurate
- With the principal, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access
- With the principal, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the principal and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

## **6.2 The governing board**

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Do all it can to make sure that every learner with SEND gets the support they need
- Make sure that learners with SEND engage in the activities of the school alongside learners who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any learner with medical conditions
- Make sure that the school provides access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for learners with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favorably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

- Make sure that all learners from year 8 until year 13 are provided with independent careers advice

### **6.3 The Principal**

The principal will:

- Work with the SENCO and to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for learners with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of learners on the SEND register
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

### **6.5 SENCO and class teachers**

The SEND specialist and teachers are responsible for:

- Planning and providing high-quality teaching that is differentiated to meet learners' needs through a graduated approach
- The progress and development of every learner in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working together to review each learner's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report

Communicating with parents regularly to:

- Set clear outcomes and review progress towards them
- Discuss the activities and support that will help achieve the set outcomes
- Identify the responsibilities of the parent, the learner and the school
- Listen to the parents' concerns and agree their aspirations for the learner

### **6.6 Parents or carers**

Parents or carers must inform the school during enrolment about their child's needs and after enrolment inform the school if they have any concerns about their child's progress or development.

Parents or carers of a learner on the SEND register will always be given the opportunity to provide information and express their views about the learner's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the learner's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the learner
- Given a termly report on the learner's progress

The school will take into account the views of the parent or carer in any decisions made about the learner.

## 6.7 The Learner

Depending on the learners age, the learners will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the learner:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The learner's views will be taken into account in making decisions that affect them, whenever possible.

## 7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

## 8. Our approach to SEN/D support

### 8.1 Identifying learners with SEN/D and assessing their needs

We will assess each learner's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the learner may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers and the SEN/D Specialist will regularly assess the progress of all learners and identify **any** whose progress:

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

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a learner is making slow progress, they will target the learner's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the learner's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a learner is recorded as having SEN.



Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for learners whose first language is not English.

When deciding whether the learner needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the learner and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a learner is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP) then the school will work in a multi-agency way to make sure it gets relevant information before the learner starts school, so support can be put in place as early as possible. **IN THE ABSENCE OF A MULTI-AGENCY PARENTS MUST PROVIDE THE SCHOOL DURING ENROLEMNT RELEVANT INFORMATION REGARDING THEIR CHILD'S ASSESSMENTS AND NEEDS.**
- Depending on the severity of the child's needs we do recommend that a shadow accompanies the child. The shadow must be educated and also be able to understand and follow instructions when needed.

## 8.2 Consulting and involving learners and parents

The school will put the learner and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a learner needs special education provision, we will have an early discussion with the learner and their parents. These conversations will make sure that:

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

Notes of these early discussions will be added to the learner's record and given to their parents.

We will formally notify parents if it is decided that a learner will receive special educational provision.

## 8.3 The graduated approach to SEN support

Once a learner has been identified as having SEN, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

### 1. Assess

The learner's class teacher and the SENCO will carry out a clear analysis of the learner's needs. The views of the learner and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the learner's need. For many learners, the most reliable way to identify needs is to observe the way they respond to an intervention.

### 2. Plan

In consultation with the parents and the learner where applicable, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the learner will be made aware of the learner's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, HUBMIS and will be made accessible to staff in a (learner's individual education plan).

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

### **3. Do**

The SEND teacher or subject teacher retains overall responsibility for the learner's progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the learner. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the learner's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

### **4. Review**

The effectiveness of the support and interventions and their impact on the learner's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and learners
- The level of progress the learner has made towards their outcomes
- The views of teaching staff who work with the learner
- The teacher and the SENCO will revise the outcomes and support in light of the learner's progress and development, and in consultation with the learner and their parents

## **8.4 Levels of support**

### **School-based SEN provision**

Learners receiving SEN provision will be placed on the school's SEND register. These learners have needs that can be met by the school through the graduated approach. Where the learner's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible. The provision for these learners is funded by the parents.

Learners who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the learner, the provision that will be put in place, and the outcomes sought. The provision for these learners will be funded by the parents.

## **8.5 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking learners' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using learner questionnaires
- Monitoring by the SENCO
- Holding annual reviews for learners with IEP.

- Getting feedback from the learner and their parents

## **9. Expertise and training of staff**

Training will regularly be provided to teachers and staff by the school using external providers. The Principal and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

## **10. Links with external professional agencies**

The school recognizes that it won't be able to meet all the needs of every learner. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or pediatricians
- Nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

## **11. Admission arrangements**

- See the school's admission policy.

## **12. Complaints about SEN/D provision**

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the principal. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Principal in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the learners themselves.

## **13. Monitoring and evaluation arrangements**

### **13.1 Evaluating the effectiveness of the policy**

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of learners with SEND at the start of the autumn term
- How early learners are identified as having SEND
- Learner's progress and attainment once they have been identified as having SEN/D
- Whether learners with SEN/D feel safe, valued and included in the school community
- Comments and feedback from learners and their parents

### **13.2 Monitoring the policy**

This policy will be reviewed by the Principal, SENCO and coordinators **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

## **14. Links with other policies and documents**

This policy links to the following documents;

- Behaviour policy
- Equal Opportunities Policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy