

SPECIAL EDUCATIONAL NEEDS POLICY



Aim

The purpose of the SEN policy is to establish how SEN issues are identified and managed by staff at King Arthur British School. This document states how children are evaluated and who is responsible for provision for SEN identified children.

Rationale

This document sets out how staff at our school can implement cohesive provision for SEN identified children. The policy details how SEN objectives are determined and how assessment is monitored to allow staff to offer a continuous model of SEN provision. Standardised provision across the primary school enables staff to inform parents of SEN identified children about their child's progress in a consistent manner.

Operations

King Arthur British School is committed to offering an inclusive curriculum to ensure the best possible progress for all students, whatever their needs or abilities. Every child's contribution is valued and diversity celebrated. Providing for different pupils' needs is a matter for the whole school and the school will do its best to evaluate and make known these needs in order to meet them effectively.

Students have special educational needs or disabilities (SEND) if they have a learning difficulty or a disability which calls for special educational provision to be made for them.

Students have a learning difficulty or a disability if they:

- Have a significantly greater difficulty in learning than the majority of students of the same age;
- Have disabilities which prevent or hinder them from making use of educational facilities of a kind generally provided for students of the same age.

There are four broad categories of SEN:

- Communications and interaction needs (C&I)
- Cognition and learning needs (C&L)

- Social, emotional and mental health needs (SEMH)
- Sensory and/or physical needs (S&P)

1. Objectives:

- KABS is committed to providing, for each student, the best possible environment for learning by:
 - ensuring the identification of SEND as early as possible
 - monitoring progress
 - working collaboratively with parents/carers and outside agencies
 - involving students, where possible, in the making of plans and setting of targets
 - personalising learning for students
 - promoting independence
 - removing barriers to achievement and success
- Providing a positive and active approach from all school staff to ensure that children feel valued.

KABS aims to be an inclusive school. Therefore, we adhere to an equal opportunity admission policy. However, on the rare occasions that parents recognise that KABS is unable to meet the pupil's needs effectively, either before or after admission, we will endeavour to offer families help and advice in finding a more appropriate school.

Note that as a private British school in Spain we are not entitled to any help from the Spanish or British government in meeting children's physical or learning needs.

2. Teaching and Learning:

The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In most cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.

At KABS we set out to ensure that:

- All efforts are made to overcome individual pupils' barriers to learning
- All classrooms have well planned activities with clear learning intentions, differentiated to enable all pupils to make progress
- Classroom resources are organised in such a way as to enable pupils to develop independence in selecting appropriate materials for a task
- A range of teaching styles are used including auditory, visual and kinaesthetic
- The successes and achievements of all pupils are celebrated through the school's reward systems
- All pupils are encouraged and enabled to have full participation in the life of the school and to know their contributions are valued
- A range of different organisational settings are planned to provide class, group, paired and individual work
- When pupils are withdrawn to work in small groups or individually, every effort is made to ensure that they do not miss out on the broad and balanced curriculum to which they are entitled.

3. Identification, Assessment and Record Keeping:

All teachers are responsible for identifying students with SEND and, in collaboration with the SEN Coordinator, will ensure that those students requiring differentiated or additional support are identified at an early stage. Assessment and observation of whether or not pupils are making progress is a significant factor in considering the need for SEN provision. The school ascertains student progress through:

- Evidence obtained by teacher observation/assessment
- Student progress in relation to objectives in the National Curriculum
- National Curriculum test results or results from other internal or external exams
- Standardised screening or assessment tools
- Information from parents
- Reports from outside agencies
- Records from previous schools, etc.

When a teacher identifies that a child is experiencing difficulties they should complete the brief 'Student Monitoring Protocol' and pass this to the SENCo. This can be done at any point during the year.

In addition, the SENCo will meet with each form tutor individually, once a term, to discuss children that they are concerned about. The SENCo will then determine, if necessary, whether there is any additional assessment and/or observation needed (using standardised tests that are considered to be necessary after coordinating with the Educational Psychologist) or whether or not an external agency (for example, doctors, psychologists, etc.) should be consulted.

When it has been agreed that a child has SEN, the following procedure should be followed:

1. The SENCO will include these children on the Special Needs register and record the information in the filing system in the psychologist's office.
2. Teachers, in liaison with the SENCo and with the advice of the Educational Psychologist, will write an Individual Education Plan (IEP) for each child on the Special Needs register.
3. Targets from the IEP will be discussed with parents during the parent-teacher consultations or, where necessary, in specially arranged meetings.
4. At the next SEN meeting staff will review the targets, determine whether the child should remain on the SEN register and, if so, write a new IEP for them. If the cause for concern has increased, then the option of having the child assessed by the Educational Psychologist is discussed by all staff concerned and then with the parents.
5. If the child is evaluated by the Educational Psychologist the staff concerned will subsequently meet with both the Educational Psychologist and parents about how effective provision for the child's needs can be provided within school. Common targets must be set to ensure continuity for the child.

In summary: Assess; Plan; Do; Review.

a) Assess

The teacher identifies pupils with learning needs in the class; this is through information received from previous teachers and/or the SENCO, observation, analysis of assessment

data, as well as the views and experience of parents (and advice from external support agencies, where appropriate).

b) **Plan**

Planning will involve consultations between the teacher, SENCO, Educational Psychologist and parents to agree longer term learning objectives and hoped for outcomes. Adjustments, interventions and support that are required will be recorded on the child's Individual Education Plan (IEP). The teacher will inform those working with the pupil, including support staff, of the child's individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

c) **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of the support.

d) **Review**

Reviews will usually be undertaken after each assessment period. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents.

4. Support:

Stage 1 support may include:

- providing different learning materials or special equipment
- introducing some group or individual support
- introducing small group or 1:1 support from the SENCO
- devoting extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness
- seeking specialist advice from the Educational Psychologist or external agency or undertaking staff development related to effective strategies to use in particular case

Stage 2 support:

When the needs of the child are not met by the measures outlined in Stage 1 they will be evaluated by the school's Educational Psychologist or Speech Therapist. If necessary, the Educational Psychologist will also seek advice from specialists (e.g. paediatricians) to support the evaluation.

At this stage, the Educational Psychologist will usually see the child, so that they can advise staff on fresh targets and accompanying strategies, provide more specialist assessments that can inform planning and the measurement of the student's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

If a child requires a more specialised evaluation from the Educational Psychologist, the procedure is as follows:

- The parents will be informed of the need for their child to be evaluated and permission will be sought. This can only be obtained by the Head, SENCO or form teacher.
- The evaluation will begin, using the tools/standardised tests that the Educational Psychologist is permitted to use within their professional capacity.

- Once the evaluation has been completed and conclusions have been drawn (diagnosis, recommendations for interventions for the teacher, need of intervention from external support, etc.) the Educational Psychologist will have a meeting with the parents, informing the SENCO and the teacher.
- In the case that parents request an official psych pedagogical report of the evaluation they will be informed of the additional cost.
- If, within the conclusions of the evaluation, specialist intervention is deemed necessary, the school can provide psych pedagogical treatment and speech therapy. In such cases, the parents will be informed of the procedures and the additional costs so that they can decide whether they would like to use the school's service or seek external alternatives. The parents have the right to determine whether or not they wish for this support to take place.
- In the case that the intervention cannot be offered within school, the parents will be informed of external clinics that are more suited to their child's needs.
- Any intervention, that does not fall within the school's general service, should be paid for separately by the parents.

5. External Exams

The school aims to ensure that any child who is entitled to extra time or other types of support during external exams has access to that support.

Responsibilities:

- Class teachers are responsible for writing each IEP for children in their class.
- The member of staff who delivers the content of the IEP is responsible for assessing the child's progress against the set objectives.
- Staff delivering and reviewing an IEP inform the SENCO of each child's progress at the review date set on each IEP.
- SENCO informs class teachers of progress made against objectives set in the IEP.
- Class teachers are responsible for keeping up to date with progress made against IEP objectives for the children in their class.
- Class teachers inform parents of the child's progress in parent's evenings and tutorials as appropriate.
- Completed IEPs are filed in psychologist's office.