

Special Education Needs and Disabilities Policy

Purpose

The purpose of this policy is to set out the framework and procedures in place at IBSB to identify and support students with Special Educational Needs and Disabilities (SEND).

Overview

International British School of Bucharest is committed to meeting the needs of pupils with special educational needs as staff use their “best endeavours” (SEND Code of Practice 2015) to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All students are valued, given a sense of worth and helped develop confidence in their abilities and strengths throughout the range of their school experience. Support is provided for any student who requires additional or different resources to help them.

The School believes that all children with SEND must have their needs recognised and assessed with timely intervention put in place. All staff have regard to general duties to promote disability equality as part of a whole school approach and to deliver an appropriate curriculum to:

- Provide suitable learning challenges
- Meet students diverse learning needs
- Remove barriers to assessment and learning

All students are valued, given a sense of worth and helped to develop confidence in their abilities and strengths throughout the range of their school experience. Support is provided for any student who requires additional or different resources to help them:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition into adulthood, whether into employment, further or higher education or training

This policy complies with statutory requirement laid out in the DfE SEND Code of Practice 0-25 years (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010; advice for schools DfE (Feb 2013)
- SEND Code of Practice 0-25 years (Jan 2015)
- Statutory guidance on supporting pupils at school with medical conditions (April 2014)
- Children Safeguarding Policy (2016)
- Admissions Policy (2016)

Definition

The SEND Code of Practice (2015) says pupils have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- has 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 or mainstream post-16 institutions.

The SEND Code of Practice (2015) provides an overview of the range of needs, which is divided into 4 broad areas. These areas are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and or Physical Needs.

The purpose of identification is to work out what action the School needs to take to support students in mainstream education. It is not to fit students into specific categories.

The emphasis is on defining the child's Special Educational Needs and Disabilities and stating the most appropriate provision, wherever possible alongside children without such needs provided that:

- account is taken of parental wishes
- the child's needs are met
- that other children continue to receive an efficient education
- resources are used efficiently

A child centred approach is used reflecting each individual's ability, needs and interests together with available parental help. Procedures are usually informal and flexible. There is close co-operation between the staff, and the special educational needs of the children are discussed with the SENDCo/Student Counsellor. The strategies and modes of teaching adopted vary with the needs of the pupil.

Parents as Partners

The concept of parents as partners is central to the inclusive education concept.

Parents should always be kept informed about their child's progress at school and any difficulties should be made known to parents at the earliest stage.

Jargon should be avoided. Teachers are so used to their own professional vocabulary, that this may not be perceived as a distinct terminological set due to the familiarity of teachers with the terms involved. Parental co-operation and involvement is encouraged. Parents are welcomed into school regularly and asked if they wish to help at home with their children's homework and extra activities. The school also operates peer group shared reading to encourage reading fluency. This has been extremely successful.

Equality of Educational Opportunity

It is the stated policy of this school that a child with Special Educational Needs has the same entitlement and consideration as every other child in the school. This is clearly stated in the school's General Policy Statement, which contains the aims and objectives for the school as a whole. Certain parts of that document are particularly relevant to a Special Educational Needs and Disabilities Policy.

The general principle governing the curriculum of the school is that every child shall be entitled to and shall take up a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of children at the school;
- prepares the children for the opportunities, responsibilities and experiences of secondary education and leading on into adult life.

Thus children with Special Educational Needs have their entitlement under the National Curriculum clearly stated.

Image Building

Children with Special Educational Needs and Disabilities are sometimes also feeling under psychological burdens caused by repeated previous failure, and their self-esteem is often at a low level. Learning is inhibited in such circumstances, and it is a stated aim of the school to enhance the self-esteem of all children as part of their education. A positive attitude from staff towards these children helps to build their sense of worth.

The attitude of the children to themselves and of others to them is thereby improved. The General Policy Statement too makes this policy clear.

The school seeks to meet the needs, specifically, of its children. It should provide a positive, caring environment in which the children are made to feel good about them. Establishing a good rapport with children, building their confidence, encouraging them to express individual ideas, examining established values leading to a greater understanding are at least as important as teaching the academic curriculum. The school is responsible not only for the physical safety and well-being of the children, but also for their psychological safety and well-being. The school must encourage the child's self-confidence and self-esteem. This is vital for learning, for all children. When the child's own image of self is counter-productive, when he regards himself as a failure and feels that others do too, the child will be unhappy with himself and will not learn. Image building is thus a vital part of the school's work. It must also be remembered that those whose work and behaviour is less good may be the ones in most need of support and reinforcement. Teachers have the problem of ensuring that all children are helped to develop self-confidence and self-esteem.

The more able have many successes on which to build, and the school seeks to provide for the particular needs of these children.

Those who find the formal curriculum difficult are not to be denied opportunities for personal development either. It is vital that learning is seen as essentially useful and enjoyable.

Objectives

- All children with SEND have the right to a broad and balanced curriculum, relevant and differentiated, which demonstrates progression and coherence
- All children with SEND can learn and make progress, even if only in very small steps, and deserve to have their progress regularly assessed, recognised and celebrated
- All teachers are teachers of SEND.
- All children with SEND will be valued as full members of the school community.
- All children with SEND and their parents have the right to be involved in assessing progress and determining goals.
- A partnership should exist between the pupil, parents and the school, supported by external agencies, if needed

Aims

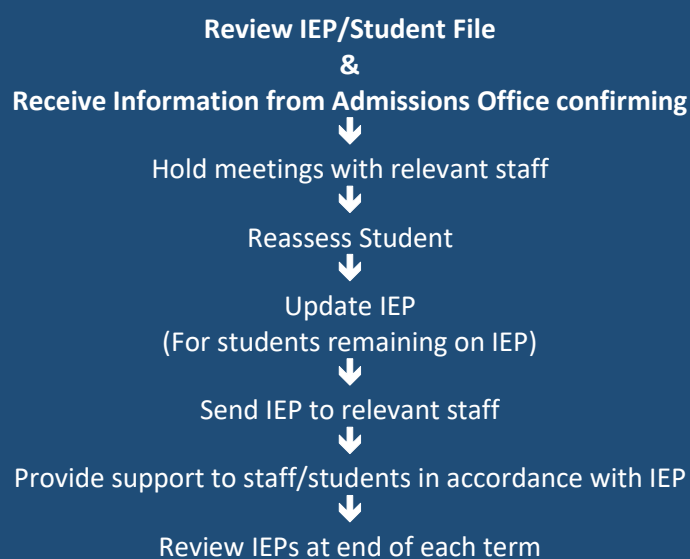
The aims of the SEND policy are:

- To identify the students who require extra support in academic, pastoral or physical areas of development.
- To ensure that their needs are met wherever possible
- To ensure that all learners make the best possible progress
- To ensure that parents are informed of their child's needs and provision and that they get involved in the process
- To ensure that learners express their views and are fully involved in decisions which affect their education.

Procedure

Start of School Year:

1. Term 1a (Weeks 1-3) Review SEND List from previous year



New Referrals:

2. Ongoing

Receive Student Support Referral Form
from class teacher
(studentsupport@ibsb.ro)

Or

Receive Information from Admissions Office confirming
SEND



Review Admissions Info



Hold meetings with relevant staff



Assess Student



Write IEP
(Where SEND is identified)



Send IEPs to relevant staff



Provide support to staff/students in accordance with IEP



Review IEPs at end of each term

Identification and Assessment of Students who may require Learning Support

The school is committed to early identification of those students who require learning support.

All Secondary School students will be evaluated on entry, with the information recorded and forwarded to SLT. This information will be used in order to decide if admission will be granted. The Head of Secondary will also share the evaluation information with teaching staff as required in as much as it may have an impact on teaching a learning.

All new students are subject to a six week (or half term) probation period when they join our school.

During this time and across the academic year, a range of evidence will be collected through academic assessment and monitoring. If all the evidence suggests that the student is not making the expected progress, the class teacher/form tutor will consult with the SEND Coordinator, with the parents and the Head of Primary or Secondary. Following these consultations it may be decided that a student is in need of provision or action that is in addition to or different from that generally available to all other students. A meeting with parents will be arranged to discuss the concerns and the action plan to provide support as needed. Following this meeting a letter will be sent home outlining the support to be provided and all staff will be made aware of the situation to ensure they are providing the agreed support. The SEND Coordinator will monitor the support and student progress, and regular PPMs, and ensure that all parties are informed as required.

The action plan for support will be recorded on an Individual Education Plan (IEP) with a termly review scheduled.

Individual Education Plans

An Individual Education Plan (IEP) builds on the curriculum that a child with learning difficulties or disabilities is following and is designed to set out the strategies being used to meet each child's identified needs. The IEP should record only that which is additional to or different from the differentiated curriculum plan, which is in place as part of provision for all children.

Whatever recording system is used, it is vital that there is a record of the strategies and interventions employed and the outcomes and that this is available and understandable to parents and flexible enough to meet the needs of individual children. The IEP should give details of:

- learning targets for the child to reach in a given time
- who will support the child and how that support will be organized
- what materials and methods should be used
- how success in the target will be measured
- what contribution a parent can make

SMART Targets

S	Specific	Is the target short or simple? Does it relate to observable behaviour? ("Look, I can....")
M	Measurable / Manageable	What are the success criteria? e.g. The child complete the task 4 out of 5 times
A	Achievable	Is the child likely to achieve this target within the time available? Are you able to use a "small steps approach to achieve the target?
R	Relevant	Is the target appropriate for the child's current development level and ability? Will the child be able to make use of the skill?
T	Timed	Is the target a short-term one that can be reviewed in approximately 4 months?

The plan should be discussed with the child and a copy of it should be given to the parent. The parent will be invited to give their views at the meeting held to review the progress made under the current plan and set targets for the next IEP. If the parent chooses not to participate in the process of devising and applying the IEP, it should be specified in the IEP that it has been developed without the parent's participation.

There are two types of IEPs:

- The IEP for EAL students – completed by the class teacher and the EAL Coordinator
- The IEP for other academic related issues (disabilities, behaviour, understanding of concepts, development of certain abilities, communication etc.) - completed by the class teacher and the SEND Coordinator

The tasks around SEND (devising the IEP, assessment, referral, learning support) are done in collaboration between the class teacher/form tutor and the SEND Coordinator or the EAL Coordinator (when an EAL IEP is required).

The school aims that each child shall learn:

- to read fluently, with understanding, feeling, discrimination and enjoyment a variety of materials written in different ways for different purposes;
- to write legibly and with a satisfactory standard of spelling, syntax, punctuation and usage;
- to communicate clearly and confidently in speech and writing, in ways appropriate for various occasions and purposes;
- to listen attentively and with understanding;
- to apply computational skills with speed and accuracy;
- to understand mathematical language and concepts in order to extend understanding through a process of enquiry and experiment; to successfully manipulate them and apply them in various situations in home, school and local area; to appreciate the structure of mathematics and the nature of number; to be aware of the applications of mathematics in the world, to develop analytical and logical ways of thought;
- to develop awareness of self and sensitivity to others, acquiring a set of moral values and the confidence to make and hold valid moral judgements, distinguishing fact from opinion, be aware of gender and multi-cultural issues, recognising prejudice, bias and superstition and to develop habits of self discipline and acceptable behaviour;
- to be aware of the effects and able to make use of new technology in a rapidly changing society, especially with respect to computers and electronic information handling;
- to understand the value of achieving happiness for him/herself and others and that both may be achieved by contributing to society and others.
- Additional Curriculum Provision - This does not imply a reduced curriculum for children with Special Educational Needs. Indeed the school seeks to provide for such children additional curriculum opportunities to enable their difficulties to be remediated over time.

Implementation

To ensure the implementation of the school's policy with regard to Special Educational Needs:

- A Coordinator for SEND will be identified who will work closely with all staff in respect of identified children;
- The particular implications for these children will be part of appropriate curriculum policy documents;
- Training for Special Educational Needs and disabilities will be provided as appropriate, and opportunities will be taken in other staff development time;
- Ensure that strategies for identification and provision of Special Educational Need are familiar to all staff and implemented;
- Ensure that curriculum provision for children with SEND is made.



The main aims of the SEND Co-ordinator are to be concerned with all matters affecting Special Educational Needs in the school, and specifically to:

- Identify and diagnose the SEND children
- Work closely with the staff
- Work with the SEND children- testing (with parents' approval, when necessary), 1:1 counselling sessions, group counselling sessions
- Update the IEPs
- Meet the parents regularly
- Keep the data base updated
- Keep the records- test results, IEPs, strategies, special programmes, conclusions, the record of contact with outside professional agencies- when needed, medical condition
- Monitoring the progress

Related Policies

PS/SS Curriculum Policy
WS Equal Opportunities Policy
WS Differentiation Policy

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SEND Support Referral Form

Name of Pupil: _____ Year: _____ DoB: _____

1. Please tick which area(s) of SEN is/are of concern for this pupil

- Cognition and Learning
- Behavioural, Emotional and Social Development
- Communication and Interaction
- Sensory and/or Physical Needs

2. Briefly explain what difficulties they are experiencing in accessing the curriculum.

3. Briefly explain how you have differentiated the work for this pupil.

4. Please detail any other factors which might be relevant i.e. recent conversations with parents.

Action taken by SENCO: