

Special Education Needs and Disabilities Inclusion 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).

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.

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 equality as part of a whole school approach and to deliver an appropriate curriculum to:

- Ensure non-discrimination
- Provide suitable learning challenges
- Meet students diverse learning needs
- Remove barriers to assessment and learning
- Support all students impartially/ equitably by providing reasonable adjustments

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)
- United Nations Convention on the rights of persons with disabilities (2016)
- Reasonable Adjustments for Disabled Pupils (2012)
- Children Safeguarding Policy (2016)
- Admissions Policy (2016)

Definitions

“Discrimination on the basis of disability” means any distinction, exclusion, or restriction on the basis of disability which has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise, on an equal basis with others, of all human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field. It includes all forms of discrimination, including denial of reasonable accommodation; (UN Convention for the on the rights of persons with disabilities, art.2)

“Reasonable accommodation” means necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms; (UN Convention for the on the rights of persons with disabilities, art.2)

Accommodations are important for students with disabilities. Students use accommodations to increase, maintain, or improve academic performance and participation in all the activities the school has to offer. For example, students who have dyslexia may use visual materials or audiobooks.

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
- 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 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.

Guiding Principles

- Principle 1.** All teachers are SEN teachers.
- Principle 2.** The most effective route to improved outcomes for pupils with SEND begins with high quality teaching.
- Principle 3.** **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. Parental co-operation and involvement is encouraged. Parents are welcomed into school regularly and are encouraged to help at home with their children's homework and extra activities.

Equality of Educational Opportunity

It is the stated policy of this school that a child with Special Educational Needs has the same rights 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 granted the access to 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 the right to develop their full potential adapted 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 low. Learning is inhibited in such circumstances, and it is a stated aim of the school to enhance the self-respect and self-efficiency of all children as part of their education. A positive attitude from staff towards all children helps to build their sense of worth.

The attitude of the children to themselves and of others to them is thereby improved.

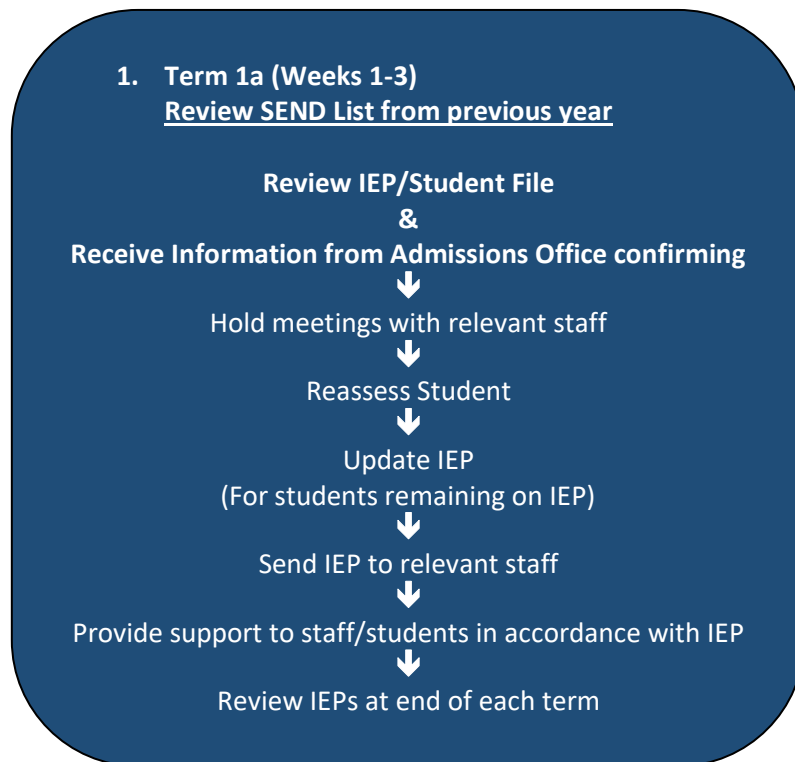
The school seeks to meet the needs of **all** its children. It should provide a positive, caring environment in which the children are made to feel good about themselves. Establishing a good rapport with children, building their confidence, encouraging them to express individual ideas, examining established 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.

All those working and interacting with SEND children shall remember they have the same duty of respect, quality of teaching, and support as for all children in our school. It is also essential to keep in mind that each person has their strengths and potential that we can develop as each person brings value to our community. For a child to feel good about themselves, they need their strengths developed and their success, however small, to be celebrated.

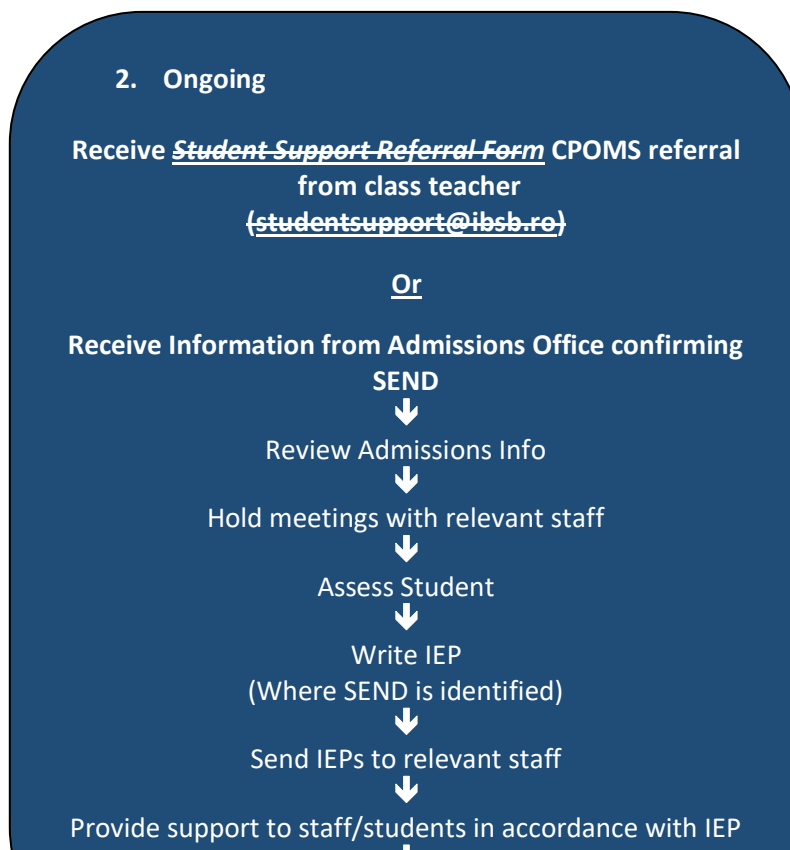
Those who find the formal curriculum difficult are not to be denied opportunities for personal development. It is vital that learning is seen as essentially useful and enjoyable.

Procedure

Start of School Year:



New Referrals:



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 and learning. [AC - I deleted Secondary Students as we ask for PS students to be assessed by Delia during trial days and her reports are important if we identify concerns]

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 needs 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 (based on SMART goals structure)
- 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

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 **three** types of IEPs:

- The IEP for EAL students – completed by the class teacher and the EAL Coordinator
- The IEP for Intervention students – provides details of tailored academic support, completed by the Interventions Coordinator and class teacher
- The IEP for other SEND related issues (disabilities, behaviour, wellbeing, social and emotional support, anxiety & mental health, safeguarding etc.) **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 have access to mathematical language and concepts needed to extend understanding through a process of enquiry and experiment; to successfully manipulate them and apply them in various situations in school and at home;
- 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 individually and for 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, she/ he will work closely with all staff in respect of identified children;
- The particular implications for SEND 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
- Support SEND children by: testing (with parents' approval, when necessary), 1:1 counselling sessions and/ or intervention session, group counselling/ intervention sessions, organising and supervising, peer mentoring pairs or small groups
- Advocating for SEND children' best interest when necessary
- 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
- Doing class observation and recommendations when needed
- **Regular workshops for parents to understand SEND strategies and how to support their child at home.**

One to one in-class support/ Shadow Educator

A shadow's primary goal is to teach and reinforce the student's necessary skills to navigate the world independently.

The support educator is in close contact with the SENDCO for all matters concerning the student's school life. The support educator respects all school's regulations and the student's IEP written by the SENDCO.

If a student does not have a history of needing in-class one to one support, the condition under which the school recommends this type of support are:

- The student has pervasive difficulties in managing her emotions and behaviour frequently disrupting other students learning
- The student has a level of academic need that she cannot approach age-appropriate assignments with a satisfactory level of execution
- The student has severe difficulties with navigating the school premises independently

For all the above circumstances, the SENCO collects relevant evidence from different sources: external clinical assessments, parents completing observation notes at home, in-class observation, and samples of the student's work.

Related Policies

PS Behaviour for Learning Policy

PS Curriculum Policy

SS Behaviour for Learning Policy

SS Curriculum Policy

Staff Code of Conduct Policy

WS Admissions Policy

WS Equal Opportunities Policy

WS Differentiation Policy

WS Anti-bullying Policy

WS Child Protection and Safeguarding Policy

WS Diversity, Equity, and Inclusion Policy

WS English Language Support Policy

WS Equal Opportunities Policy

