

Learning Development and Special Educational Needs at IBIS

1:1 Introduction

I.B.I.S endeavours to provide:

- an education which develops the whole child – academically, socially, morally, emotionally and physically;
- an atmosphere of honesty, tolerance and respect for all its members.

(I.B.I.S Mission Statement)

1:2 Aims and Objectives

The School Mission Statement reflects our belief in the principles of individual development. This policy has been developed to show that we believe in the Mission Statement and aim to:

- identify the needs of pupils with SEN as early as possible.
- ensure that all pupils with SEN have their needs identified in order to support academic progression and continued good physical and mental health wellbeing.
- ensure that all pupils with SEN are able to fully access the curriculum by providing extra support, differentiation or additional resources where appropriate and by removing their barriers to learning.
- actively set suitable learning challenges.
- recognise and respond to pupils' diverse needs.
- identify the roles and responsibilities of the team providing support for individual and groups of children.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education.

1:3 Educational Inclusion

We respect the fact that children:

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

We aim to optimise opportunities for participation and achievement across all areas of school activity (social, curricular, physical) by:

- providing a balanced curriculum for all pupils both in and outside of the classroom, including play and interaction at mealtimes and playtimes and extending to extracurricular activities, trips etc.
- Practising teaching methods that suit the needs of individual pupils.
- Promoting an inclusive ethos throughout our school and encouraging social responsibility and understanding amongst our pupils.

1:4 Definition of Special Educational Needs

The Special Educational Needs Code of Practice 2014 states that a child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for them. A child of compulsory school age has a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children the same age or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children need educational provision that is additional to or different from this. We use our best endeavours to ensure that such provision is made for those who need it.

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 provision means:

- a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools.
- b) for children under two, educational provision of any kind.

(Code of Practice section 1:3)

1:5 Roles and Responsibilities

The Management Team, in cooperation with the Headteacher,

- determine the general policy and approach to provision for pupils with learning difficulties.
- maintain a general oversight of the school's work.
- may appoint a committee to take a particular interest in, and closely monitor the school's work, on behalf of children with learning difficulty.
- reports to parents and board of governors on the school's policy on LD/ SEN.

The Headteacher

- is responsible for the management of all aspects of the school curriculum including the day to day provision for children with learning difficulties.
- keeps the Governing body informed of LD/SEN issues and how delegated funding has been employed. Policy is checked by the Board of Governors.

The Special Educational Needs Coordinator (SENCO)

- should be closely involved in the strategic development of the LD/ SEN policy and provision.
- operates the day to day implementation of the LD/SEN policy.
- co-ordinates provision for pupils with learning and special educational needs.
- advises on and produces Individual Education Plans (IEPs) in conjunction with the class teacher.
- works closely with the Headteacher, senior management and fellow teachers.
- manages a range of resources, human and material, linked to provision for children on LD/SEN register.

The current post holder is **Mrs. Helen Anderson** who is qualified in the area of special needs.

The class teacher

- monitors individual pupil progress.
- will usually make the initial identification of a pupil's LD/SEN needs and advise the SENCO of concerns.

All children are expected to experience a broad and balanced curriculum. The class teacher will initially support pupils by differentiating the curriculum, adapting teaching strategies and adjusting pastoral or disciplinary procedures to take account of individual strengths, weaknesses and learning styles.

1:6 Admission of new pupils

- The Governors of the school have decided that children with LD/SEN may only be admitted to the school as long as the school has the necessary trained staff to support these children.
- IBIS is an independent international primary school on three levels. The school has children from up to 30 different national backgrounds. There is no specific provision for disabled pupils.
- In the interests of early intervention, all new pupils to the school will be closely monitored by the class teacher and any concerns will be brought to SENCO's attention.

Identification, Assessment and Provision

2:1 Identification of Learning Difficulty

The school believes early intervention is crucial to ensure pupils with a *learning difficulty* achieve success. To help identify children who may require support and to assess their progress we refer initially to the class teacher's ongoing observations and assessments of an individual's performance. These take place from the Foundation stage onwards and are further backed by evidence from:

- Early Learning Goals during Early Years Education.
- the outcomes of baseline assessment results.
- their performance against the level descriptors within the National Curriculum.
- the outcomes of standard screening and assessment tests.

All pupils in Years 1 are screened for signs of possible learning difficulties.

2:1 LD/SEN register

- When a child is identified as being in need of support the parents are informed and his/her name is placed on the school LD/ SEN register.
- The register is constantly updated.
- The register, along with reports, copies of reviews and Individual Education Plans are held centrally in the SENCO's room.

2:2 Review Process

- Individual Education Plan reviews with parents are held regularly.
- The SENCO attends all reviews.
- Progression towards targets and future actions are recorded and used to determine the new Individual Education Plan and update the SEN register.
- All parties at the review meeting are given copies of any paperwork generated from the meeting.

Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The views of the pupil, parents and class teachers will be taken into account. The assessment information from teachers will show whether adequate progress is being made.

The SEN Code of Practice (2014) describes adequate progress as:

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress
- Which allows the attainment gap to close between the pupil and children of the same age

2:3 Individual Education Plans (IEP)

- When necessary children on the LD/SEN register will have an IEP.
- The IEP lays out agreed targets and teaching ideas that will help the child achieve success and retain positive self-esteem.
- The targets should be SMART (Small, Measurable, Achievable, Realistic, Timed).

2:4 Provision

'Special educational provision is underpinned by high quality teaching and is compromised by anything less'

'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.'

(SEN Code of Practice 2014)

- Support is subject to budgetary constraints and allocated according to priority of need.
- Parents may be expected to contribute towards the cost of assessment or support specific for the needs of their child (eg, the use of an outside agency.)
- Whilst allowances are made and flexibility of approach or materials may be necessary, it is expected that all children will participate fully in school life.
- To ensure consistency of support and also the reliability of reports, groups will remain constant for a set period of time (usually a term). Groups will be chosen after discussion with class teacher and scrutiny of testing.

2:5 Monitoring

The school considers the success of the LD/SEN policy in relation to individual pupils and the progress made towards achieving the targets set on Individual Education Plans.

2:6 Complaints

In the event of a parental complaint, concerning the level of provision made at the school, the procedures are clearly laid out in the school prospectus.

Partnership with external agencies

3:1 Continual Professional Development is offered in line with the School Development Plan taking into account the needs of the school and the needs of the individual's professional development.

3:2 The school holds a list of local practitioners whom we refer parents to when deemed necessary. It is hoped that we will be able to develop a support network by liaising with other schools of similar status. The school uses the services of internal and external professionals.

3:3 The School endeavours to work closely with parents to provide the level of support needed to ensure their child's progress. Parents are invited to attend and contribute to the review process and actively encouraged to support their child's learning by helping to implement the Individual Education Plan.

3:4 Should pupils transfer elsewhere every effort is made to liaise with the receiving school. Wherever possible, records and individual programmes are discussed in advance as IBIS believes it is important to ensure continuity.

We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. Our school encourages in-service training.

The SENCo attends relevant SEN courses and holds various training sessions for teacher colleagues and teaching assistants.

Signed:

Date:

Reviewed November 2014