



Special Educational Needs Policy

**Last updated
August 2017**

**Review Date
August 2018**

Mission statement

The International School of London Group is a culturally diverse community which fosters a passion and enthusiasm for learning, through outstanding educational practices. Students' cultural and linguistic identities are valued and nurtured through our international curriculum and Mother Tongue programme. Our school develops the attitudes, skills and understanding needed for active and responsible contributions to both local and global communities.

At the International School of London in Surrey, we believe in:

- Empowering students to maximise their learning opportunities and to fulfil their potential.
- Actively integrating cultural diversity in the curriculum.
- Creating inclusive, vibrant and innovative learning communities.
- Offering a diverse and extensive international programme that supports personal, social and professional growth.

Philosophy and aims

Children entering the International School of London in Surrey (ISL Surrey) have a wide range of abilities, backgrounds, interests and cultures. It is the aim of ISL Surrey that every one of these children will reach her/his full potential in all areas of the curriculum and in her/his social and emotional development.

Our aim is to provide all students with Special Educational Needs with the opportunity to fulfil their potential through provision which:

- Promotes individual confidence, positive attitude and self-esteem in all learners
- Is best practice-guided by the Department of Education and Special Educational Needs and Disability Code of Practice September 2015.
- Provides opportunities for all children to meet standards of excellence
- Promotes early identification of Special Educational Needs
- Enables every child access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs in order to remove barriers to learning and achievement
- Provides all children with equality of opportunity to participate fully in school activities
- Provides effective assessment and monitoring of pupils' needs
- Offers a relevant graduated response to pupils' needs
- Informs all relevant staff of the student's Special Educational Needs in order to ensure effective provision and continuity of support
- Fosters positive co-operation with the parents as well as close and effective partnership between parents, school and outside agencies.

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- Involves the students in their own learning through independent goal setting and self- monitoring
- Delivers regular in-service training to develop staff skills and strategies and to ensure that staff have high expectations of the progress which students with SEN can make

Roles and Responsibilities

Directors

The Directors and Campus Principal are responsible for determining the general policy, the approach to provision so the needs of the children with special needs are met.

The Campus Principal and Heads of Division

The Campus Principal and Heads of Division are responsible for overseeing special needs provision throughout the school.

The SENCO

The SENCO (Special Educational Needs Coordinator) is responsible for:

- The day-to day operation of the Special Educational Needs Policy
- Liaising with and advising fellow teachers to ensure that the individual students' needs

are effectively met

- Coordinating the provision for children with SEN and maintenance of the SEND Register
- Overseeing and writing in collaboration with the teacher, distribution and review of Individual targets, support arrangements and Education, Health and Care Plans.
- Establishing effective working partnership with the parents of Special Needs children, agree on goals and discuss ways of achieving them
- Establishing effective working relationships with external agencies including the local authority
- Contributing to in-service training of staff
- Liaison with Class Teachers, Learning Facilitators and specialist outside agencies where appropriate

Teaching Staff

Class teachers are responsible for the progress of all students in their class, including those with SEND. They are aware of and implement the school's procedures for identifying, assessing and making provision for these pupils, which include but are not limited to differentiated and personalised instruction, adapted resources and the development of individual targets.

Learning Facilitators

The Learning Facilitators (LFs) are responsible for supporting the planning and implementation of learning of students, this may include delivering specific interventions and contributing to individual targets. They will work alongside the teaching staff supporting children's individual needs and liaise with the SENCO.

Admissions

We welcome children with SEND into our school provided that we can make appropriate provision for their needs. Children with special needs will be considered for admission on an equal basis with all other children according to the criteria set out in the School's Admissions Policy taking into account the suitability of the children to mainstream education and availability of resources and facilities to meet that child's needs.

Definition of SEND

The four SEND Categories are Communication and Interaction (for example speech and language), Cognition and Learning (for example dyslexia and dyscalculia), Social Mental and emotional health and Sensory and/ or physical (for example hearing impaired). ISL Surrey uses the SEND Code of Practice (2015) definition for SEND, which 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 him or her.'

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 are taught
Section 312, Education Act 1996.

Inclusion and Quality First Teaching

ISL Surrey is committed to inclusion and aims to provide equality of opportunity for all pupils. The teachers at ISL Surrey deliver quality first teaching to all students. Work is differentiated and personalized to suits individuals. Some students may require additional support, this may be through the SENCO supporting the class teacher, in class support from the SENCO or learning facilitator or in some cases 1:1 or small group work.

Identification

Children with SEN may be identified through parental information, the Class Teacher's observations, records and assessments, information from other teachers and adults in the class or through referrals from outside agencies in line with Surrey County Council's up-dated criteria.

Initial concerns voiced by the Class Teacher, parent and/or Specialist Teacher are recorded on an Initial Intervention Plan. This involves describing the nature of the concern and recording the parents' views as well as the teacher's views. In consultation and agreement with the parents, targets will be made and a review date will be set. If the strategies are successful, then nothing further will be done, except to monitor the student for continued progress. If the strategies are unsuccessful, the

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team will determine if additional strategies need to be put into place or if further investigations need to be done to determine if there are SEN needs.

Graduated Approach

In accordance with SEND Code of Practice (2015), ISL Surrey operates under the graduated approach (Assess, Plan, Do and Review). This means that provision is continuously monitored and matched to the need of individual students.

Below is an outline of the stages of this procedure:

Wave 1

Quality first, personalised teaching from all teachers including appropriately adapted learning tasks for students with additional needs. At this stage, if there is a concern about a particular student, their name will be registered with the SENCO and parents will be informed of the concerns.

Wave 2

Additional targeted interventions to allow children to work at or towards age-related expectations or above. This can include individualised or group work that takes place in or outside of the classroom with a learning facilitator or SENCO. Further information will be sought through a support plan or external assessment if necessary.

Wave 3

Highly personalised intervention for individual students with SEND. At this stage, support from external agencies must be sought.

Monitoring Progress

Children are assessed with their peers in line with the school's Assessment Policy. In which, we look at each individual pupil's learning style, use evidence from the form tutor's observation and assessment, look at pupils' performance as measured against the level

descriptors within the IPC. In addition to this, for students with SEND, targets are set and reviewed every time and individual support sessions are monitored weekly.

We define adequate progress according to each individual pupil's situation.

Depending on the profile of the pupil concerned this might be learning which:

- Closes the attainment gap between the pupil and his/her peers
- Is similar to that of their peers starting from the same attainment baseline, but may still be less than that of the majority
- Matches or betters the pupils' previous rate of progress
- Demonstrates improvement in organizational, social or personal skills.
- Demonstrates measurable & sustained improvements in the pupil's behaviour

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- Demonstrates measurable & sustained efforts in the pupils' motivation
- Allows for greater access to the curriculum (e.g. progress with sensory needs)

At each stage the SENCO together with the relevant teachers ensures concise objectives with SMART (Specific, Measurable, Achievable, Realistic and Time Related) targets are set for children who are on the SEN register. These objectives form part of a support plan that will be monitored and reviewed by the class teacher, learning facilitators and SENCO termly. Clear records are kept of the outcomes with details of further action to be taken.

Procedures for Reviewing Provision

ISL Surrey believe in the use of evidence based interventions but understand that not all interventions are appropriate for all students. Targets are formally reviewed once a term but interventions and progress are closely monitored during this time. If progress is not being made then the provision will be reviewed and this can happen at any point in the term. Parents, the class teacher, SENCO and the student will be involved in the review. Regular and rigorous review ensures children's needs are being most effectively provided for and that they are identified at the appropriate stage within the Code of Practice.

Facilities and Allocation of Resources

An accessibility plan is available from the school office. As far as possible, we are willing to make reasonable adaptations to suit individual's needs. Resources within the SEND budget are allocated on a needs basis and matched to the requirement of individual students.

Distribution of Information

Staff are made aware of the confidential nature of SEND information. Information is updated as new situations occur. Distribution takes place as follows:

- By information contained in the school Provision Map
- By informal notes sent from the learning support team to particular staff
- By updating individual student logs placed on a confidential computer drive
- By publishing information from a variety of outside professionals
- During meetings called by Learning Support staff which is focused on the needs of one particular pupil
- By telephone or email as appropriate to the situation

**Arrangements for Annual Reviews of Education,
Health and Care Plans**

An Annual Review takes place within one year of the date of the EHCP being issued. These meetings are child centered and are an opportunity to review provision for the student in a setting where all voices are heard including that of the school, parent and student as well as a representative from the local authority.

Information Regarding Training for Staff

The Campus Principal and the SENCO have responsibility for the co-ordination of the in-service training of staff with regard to SEN. This involves:

- INSET sessions highlighted in the Development Plan
- Workshops involving external agencies
- Inset for non-teaching staff involved with SEN throughout the school
- Training for SENCO

Information on How Parents are Consulted

At ISL Surrey the involvement of parents is valued and encouraged. When a concern is first expressed in school parents will be contacted by the Class Teacher or SENCO and asked for their views. Thereafter, parents are consulted at all stages. Parents are involved in decision-making.

Parents are invited to contact the SENCO to pass on information or discuss any concerns.

Information on How Students are Consulted

We believe children must feel confident that they will be listened to and that their views are valued. Therefore, we encourage children to have knowledge of their own needs and their own views about what sort of help they would like to make the most of their education. We encourage children to participate, where possible, in the decision-making process. This includes the setting of learning targets, contributions to the assessment of their needs and reviews.

Links With External Support Agencies

As outlined above, when necessary external agencies are contacted or discussed at Locality Team meetings. These may be accessed through the local authority or independently and include the following services:

Speech and Language
Therapy Educational
Psychologist
Child and Adolescent Mental Health
Service
Occupational
Therapy
Physical and Sensory Support
Service
Educational Welfare
Officer

Parents are kept fully informed when outside agencies/specialists are involved with their child/children through contact with the class teacher, SENCO, outside specialists and Head of School. Assessments or visits from external agencies will only be carried out with written parental consent and will include a follow up meeting.

The health services are a vital link with the child's home, particularly with pre-school children and can contribute to early identification and practical support for those children who may have SEN. All medical information and reports on children are confidential.

The School has established links with the Social Services Department and Educational Welfare Officer and co-operates with the SSD if a child is deemed to be 'in need' (Section 2 of the Children's Act) or is at risk of significant harm (although this would not necessarily mean that the child has SEN). Alison Shore is the Lead Designated Child Protection Officer (Lead DCPO) and Holly Pellatt is the Deputy Designated Child Protection Officer (Deputy DCPO).

Complaints Procedure

If a parent has a complaint about the SEN provision for their child they should:

- Meet with the SENCO and Class Teacher
- If the situation remains unresolved, an appointment should be made with the Head of Division
- If the parent continues to remain unhappy about the situation, an appointment should be made with the Campus Principal
- Parents Partnership Helpline is available

At ISL Surrey we endeavor to act swiftly and positively to address the issue directly (Please see Complaints Policy).

Evaluating the Policy

ISL Surrey's success criteria are as follows:

- All staff are aware of the contents of the policy and the procedures contained within it
- Children with SEN will be identified as early as possible and correctly
- Effective provision made for all children with SEN
- Continuous monitoring of children's progress in relation to targets set
- All children will be given equality of opportunity to participate fully in school activities
- All staff will work collaboratively to remove barriers to learning and raise levels of self- esteem and achievement
- All children will meet personal standards of excellence
- Children will have access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs
- There will be effective partnership between parents, school and outside agencies
- The views of the children will be valued and considered