**ONE INTERNATIONAL SCHOOL SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY & PROCEDURES**

Glossary of abbreviations used throughout this policy:

SEN – Special Educational Needs

DSEND – Designated SENDCO (Special Educational Needs and Disability Co-ordinator)

LSA – Learning Support Assistant

Stage 1 – Differentiated learning

Stage 2 – Learning Support

Stage 3 – Booster Buddies

Stage 4 – Extended Learning Support : non-school staff

The following ONE I.S. SEND policy reflects the principles of the 2015 Code of Practice to the best of our ability.

The policy is written in line with the requirements of:

* Part 3 of the Children and Families Act 2014
* SEND Code of Practice September 2015
* The Equality Act 2010

A child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him/her. A child of compulsory school age or a young person has a learning difficulty or disability if they:

1. Have a significantly greater difficulty in learning than the majority of others of the same age,

OR

1. Have a disability, which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if no special educational provision were made.

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.

Definition of Special Educational Needs (SEN) as taken from section 20 of the Children and Families Act 2014.

**SECTION A: SPECIAL EDUCATIONAL NEEDS AND DISABILITY PROVISION AT ONE INTERNATIONAL SCHOOL**

We have high expectations for all our pupils at ONE I.S. and we aim to provide every child with equal opportunities and access to a broad and balanced education. This includes the Foundation stage, ONE I.S. Elementary curriculum and ONE I.S. Middle School curriculum is in line with the Special Educational Needs and Disability Code of Practice, where possible.

**OBJECTIVES:**

* To welcome pupils with SEND and meet the needs, where possible, in a positive manner so they can achieve their best.
* To identify and assess children with SEND as early as possible by gathering information from parents and, where appropriate, other agencies.
* To provide an inclusive education for all pupils with SEND and endeavor, to remove barriers to learning by providing high quality teaching, differentiated for individual pupils.
* To identify and address pupils’ needs through the graduated approach and the four part process at ONE I.S. of assess, plan, do and review; ensuring that there is careful monitoring and assessment of pupils throughout their time at the school.
* To work with parents to gain a better understanding of their child and involve them in all stages of their child’s education.
* That where possible, pupils participate and are involved in the process of information gathering and reviewing progress.
* To ensure appropriate funds are available, in order to provide high quality provision for those with identified SEND.
* To make reasonable adjustments for disabled children to help alleviate any substantial disadvantage they experience because of their disability as set out in the Equality Act 2010.
* To ensure that, where existing, support agencies are used effectively.
* To encourage confidence and raise self-esteem by providing a caring and well-organized environment so children with SEND can achieve their best.
* To develop existing skills of all staff in the identification, assessment of and provision for pupils with SEND and to provide training and support as appropriate.

**HOW WE AIM TO MEET THESE OBJECTIVES:**

* Ongoing celebration of diversity and valuing all achievements whether they are social, emotional, cognitive or physical.
* Ensuring clubs, trips and activities offered to children at ONE I.S. are available to children with special educational needs and disabilities. For some pupils, ‘reasonable adjustments’ may need to be made. This is always done in partnership with families or carers.
* Early identification of pupils who need extra help through: ongoing teacher observation and assessment, outcomes from baseline assessments, progress in relation to the Early Years Foundation Stage Profile, National Literacy and Numeracy descriptors, performance against age appropriate APP targets and National curriculum standardised screening levels and assessment, discussions with parents, and where appropriate, information gathered from outside agencies.
* We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children. This is managed through teacher appraisals against teaching standards, lesson observations and whole school monitoring.
* Ensuring that all staff receive training on the expectations of the most recent code of practice and are able to recognise emerging low level needs and implement the ONE I.S. graduated approach to SEND.
* We will follow the advice provided in the National Curriculum framework on how to adapt the curriculum and learning environment, where possible, to meet the needs of children with special educational needs and disabilities.
* Listen to and value parents’ concerns about their child’s development; engaging in positive discussions to ensure the best outcomes for the child.
* Termly planning and reviews of the individual development plans for all pupils with SEND, involving both parents and pupils as much as possible.
* To focus on outcomes not difficulties. Positive reinforcement to encourage pupil’s achievements and frequent celebrations of success. Equal status to physical, cognitive, social and emotional achievements shall be carried out, enabling all children to feel valued for their efforts.
* Ensuring that SEND is featured in ONE I.S’s staff CPD and training program, reflecting the training needs of all staff.
* Ensuring that we have high expectations of pupils, set suitable targets with termly monitoring meetings including, the LSA, Designated SENDCO and Class teacher

**SECTION B: IDENTIFICATION, ASSESSMENT & RESPONSE AT ONE INTERNATIONAL SCHOOL**

**1. IDENTIFYING NEEDS AT ONE I.S.**

Children will have needs and requirements that may fall into at least one of the four areas defined by the SEND Code of Practice September 2015.

* Communication and Interaction
* Cognition and Learning
* Social, Emotional and Mental Health
* Sensory and/or Physical

Many children will have inter-related needs; these broad categories give an overview of the range of needs we plan for at ONE I.S., however, we consider the needs of the whole child and do our utmost to ensure identification is holistically focused not just ‘special need’ focused.

**2. ASSESSING NEEDS AT ONE I.S.**

If a child does not make adequate progress compared to: their peers, their starting point or previous attainment, this would raise concerns that they had learning difficulties.

The SEND Code of Practice (2015) describes adequate progress as:

* Similar to that of children of the same age who had the same starting point
* Matching or improving on the pupil’s previous rate of progress
* Closing the gap between the pupil and children of the same age

ONE I.S. aims to identify if a child is not making adequate progress as early as possible, using a process of summative and formative assessments.

Each term, following the formal assessments, pupil progress meetings are held to review the progress of all children individually. These meetings include the class teacher and department heads. Data is then analysed and next steps/targets are identified, for the following term.

If after the pupil progress meetings, it is decided that a child has underlying needs, then a meeting with the parents shall be arranged and the child shall be placed on the school’s SEND register. Following this, an individual booster/development or education plan shall be written. The individual booster/development or education plan will include; identified needs, how the needs are to be addressed and the predicted outcomes following the program.

**3. GRADUATED RESPONSE AT ONE I.S.**

The ONE I.S. graduated response, is a four-part cycle of assessment, planning, doing and reviewing. This is recorded on the child’s individual booster/development or education plan and includes the provision in place to meet the child’s needs. This process will happen termly and in line with the assessment and monitoring policy.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

This may include; making reasonable changes to the learning environment, providing various resources for differing learning styles and/or the level of work provided, in order to remove learning barriers and ensure that all children have the opportunities to achieve under the National curriculum.

‘Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or named staff, under the ONE I.S. SEND staff team.’ (Code of Practice 2015)

**ASSESS**

The teacher identifies pupils within their class who have learning needs – this involves using the class teacher’s APP/EYFS baseline and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views of the parents.

**PLAN**

Firstly, this will involve consultation between the teacher, Designated SENDCO and support/booster teacher, to explore and create a program that meets the child’s needs, including the provision that we can offer at ONE I.S. Further consultation will then involve the parents to agree upon the learning objectives set and the desired outcomes. Adjustments, boosters and support required will be recorded on the child’s individual booster/development or education plan with a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

In order to track the individual child’ s progress and stage of intervention he/she will be/is receiving at ONE I.S., the child will be put on the SEND register by the Designated SENDCO.

**DO**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even when the interventions may involve group or one-to-one booster classes away from the main teacher. They will work closely with teaching assistants, LSAs and/or the booster class teachers, to plan and assess the impact of the support, interventions and links with classroom teaching. In collaboration with all staff involved, the class teacher will also record the impact on progress, development and behaviour of each child, on the individual booster/development or education plan, in preparation for the termly progress review.

**REVIEW**

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupils and their parents, where appropriate.

If necessary and in the case of an individual child still lacking in progress, following review, outside agency assessments may be considered and discussed with parents. ONE I.S. will support the process of outside assessment, but due to limited SEND budgets this has to be facilitated by the parent and cannot be funded by ONE I.S. Following outside assessments, ONE I.S. endeavors to incorporate advice and assistance into planning and targets, where possible.

This cycle of assess, plan, do and review, will continue if the child is deemed, by all involved, to be making progress **WITH** the additional support/intervention, and their needs can be met within the SEND budget. If the choice, by all, is made to continue the support/intervention at ONE I.S., the child will remain on the SEND register in order to ensure all requirements of the graduated response are met.

Following the termly progress review, if a child is able to maintain good progress WITHOUT the additional support/intervention, he/she will be removed from the SEND register.

With the above graduated cycle at ONE I.S., we believe that the majority of children with SEND will have their needs met effectively within the school – at ‘school level.’

However, the special educational needs provision required to meet some children’s needs cannot reasonably be provided from within the normal resources here at ONE I.S. Where this is the case, we will work with the parents to gather all the appropriate information needed to apply or enroll within a program, facility or school that can better meet the child’s individual needs.

**SECTION C: NAMED PERSONNEL FOR MANAGEMENT OF THE SEND REGISTER**

**NAMED STAFF:**

Miss Jennifer Hoggard

* Inclusion Manager

Ms. Stephanie Bentley

* EYFS Designated SEND Named Person
* Stage 1/2/4 Program Coordinator

Miss Rachael Woolley

* Elementary Designated SEND Named Person
* Stage 1/2/3/4 Program Coordinator

Miss Georgette Marshall

* Middle School Designated SEND Named Person
* Stage 1/2/3/4 Program Coordinator

SEND School Manager– Mrs Gabrielle Holder

Roles and responsibilities for coordinating and monitoring the graduated response:

**THE CLASS TEACHER**

The class teacher is responsible and accountable for progress and development of all pupils in their class:

* The teaching and monitoring of all their pupils
* Identifying and reporting any concerns about SEND to the Designated SENDCO.
* Planning and delivering differentiated interventions for all pupils with identified SEND (Stage 2) these should be additional to or different from those provided as part of the school’s usual differentiated curriculum.
* Reviewing the effectiveness of the intervention by securing progress evidence in order to inform the next steps of the graduated approach.
* To inform parents of concerns and the interventions that are proposed and involving them in any reviews of their child’s progress.
* Termly monitoring of progress and target setting to track progress. This will be through discussing the formative and summative assessments in the pupil progress meetings.
* Completing SEND documentation in accordance with the school SEND policy and graduated cycle.
* Liaising with the Designated SEND Named Person, Head Teacher and SEND Manager.
* Collaborating with the Designated SEND Named Person/Inclusion manager to match classroom provision to the specific needs of the pupil.
* If required, collaborate with outside specialists and where appropriate, incorporate the advice and assistance of the specialists to plan desired outcomes and provision.
* Planning with teaching assistants to ensure quality provision for the pupils with SEND focused outcomes.
* Regularly reviewing the support provided by staff and the impact on the progress of SEND pupils.

**LSAs AND TAs (Learning Support Assistants AND Teaching Assistants)**

The LSAs and TAs are responsible for the following:

* Collecting evidence of progress through observations, both formal and informal.
* Alerting class teacher to concerns that have been observed through close working with the pupils.
* Tracking progress towards outcomes set by a class teacher for specific SEND pupils.
* Providing effective feedback to the teacher on interventions.
* Collaborating with the Designated SEND Named Person/Inclusion manager to match classroom provision to the specific needs of the pupil.
* Contributing to progress reviews or annual reviews.

**THE IO/INCLUSION MANAGER**

In line with the recommendations in the SEND Code of Practice 2015, the Designated SEND Named Person/Inclusion manager will oversee the day-to-day operation of this policy in the following ways:

* Maintenance and analysis of the whole-school SEND register.
* Coordinating provision for children with special educational needs and disabilities.
* Liaising with and advising teachers to identify pupil’s needs.
* Managing and supporting other classroom staff, working with vulnerable learners.
* Overseeing the records on all children with special educational needs and disabilities.
* Liaising with and advising staff on the graduated approach at ONE I.S.
* Where required, liaising with parents, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
* Overseeing and supporting staff in recording identified needs and outcomes on their individual booster/development or education plan.
* Termly pupil progress meetings against desired outcomes, as identified on the individual booster/development or education plan by the class teacher; ensuring learning objectives are revised and reviewed appropriately.
* Organising and budgeting appropriate staff training.
* Implementing an annual review program for all pupils on the SEND register.
* Overseeing the smooth transition arrangements from teacher to teacher.
* Ensuring interventions for SEND pupils are effective and evidence based.
* Evaluating regularly, the impact and effectiveness of interventions for SEND pupils.
* Arranging specific SEND resources
* Reviewing the SEND policy annually with the Head Teacher and ensuring up-to-date information is on the website.
* Reporting to managers on the SEND Code of Practice procedures and SEND program effectiveness.

**GRADUATED STAGE COORDINATORS**

The graduated stage coordinators are responsible for the following in their stage/s.

* Timetabling and directing the work of the LSAs in their stages.
* To monitor the outcomes of the support and interventions in their stages.
* To ensure provision maps are kept up-to-date.
* Attend termly pupil progress meetings.
* Attend annual reviews.
* Support teachers in with parent meetings, when requested.
* To ensure that any special arrangements are in place for SEND pupils when taking formal end of KS1, KS2 and KS3 tests.

**THE MANAGING BODY & SCHOOL ADVISORS**

* Ensuring that the best possible provision is made for pupils with SEND.
* Monitoring the quality of SEND provision.
* Ensuring information about the implementation of the policy for SEND is published on the website and is updated annually.
* Ensuring the integration of pupils with SEND in the school community.
* Ensuring that the budget for SEND is allocated appropriately.
* Electing a designated SEND School Advisor to liaise with the Designated SEND Named Persons and Inclusion Manager.

**DEALING WITH COMPLAINTS AROUND SEND**

Parent/carer complaints are dealt with at ONE I.S. in the following ways:

* Discussed informally with the class teacher and/or the stage coordinator
* Referred to the Designated SEND Named Person/Inclusion manager
* Referred to the Head Teacher
* In writing to the Management Team or Owners, following which a written reply will be given within 14 days.

**SECTION D: STORING & MANAGING INFORMATION**

* Information at ONE I.S. is stored in line with the ONE I.S. data protection policy and procedure.
* All staff are aware of sharing information on a ‘need to know’ basis.
* Class teachers have the most recent and relevant documents stored in their classrooms.
* More sensitive information is stored in the locked Head Teacher’s office.
* Copies of all individual booster/development and education plans are stored in the locked Head Teacher’s office.

This policy will be reviewed annually in line with the current Code of Practice and ratified by the school managers, before being updated on the school website