



British International School of Cracow

Special Educational Needs and Disabilities Policy

June 2019

“Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.”

Special educational needs and disability code of practice (2015: 11)

Rationale/statement of purpose for the policy

At BISC we are fully committed to meeting the needs of pupils with Special Educational Needs and Disabilities so far as is reasonably practicable and compatible with the provision of the efficient education of other pupils.

This policy draws on information contained in:

1. Department of Education (2018). Special educational needs and disability code of practice: 0 to 25 years:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf (last accessed June 2019)

Definition of terms

“Children have Special Educational Needs if they have a learning difficulty, which calls for special educational provision to be made for them.” (SEN Code of Practice).

Children have a learning difficulty if they:

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

Children should not be regarded as having a learning difficulty because the language of their home is different from the language in which they are taught.

Special Educational Provision means provision which is additional to, or otherwise different from, the educational provision made generally for children of their age.

The acronym ALN in this policy refers to Additional Learning Needs.

Details and advice on responsibilities

Provision for pupils with Special Educational Needs is a matter for the school as a whole. In addition to the Headteacher and the ALN coordinator, all members of staff have important responsibilities. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may or may not have SEN.

The ALN coordinator at BISC is Ms Monika Zabowka. The coordinator plays a key role in determining the development of the SEN policy and provision in the school in order to raise the achievement of children with SEN. The coordinator takes responsibility for the day-to-day operation of the SEN policy and co-ordinates the provision for individual children, working closely with staff, parent/carers and other agencies. The coordinator provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with SEN. Through analysis and assessment of children’s needs and by monitoring the quality of teaching and

standards of pupils' achievements and the setting of targets, the coordinator develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The ALN coordinator liaises with the senior management team to ensure learning for all children is given equal priority.

The main responsibilities for the ALN coordinator include:

- overseeing the day-to-day operation of the SEN policy
- coordinating provision
- liaising with and advising teachers
- ensuring Teaching Assistants / Special Support Assistants are well managed by teachers to meet the needs of children with SEN
- maintaining records for children with SEN
- maintaining the SEN Register
- liaising with parents/carers of children with SEND
- contributing to INSET
- liaising with external agencies, including the Local Authority Support and Educational Psychology Services, Health and Social Service and voluntary bodies

All staff should be fully aware of the procedures for identifying, assessing and making provision for pupils with SEN. The ALN coordinator is involved in the induction of new staff to ensure they have necessary support with this.

Class teachers are fully involved in providing for the needs of the children in their care. They collect additional required information for the coordinator and contribute to target setting in review meetings. Class teachers are responsible for setting suitable learning challenges, for responding to pupils' diverse needs, for overcoming potential barriers and for monitoring progress.

Teaching Assistants / Special Support Assistants liaise with the ALN coordinator and class teachers on provision, pupil response and progress, to ensure it is appropriate for the children they are working with.

Measures taken to provide education and support

At BISC we believe that children are entitled to have their needs identified, assessed and addressed at the earliest possible stage. If we are aware that a child has Special Educational Needs before they enter school, every effort is made to liaise with the early education setting, other agencies and parents, to enable us to make appropriate provision.

We are open and responsive to expressions of concern from parents/carers, and take account of any information that parents provide about their child.

We recognise the importance of keeping records to meet the needs of individual pupils and use the following procedures:

- class teachers are responsible for keeping records of concerns, intervention and progress in class
- the ALN coordinator is responsible for ensuring comprehensive records are kept for all children on the SEN Register and are available as needed
- if a child is referred for assessment to an education authority, a record of the child's work, along with resources and special arrangements already used, are made available
- on transfer to another educational establishment, we provide full pupil records to the ALN coordinator

The progress of all pupils is monitored throughout the school by the class teacher who keeps records and provides differentiated work, if appropriate. Attainments are recorded at the end of each half term and added to the school's pupil report.

Whatever the level of pupils' difficulties, the main test of how far their learning needs are being met is whether they are making adequate progress. This can be defined in a number of ways.

For instance, progress that:

- closes the attainment gap between the child and his/her peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same baseline, but less than that of the majority of the peer group
- matches or betters the child's previous progress.
- demonstrates an improvement in self-help, social or personal skills.
- demonstrates an improvement in behaviour

Where progress is not adequate, it is necessary to take some additional or different action to help the pupil learn more effectively. Therefore, if a teacher has a concern about the progress of a particular pupil despite differentiated work and focussed interventions, the following procedure takes place.

The teacher will complete an 'Expression of Concern' form (Appendix A) giving details of the child's strengths, areas of concern, strategies and resources already used. The child's parents/carers are

kept informed of the teacher's concerns and are encouraged to contribute their knowledge and understanding of the child.

The 'Expression of Concern' is passed to the ALN coordinator and discussed. If it is decided that closer monitoring of progress is needed, with the consent of parents/carers, the child is placed on our Special Needs Register under 'Concern'. At this point, the category of special needs will be identified under one (or more) of the following:

In the Special Educational Needs and Disability Code of Practice, there are four broad areas of needs:

Communication and Interaction (C&I) – children with speech, language and social communication needs (SLCN) and children with an Autism Spectrum Disorder (ASD).

Cognition and Learning (C&L) – children who learn at a slower pace than their peers, even with appropriate differentiation. This could include moderate learning difficulties (MLD), specific learning difficulties such as dyslexia, dyscalculia and dyspraxia (SPLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD).

Social, Emotional and Mental Health Difficulties (SEMH) – children who may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated and/or displaying challenging, disruptive or disturbing behaviour. This area also includes those children who may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attention disorder.

Sensory and/or Physical Needs (SM) – children who may have a disability which prevents or hinders them from making use of the educational facilities generally provided. This may include vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) or physical disability (PD).

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children often have needs that cut across all these areas and their needs may change over time.

The triggers for intervention through the 'Concern' stage could be the teacher's or other's concerns. There should be evidence about a child who, despite receiving differentiated learning opportunities:

- makes little progress, even when the teaching approaches are targeted to areas of weakness
- shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in other areas of the curriculum
- presents persistent emotional, behavioural or social difficulties which do not improve through the school's behaviour management systems
- has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum

At this 'Concern' stage it is our responsibility to provide any extra support. The ALN coordinator and the class teacher decide on the action needed to help the child to make progress.

Intervention strategies could include:

- deployment of extra staff to enable one-to-one or small group tuition (depending on financial resources and staff availability)
- provision of different learning materials or special equipment
- staff development and training
- Advice from the coordinator on resources or intervention strategies

A record is kept by the class teacher of the deployment and outcome of these interventions.

If a child continues to show a lack of expected progress over a period of time, he/she is put on the SEN register and identified as 'SEN Support' on the Code of Practice.

The 'Assess, Plan, Do, Review' process is followed for all children who are placed on the SEN register at SEN Support. A personalised plan (see Appendix B) is drawn up which records appropriate SMART targets (Specific, Measurable, Achievable, Realistic, Time-bound), strategies/interventions, resources, success criteria (what success will look like), outcomes and suggested next steps. The personalised plan also records the child's strengths, area/s of concern, the SEN category/s of need and current assessment data. The personalised plan is shared with parents/carers and is also used to review and plan for the next 'Assess, Plan, Do, Review'. The plan should record only what is different from or additional to the differentiated curriculum.

Review of the 'Assess, Plan, Do, Review' document should be at least termly and should involve parents/carers and the child (where possible).

At a review meeting, the school and parents might decide to request help from external professionals or agencies. The ALN coordinator then completes referral forms for the relevant services and the child would usually be seen in school, if that is practicable, so that advice can be given to teachers on new targets and strategies.

The triggers for intervention at SEN Support could be that despite following the 'Assess, Plan, Do, Review' process the child:

- continues to make little or no progress in specific areas over a long period
- continues to have difficulty in developing literacy and numeracy skills
- continues to work substantially below the expected standards for the child's year group
- has emotional or behavioural difficulties that interfere, substantially and regularly with the child's own learning or that of the class
- has sensory or physical needs and requires specialist equipment, regular advice or visits by a specialist service
- has continuing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

Where the school seeks help from external support agencies, the following points are taken into consideration.

- the support agencies need to see the child's records to establish which strategies have been employed and which targets have been set and achieved
- the support agencies can advise on new and appropriate targets and strategies for child's 'Assess, Plan, Do Review' personalised plan
- specialist assessment arrangements may be necessary. If so, outside specialists e.g. an Educational Psychologist, could be required for this
- the ALN coordinator, class teacher and the external specialists consider a range of teaching approaches, appropriate equipment and teaching materials, including ICT
- the external specialist may act in an advisory role, assess the child or be involved in teaching the child directly
- the strategies specified in the 'Assess, Plan, Do Review' personalised plan should be implemented as far possible, in an inclusive classroom setting
- the interventions drawn up in the plan are delivered by the class teacher and/or additional teaching assistant support
- if more detailed advice from other outside professionals is necessary, the consent of parents/carers is sought. This is recorded in the child's file by the ALN coordinator

There is a formal annual review for all children with EHCPs, when parents/carers, the school and all other professionals involved, are invited to meet and consider the progress made over the previous year.

The purposes of the review are:

- to assess the child's progress towards meeting the objectives specified in the EHCP
- to review the special provision made for the child
- to consider the appropriateness of the EHCP and whether it needs to be amended or is to be maintained

The Head Teacher has delegated responsibility for the administration of annual reviews to the ALN coordinator.

Review procedures:

- the ALN coordinator seeks written advice from parents/carers and all professionals/agencies involved with the child and are invited to attend the meeting, including the pupil who may attend for all or part of the review
- The coordinator circulates copies of any written advice received to those invited to the meeting at least a week before the review

- The school's advice is written by the coordinator in collaboration with the class teacher and support staff. This reports on progress, behaviour, attitude to learning and the continued appropriateness of the EHCP
- The annual review meeting is normally be arranged in school and is chaired by the coordinator
- After the meeting, the coordinator prepares a summary report and submit it to all those who attended the meeting or who gave apologies for not being able to attend.

Procedures - reporting, recording, monitoring

The ALN coordinator maintains detailed records of all pupils on the SEN Register. All teaching staff have a Special Needs file in their classrooms containing copies of personalised plans, review/meeting notes and any other assessments or relevant reports and documentation. This file is made available to all teaching staff, support staff and supply teachers working with the children.

In addition to the class files, the coordinator regularly updates SEN records on Google Drive which is available to all teaching staff. Each child on the SEN register has a folder in which copies of reports, personalised plans, letters from outside agencies etc. can be uploaded. There is also an ongoing SEND Pupil Record that all staff have access to and can contribute towards. On this record, details of parent/carer meetings, observations, reviews, pupil assessments, details of interventions, input of outside agencies etc. can be recorded. This gives an invaluable chronology of concerns and support.

There are a wide range of resources available to support children with SEN. These are kept centrally in the ALN coordinator's room.

The ground floor of the school building is accessible for disabled pupils. If further adaptations are necessary for individual pupils, the school will consider what reasonable steps can be taken.

BISC will prepare an Accessibility Plan for disabled pupils. The Accessibility Plan is reviewed annually.

Policy review

This policy is the subject of continuous review by the Headteacher, ALN coordinator, teaching and non-teaching staff.

Appendix A

Expression of concern sheet

1. Language & Literacy		Comments
Writing: e.g. letter formations, spelling, sentences, handwriting, fluency		
Reading: e.g. word attack skills, phonics, sight vocabulary, fluency & confidence		
Speaking & Listening: e.g. fluency, confidence, ability to follow oral instructions, discrepancy between oral, reading and writing skills		
Speech & Language: e.g. immature language, speech patterns or impediment, communication with peers and adults.		
2. Mathematical		
e.g. counting, number operations, number recognition, sequencing, sorting, matching, measurement, shape, space, time, money		
3. General Learning Skills		
e.g. concentration, co-operation, work completion rate, independence, dependent on teacher, ability to work in groups or without supervision		
4. Personal and Social Skills		
e.g. self-esteem, confidence, motivation, poor organisation of self and equipment, attendance and punctuality.		
5. Behavioural		
e.g. disrupts others, frequently out of seat, general off-task behaviour, makes noises, aggressive behaviour towards others or property, response to authority		
6. Emotional		
e.g. withdrawn, isolated, shy, few friends, anxious		

7. Physical		
e.g. co-ordination, gross and fine motor control, left handed, laterality, pencil grip, clumsy		
8. Sensory		
e.g. hearing, visual, not hearing instructions or unable to copy or see accurately, apparent colour blindness		
9. Medical		
List any medical conditions which could affect learning, safety in school, periods of hospitalisation etc.		
10. Other significant factors		
List any other factors which could affect learning e.g. family issues, transfer between schools.		
SUMMARY		
Particular strengths of the pupil:		
Key areas of concern (which present the greatest obstacle to learning)		
List any strategies that you have tried and their success		

<p>Parent/Carer involvement:</p> <p>Parent/Carer has been given a copy of current personalised plan?</p> <p>(Yes/No) Signed:</p>	<p>Additional Information:</p>
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<p><u>Review</u> Those present at the review:</p>		
<p>All targets reviewed? Yes/No Yes/No</p>	<p>New targets set? Yes/No</p>	<p>Further actions agreed?</p>
<p>(Highlight/circle as appropriate)</p>		
<p>Briefly list further actions:</p>		

<p>Signatures:</p>		
<p>Parent/Carer:</p>	<p>Teacher:</p>	
<p>..... Date:</p>		