

2.8 SEND POLICY

We are committed to safeguarding and ensuring the health, safety and wellbeing of all pupils in accordance with safeguarding procedures and guidance for staff.



British International School of Tunis

A school under the management of Britus Education

<i>Date Amended</i>	September 2022	<i>Staff Responsible</i>	Anna Doherty & Clodagh Mullin
<i>Date to Review</i>	September 2024	<i>Version</i>	V2
<i>Approved by:</i>			
Karyn Walton	Primary Principal		
Stephen Phipps	Secondary Principal		
Saher Gilani	Head of Education - Britus Education		
Darren Coxon	COO - Britus Education		

Special Educational Needs and Disabilities Policy Statement

BIST is an inclusive school and, as such, believes that every pupil should have the opportunity to fulfil their potential in all areas of their education. We recognise that some of the pupils at our school will have Special Educational Needs and/or Disabilities which may have an impact on their education. As a school we will endeavour to ensure that, whatever the nature or severity of those needs, all pupils will have access to all areas of school life. In order to do this, we will work within the guidelines of the latest SEND Code of Practice (2020).

Aims

It is the aim of the SEND Policy to create an educational environment that meets the Special Educational Needs and/or Disabilities of each pupil as fully as possible within our mainstream setting.

Objectives

- Ensure that the teaching of pupils with Special Educational Needs and/or Disabilities is a whole school responsibility – **every teacher is responsible and accountable for the progress and attainment of all the pupils in their class. As stated in the 2020 SEND Code of Practice, High Quality First Teaching (HQFT) is the first, and often most essential, step in responding to the needs** of pupils who may/may not have Special Educational Needs and Disabilities.
- Provide access to a broad, rich, creative and relevant curriculum.
- Provide a differentiated curriculum appropriate to the individual's needs and abilities.
- Ensure the rapid identification of each pupil's special educational needs as early as possible.
- To set out the framework for identification, assessment, provision and monitoring of support for pupils with Special Educational Needs and Disabilities.
- Ensure that parents of pupils with special educational needs are kept fully informed of their child's progress and attainment.
- Ensure that pupils are fully involved in decisions about how they should be supported (where age/maturity allows).
- To work closely with parents and outside agencies to ensure clear and effective communication.

Definition of Special Educational Needs

As set out in the 2020 Code of Practice: “A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

Primary SENDCO: Clodagh Mullin.

Secondary SENDCO and whole school coordination: Anna Doherty

Reporting to Principals: Karyn Walton and Stephen Phipps.

Admission Arrangements

The school believes that the admissions criteria should not discriminate against pupils with SEND and every case will be assessed on an individual needs basis depending on the qualifications of the staff available. Please refer to the Admissions Policy for further information.

Inclusion

At BIST we have high expectations of all children. We aim to achieve this through the removal of barriers to learning and participation. We want all children to feel that they are a valued part of our school community. Through appropriate curricular provision we recognise that pupils:

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching methods, approaches and experiences; appropriate scaffolding/resources are in place to support learning.

Teachers and TAs respond to pupil's needs by:

- Providing support for pupils who need help with Communication, Language and Literacy.
- Planning to develop pupils' understanding through the use of a variety of resources and experiences.
- Planning for pupils' full participation in learning and in physical and practical activities.
- Supporting pupils to manage their emotions and behaviour so they can access learning effectively and safely.

We support pupils in a manner that acknowledges their entitlement to share the same learning experiences as their peers. Wherever possible, we support pupils in the classroom situation but there are times when, to maximise the learning opportunity, we ask pupils to work in small groups.

This policy is part of our School Inclusion Policy, which recognises the entitlement of all pupils to a relevant, balanced and rich curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive.

Allocation of Resources for SEND

Continuous professional development and support surrounding SEND is provided for staff. Support timetables will be updated termly as a minimum, to reflect changing needs and will respond flexibly to those needs.

Identification, assessment and provision for pupils with Special Educational Needs and/or Disabilities

How do we identify each pupil's Special Educational Needs and/or Disability?

At BIST we have adopted a whole-school approach to SEND policy and practice. Pupils identified as having Special Educational Needs and/or Disabilities are fully integrated into mainstream classes. All pupils have full access to the English National Curriculum and are encouraged to take part in all aspects of school life.

The SEND Code of Practice 2020 makes it clear that:

- All teachers are teachers of pupils with Special Educational Needs and/or Disabilities.
- All teachers are responsible for identifying pupils with SEND and in collaboration with the SENDCO, will ensure that those pupils requiring different or additional support are identified at an early stage.

Assessment is the process by which pupils with Special Educational Needs and/or Disabilities can be identified and supported. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision.

Early identification of pupils with SEND is essential. The school will assess each pupil's current levels of attainment on entry in order to build upon the pattern of learning and experience already established during the pupil's pre-school years. If the pupil already has an identified Special Educational Need and/or Disability in the Early Years setting, or has arrived from another school, information will be transferred to the school. The SENDCO and the pupil's class teacher will use this information to:

- Provide starting points for the development of an appropriate curriculum.

- Identify and focus attention on action to support the pupil within the class.
- Use the assessment process to identify any learning difficulties.
- Ensure ongoing observation and assessment provide regular feedback about the pupil's achievements and experiences to form the basis for planning the next steps of the pupil's learning.
- Involve parents, and children, in implementing a joint learning approach at home.

How do we provide a regular monitoring and review framework for each child?

The school's system for observing and assessing the progress of individual pupils will provide information about areas where a pupil is not progressing satisfactorily. Under these circumstances, class teachers may consult the SENDCO, at any time, to discuss what else might be done to help the child. The SENDCO may carry out further investigations through classroom observation or further assessment of the pupil's difficulties. This may lead to the conclusion that a pupil requires provision over and above that which is normally available to their peers.

The key indicator of the need for additional action is evidence that current rates of progress are inadequate. Progress is the crucial factor in determining the need for additional support.

Adequate progress is that which:

- Closes the attainment gap between the pupil and his/her peers.
- Prevents the attainment gap widening.
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.
- Improves the pupil's previous rate of progress
- Ensures access to the full curriculum.
- Demonstrates an improvement in social or personal skills.
- Demonstrates improvements in the pupil's behaviour.

A variety of assessments are employed in school to help teachers identify the needs of all pupils. These include:

- Evidence obtained by teacher observation and assessment - barriers to learning form completed by the class teacher.
- Primary: Individual Education Plan (IEP) documentation completed by class teachers and the SENDCO.
- Their performance is measured against age-related expectations as defined by the English National Curriculum.
- Standardised screening.
- Records and information from previous schools.
- Information from parents.

- Test results in English, SPPaG (Spelling, Phonics, Punctuation and Grammar) and Mathematics.
- When necessary, individual diagnostic testing is carried out to identify specific areas of learning.

Success is evaluated by reviewing pupil's progress on a regular basis. In addition, the school ensures that all possible outside help has been sought to aid with the assessment, programme planning and teaching of pupils with SEND.

How do we provide the most effective support and sensitive approach towards pupils with special educational needs?

At the heart of the work of our school is a continuous cycle of: Assess, Plan, Do, Review. This teaching, learning and assessment cycle takes account of the wide range of abilities, aptitudes and interests of pupils. The majority of pupils will learn and progress within these arrangements. Those pupils whose overall attainment/achievement in specific areas falls significantly outside the expected range may have Special Educational Needs and/or Disabilities. The SENDCO and the pupil's class teacher will decide on the action needed to help the pupil to progress. This may include:

- Additional support through differentiation within the curriculum.
- Provision of specialist resources or equipment.
- In-class group or individual support by a teaching assistant (Primary.)
- Periods of withdrawal to work on targeted, short term, intervention programmes with a teaching assistant.
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

How do we provide additional support for pupils with Special Educational Needs / Disabilities?

The SEND Code of Practice (2020) advocates a **graduated response to meeting pupils' needs**. When children are identified as having Special Educational Needs and/or Disabilities, the school will intervene through "School Support."

The teacher will identify pupils who have a barrier to learning and complete and update the document half termly with the SENDCO.

This document will be used to update and provide feedback to the SENDCO to ascertain progress and identify pupils who require further support. In Primary pupils have an Individual Education Plan (IEP). Steps are taken to meet the needs of individual pupils through an Individual Education Plan (IEP's.) The SENDCO/Class Teacher will maintain the records. They will record only that which is different from or additional to the normal differentiated curriculum and will concentrate on a small

number of measurable outcomes that closely match the pupils' needs. Individual Education Plans will be reviewed half termly.

Parent Partnerships

The school recognises that parents hold key information and have invaluable knowledge and experience to contribute to the shared view of a pupil's needs and the best way of supporting them. All parents of pupils with Special Educational Needs and/or Disabilities will be encouraged and supported, to play an active role in their child's education.

Parents will be informed as soon as the school becomes concerned about a pupil's learning development or behavioural, emotional or social needs.

Parents will be kept informed of their child's progress and will be invited to regular reviews of their child's learning and development. They will have access to written information about their child and be involved at each stage of their child's education. The school's SEND policy is available to all parents.

Complaints Procedure

Parents with concerns are encouraged, in the first instance, to speak to the child's class teacher. Some parents may prefer to approach the SENDCO first. Should the matter require further resolution, it will be the Principal/Vice Principal's responsibility to advise the parents of the appropriate procedure. Please see Complaints and Concerns Policy for more details.

Areas of Responsibility

The Role of the SENDCO

The SENDCO plays a crucial role in the school's SEND provision. This involves working with the Principal and Vice Principal to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the SEND policy.
- Maintain and update the SEND register regularly.
- Share Individual Education Plans (Primary) with all colleagues who teach the pupil.
- Coordinating the provision for pupils with SEND.
- Liaising and giving advice to fellow teachers.
- Ensuring teachers and the Exam Officer (Secondary) collate evidence for assessment/examination exceptions e.g. pupils who may be permitted to have extra time allowances related to their specific needs. The Secondary school uses the EXACT teaching programme to identify and then implement this.

- Overseeing the records of pupils with SEND.
- Liaising with parents.
- Contributing to the professional development of staff.
- Monitoring and evaluating the school's SEND Provision by regularly meeting with staff and reviewing class records, intervention programmes, assessment data and in Primary, Individual Education Plans.
- Provide an Annual Report to SLT in the Summer Term.
- Manage and maintain a range of resources to enable appropriate provision for pupils with Special Educational Needs and/or Disabilities.

The Role of the Campus Principals

The Principals have responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEND. The Principals should work closely with the school SENDCO. The SENDCO will report to the Principals in accordance with line management procedures.

The Role of Teaching Assistants:

Teaching Assistants work under the direction of the class teacher, HLTA and the SENDCO to support pupils. This includes carrying out the requirements included in a pupil's Individual Education Plan.

Training

The SENDCO is made aware of relevant courses.

All staff will be given the opportunity to learn and develop appropriate skills and knowledge. The SENDCO may provide training for school staff through INSET training and professional development meetings.

Evaluating Policy

This policy will be updated on a regular basis. The following information will be used to inform the effectiveness of the policy:

- Regular meetings between the SENDCO, Vice Principal and Principal.
- School Development Plan.
- Self-Evaluation Form (SEF.)
- Performance management.
- SEND Consultation Meetings.

Appendix 1

Barriers to Learning

Pupils identified as falling behind.	Possible core barriers to learning.	Agreed action (including roles.)

Appendix 2

Initial Record of Concern

Initial Concern Form

This form is to be used to highlight initial SEND concerns regarding new and existing children in your class. Please complete and pass to the SENDCO to follow up.

Date:	Attendance:
Pupil's name:	Year Group:
DOB:	Teacher:
Mathematics GL	English GL
Science GL	Other
Referral Reasons	Tick
Communication and Interaction	
Cognition and Learning	
Emotional, Behavioural and Social	
Sensory and Physical	
Summary of Concerns: (Please provide evidence such as written work, observations)	

Context/Other relevant information (e.g. recent change at home/newly arrived/bereavement)

“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND”. SEND Code of Practice, 2020.

What *reasonable adjustments** are already in place/have been tried?

Issues	Reasonable adjustments	Impact

Have the concerns been discussed with the pupil’s parent/carer?

Date of discussion:

Actions to be taken: **(To be completed by SENDCO)**

Signed: _____ Date: _____

Signed: _____ Date: _____

Appendix 3

Primary Individual Education Plan (IEP)

IEP - Assess, Plan, Do, Review

Pupil Name:

Date of meeting:

Class:

Date of review:

<p>Assess What are the needs/barriers to learning? What is their level of attainment and progress?</p>	<p>Plan What can we put in place to support? What outcomes do we want to achieve? Who might be able to do this?</p>																								
<p>Review What has the impact been? What is the effectiveness of the intervention? Does it need to be repeated?</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 50%;">What actions</th> <th style="width: 50%;">Outcome</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table>	What actions	Outcome							<p>Do Implement the plan? Who will implement it, when and how often?</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 25%;">What actions?</th> <th style="width: 25%;">When will they take place?</th> <th style="width: 25%;">How often?</th> <th style="width: 25%;">By who?</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>	What actions?	When will they take place?	How often?	By who?												
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Appendix 4

Early Years - Record of Concern

Early Years - Record of Concern Form

In this section you will find -

- Assess, Plan, Do and Review – guidance notes
- Plan
- Diary

Assess, Plan, Do and Review

Guidance Notes

Assess

Use

- My assessments and observations
- The Early Years Outcomes

Plan

- What are my targets?
- What interventions and strategies will you put in place?
- How often will I do this?
- Do you need to make any alterations to my environment?
- Do you need to find any additional resources?
- Do you need to make any changes to my routine?

Do

- What activities will I do?
- Where will I do it?
- Who will do it with me?
- How often?

Review

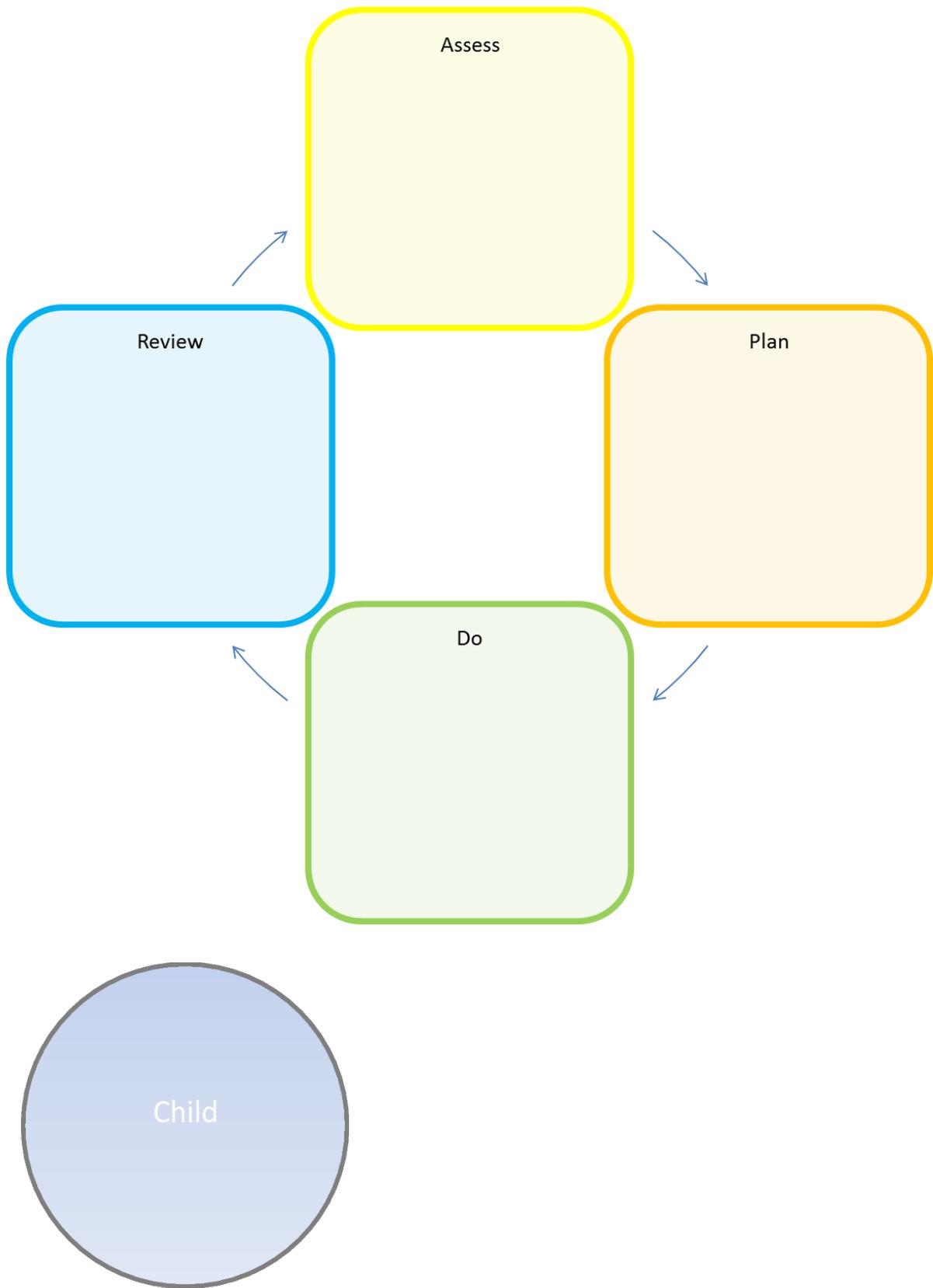
- What have I learnt
- Did I achieve the planned steps?
- Did I achieve more than you planned?
- What helped me?
- What things went well?
- What are my next steps?
- What progress did I make?
- Where there any challenges?

My Plan

Name:

Age:

Date:



Diary

Meetings, telephone conversations and review dates.

Date	What happened?	Comment / Actions

Name:		Date:	
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Year:		Time:	
Class teacher:		Observer:	

Appendix 5

SENDCO Observation Form

Signed: _____ Date: _____

Observation notes

Next Steps

Appendix 6

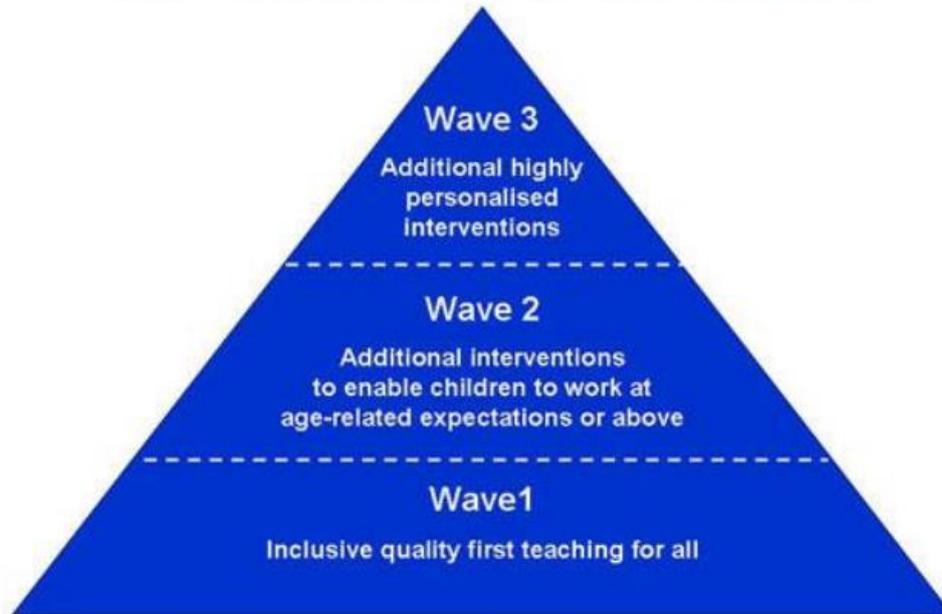
Behaviour Log

Date	Time	Incident or observations	Outcome

Appendix 7

Waves of Intervention

Waves of Intervention Model



Wave 1

- o Inclusive Quality First Teaching.
- o Differentiated curriculum planning, delivery and outcomes.
- o In-class TA support.
- o Increased visual aids, modelling and scaffolding.
- o Visual timetables.
- o Access to ICT to support learning.
- o Literacy/Vocabulary Mats.
- o Structured school and classroom routines.
- o Enrichment programme.
- o Awareness by all staff of particular needs.

Wave 2

- o Focussed strategies for groups/classes.
- o In-class group support from TA.
- o Guided reading within lessons.
- o Groups chosen sensitively to take account of and include mixed abilities and strengths of personality.
- o Circle Time, Speaking and Listening.
- o Behaviour Policy.
- o Restorative Approaches.
- o Extra focus on personal and social education, e.g. strategies to manage feelings, skills of friendship, self- awareness, relationships and conflict resolution.

Wave 3

- o Small group or 1:1 literacy/ numeracy support e.g. use of Reading / Writing / Mathematics / learning challenges and spelling groups.
- o Use of visual cues to support meaning.
- o Visual organiser/timetables.
- o Use of ICT to record and support learning.
- o Pupil's self-monitoring of behaviour. Student personal strategies, personal targets.
- o Individual counselling.
- o Individual reward system.
- o Social skills training.
- o Emotional Resilience.
- o Anger management.
- o Parent Meetings.

o Individual Education Plans.