

# ANGLO EUROPEAN SCHOOL



## LEARNING SUPPORT DEPARTMENT

### SEND POLICY 2016

Policy	Special Education Needs
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*\*Delete as applicable*

[This policy describes the arrangements for the identification, assessment of, and provision for, students with special educational needs as required by the Education Act 1996 in relation to the Code of Practice issued in revised format for implementation in September 2014]

This policy should be read in conjunction with the Single Equality Scheme.

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## 1 **Mission Statement**

The Anglo European School is committed to:

- Supporting the learning of all students to enable them to achieve their academic potential, including students with General Learning Difficulties (GLD), Specific Learning Difficulties (SpLD), English as an Additional Language (EAL), Autistic Spectrum Disorder (ASD) or Physical Neurological Impairment (PNI)
- Supporting teachers in making the curriculum stimulating, differentiated and accessible to all, ‘enriched by the strong European and International Dimension of the School’.
- Supporting parents in helping their children by having due regard to the Code of Practice.
- Working in partnership with parents.
- Using our best endeavours to make provision for students with Special Educational Needs and Disabilities.
- Addressing the needs of all through the School Development Plan.
- Reporting on the success of our policies annually.
- Approaching each new challenge as flexibly as possible.
- Ensuring that the transition process between key stages is as smooth and positive as possible.
- Making best use of appropriate external support services and agencies to support our students.
- Enabling students to be more independent
- Where possible, assessing students according to their strengths

The Anglo European School takes a whole school approach to the inclusion of students with a range of learning and medical needs. The Anglo European School recognises that a student has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age.
- 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 main stream schools or main stream post-16 institutions, as defined in the Code of Practice (2014). The school makes provision in accordance with the Code of Practice (2001/2014), the SEN &

Disability Act (2001), The Discrimination and Disability Act (2006) and The Children & Families Act (2014).

## 2 **Special Educational Needs**

Special Educational Needs may be:

- short term
- long term
- curriculum related
- behavioural/social
- related to the special international dimension of the school
- produced by environmental conditions

We recognise our responsibility towards students whose academic and/or intellectual achievements require special provision so that they are able to realise their true potential.

We acknowledge the particular needs of those students whose education has embraced different languages and cultures and students for whom English is not their first language.

Special Educational Needs which are provided for, include:

### **2.1 Communication and Interaction**

SEND conditions which fall under the category of Communication and Interaction include, but not exhaustively:

- Children and young people with ASD (including Asperger's Syndrome and Autism).

### **2.2 Cognition and Learning**

SEND conditions which fall under the category of Cognition and Learning include, but not exhaustively:

- Moderate Learning Difficulties
- Severe Learning Difficulties
- Profound and Multiple Learning Difficulties
- Specific Learning Difficulties (including Dyslexia, Dyspraxia and Dyscalculia)

### **2.3 Social, Emotional and Mental Health Difficulties**

SEN conditions which fall under the category of Social, Emotional and Mental Health Difficulties include, but are not exhaustively:

- Becoming withdrawn and/or isolated;
- Educational issues caused by an underlying mental health issue such as:
  - Anxiety;
  - Depression;
  - Self-harming;
  - Substance misuse;
  - Eating disorders
- Attention deficit Disorder;
- Attention deficit Hyperactivity Disorder'
- Attachment Disorder.

### **2.4 Sensory and/or Physical Needs**

SEN conditions which fall under the category of Sensory and/or Physical Needs include, but are not exhaustively:

- Vision impairment;
- Hearing impairment;
- Multi-sensory impairment;
- Physical Disability.

## **3 Objectives and Guiding Principles**

- The term 'Learning Support' has evolved through a recognition and response to the changing perceptions and understanding of the needs and entitlements of students to fulfil their educational potential wherever they are from, whatever their native language and whatever their abilities.
- We recognise and support the entitlement of all students to a full, balanced and relevant curriculum according to their needs.
- We aim to support the provision of the highest quality of education which is enriched by the strong European and International Dimension of the school.
- The effective implementation of Learning Support policy hinges on a flexible approach which is sensitive to many influencing factors, not least of which is the special ethos of the school.
- The role of Learning Support is to provide students with appropriate help and support in the context of their full participation in all aspects of school life, including visits and exchanges.
- It is our aim that students from a variety of backgrounds, enriched by the international dimension of the school, should perceive our school as a place where they feel valued, strengthened and motivated to achieve their potential.

- In our efforts to facilitate learning, it is our firm belief that students will not learn successfully if they are not happily integrated into the life of the school. We therefore, strive to foster a strong sense of self-worth in our students whatever their needs.
- Whilst we recognise the importance of identification and assessment of individual needs, we are aware of the potentially inhibiting effect of ‘labelling’ students. We are therefore against the use of those labels and terms which might create ‘boundaries’ beyond which students and parents think they cannot develop.

“All children are valued equally and their achievements given equal weight”. (Essex Special Needs Policy Statement)

#### **4. How we implement our aims**

Members of staff are duly qualified and trained to undertake the duties of the post. The school complies with the requirements of the Code of Practice 2014 for the designated SENCO.

- Our Assistant Headteacher – Achievement is the Senior Link to SEND
- Our designated SEND Governor is Mel Ruschen
- Our designated SENCO and Teacher for Children in Care is Alyson-Ann James,
- We have a staff SEND TLG with representatives from all subject areas.
- The SENCO has representation at our Leadership Forum Curriculum and Achievement meetings
- Communication is key, SEN information is held by curriculum areas and by the SEN department with appropriate material available on shared area (SEN).
- Monthly SEND bulletins are sent to all teachers.
- Where a need has been identified, the following support is provided
  1. Provision of in-class support.
  2. Provision of small withdrawal groups.
  3. Provision of 1:1 student support
  4. Provision of Social Skills, Helping Hands groups, study skills and Lunch Club
  5. Provision of Paired Reading

6. Provision of language enrichment (for EAL students) and lessons and examination preparation
7. Liaison with Year Leaders and SENCO for setting of Form Groups
8. Exam Access arrangements where appropriate

## 5 **Admission Arrangements for students with SEN but without a Statement**

Admission arrangements are based on the admissions criteria and procedure as set out in the school's prospectus. A student with SEN will be assessed for admissions using the same criteria as other applicants.

### 6.0 **The Role of:**

#### 6.1 **The Headteachers**

The Headteachers have responsibility for the management of all aspects of the school's work including provision for children with Special Educational and Additional Needs. They will keep the Governing Body fully informed and work with the SENCo.

#### **The Leadership Team**

The Leadership Team is committed to supporting students with Special Educational and Additional Needs both within their individual areas of responsibility and collegiate. The Assistant Head Teacher – Achievement has line management responsibility for Learning Support/SEND.

#### 6.2 **The role of the Governing Body**

The Governing Body shall require the Headteachers to:

- Do their best to secure that the necessary provision is made for any student who has special educational needs.
- Ensure that, when the school has been informed by the LEA that a student has special educational needs that those needs are made known to all who are likely to teach her or him.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those students who have special educational and additional needs.
- Consult the LEA, the Funding Authority and the Governing Bodies of other schools, when necessary, in the interest of co-ordinated special educational provision in the area as a whole.

- Ensure that SEND students join in the activities of the school together with students who do not have special educational or additional needs, in so far as that is reasonable and practical and compatible. The students will receive the necessary educational provision, alongside the efficient education of other children in the school and the efficient use of resources in line with all students within the school.
- Have regard to this Code of Practice 2014 when carrying out their duties towards all students with special educational needs.
- A Governor will be named as having special responsibility for SEND. The current named governor is Mel Ruschen.

### 6.3 **The role of Year Leaders**

The management structure of the school acknowledges the responsibilities of ‘Year Leaders’ for seeing that all students within their Year Group receive any special support as and when necessary. The designated Year Leaders will work closely with the SENCO to ensure the identification of, and that effective action is taken in the case of students with SEND.

### 6.4 **The role of Heads of Departments and Subject Teachers**

Heads of Department have responsibility for the delivery of the curriculum within the subject area and therefore must work to ensure that:

- the curriculum is accessible to all
- lessons are differentiated (including differentiate Learning objectives)
- appropriate intervention and support given
- the tracking and monitoring of the progress and outcomes of the SEN students.

Subject teachers must work to support each student’s learning by setting work, (with differentiated Learning Objectives) both for class and for home (when appropriate), that recognises and takes account of that student’s special educational and additional need. Teachers are aware of the SEND students and their Provision Maps.

### 6.5 **The role of the Head of Learning Support (The SENCO)**

#### **Responsibility for the day to day SEND provision**

The designated teacher identified by the title SENCO, Alyson-Ann James will carry out the duties of the Special Educational and Additional Needs Co-ordinator as described in the Code of Practice 2014 as follows:-

- Statutory requirements: the needs of students with Statements/EHCP.
- The day- to-day operation of the school's SEND policy
- Managing the deployment of LSAs
- Liaising with and advising fellow teachers.
- Co-ordinating provision for children with special educational, disability and additional needs.
- Maintaining the school's SEND information, overseeing the records on all students with SEND, confidential files and monitoring their progress and attainment.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff and leading the SEND TLG.
- Liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies.
- Managing and developing Learning Support Assistants.
- Overseeing Transition and Induction for incoming SEND students
- Assessing Year 7 students reading and spelling levels in conjunction with the Achievement Team.
- Supporting in the implementation of the CATS and other external examinations in accordance to the examination procedures and guidance.
- Co-ordinating provision for Looked After Children in school

## 6.6 **The role of the Educational Psychologist**

The school signposts parents in accessing the services of an Educational Psychologist as appropriate.

### **Specialist Provision**

The Anglo European School is a mainstream school with no designated SEND specialism i.e. we do not have an attached unit.

### **Allocation of Resources**

The school makes every effort to provide all our students with the opportunity to participate in all aspects of school life. The school will make reasonable adjustments where possible.

The school has:

- Unisex toilet and shower facilities available for students with physical disabilities
- There are ramps to enable access to some of the buildings
- There are some electric doors
- A lift in S Block and C Block

The school is set off the road and, when required, specialist transport is able to drive up to the school entrance to accommodate safe transfer for wheelchair users.

## **7 Inclusion of vulnerable students, those with SEND and those who are disabled**

Students with SEND are taught in mainstream classes.

They may be withdrawn from some lessons to receive more individual help or a special programme in the Learning Support Department.

They may receive extra support in class.

They may be provided with work in a mainstream class especially differentiated for them.

All students are given equal consideration regarding study visits and exchanges.

Students are not denied the opportunity to take part in activities related to the European and International dimension of the school on the grounds of them having a special educational or additional need. The school will make reasonable adjustments to enable all students to benefit in the international ethos of the school.

The SENCO meets with the Assistant Head teacher – Achievement fortnightly to track, monitor and set targets to support our most vulnerable students. These are those students who have been identified as having behavioural, social/emotional and additional needs.

## **8 Evaluating the success of provision for students with SEN and who are disabled (PNI)**

The SENCO monitors the provision of the students with SEND or those who are disabled. The school monitors the academic progress made by all vulnerable groups within school. The school regularly reviews the provision of our students with SEN and disabilities.

Learning Support staff within the department have a range of expertise and are able to support the needs of children within the following areas;

- Specific learning difficulties
- Autistic spectrum disorder

- Emotional and behavioural difficulties
- Gross and fine motor difficulties
- Speech and language difficulties
- Mobility difficulties
- Medical needs (where such needs can be met within a mainstream school setting)
- Personal Care

The school accommodates children with medical and physical needs in accordance with the admissions criteria for children with SEND.

## **9 The transition process and identification of students with SEND**

### **Transition to the School at the End of Year 6**

Parents of children with a SEN or disability who are considering sending their child to the Anglo European School, are encouraged to attend the School's Open Evening. At this time they are able to speak with the SENCO. Parents are asked to let the school know, prior to entry, of any special needs their child has. This is a formal request made by the Headteacher in writing to all parents. It forms part of the Welcome Pack. (See 'Special/Additional Educational Needs' information sheet). Once a place at the school has been offered, the SENCO will arrange to meet with the students and their parents. These meetings will focus on the students, their needs and the way that the school, and to what degree the school, is able to meet these needs.

#### **9.1 Primary School Liaison**

Once a place has been offered to a student with SEND, the Year Leader has overall responsibility for the collection of data on students coming into Year 7. Where possible the Year Leader will visit and liaise with local feeder schools together with the SENCO. The SENCO will be closely involved at this stage, in order to determine the level of SEND provision for students already identified as having SEND at primary level. The involvement of the SENCO extends to attending Annual Reviews of Year 6 students with Education, Health and Care Plans as well as visits to primary schools where there are Year 6 students with SEND.

#### **9.2 Identification - Year 7**

Where needs have been identified since the student has joined the school, the schools Entrance Strategy is used to place young people on the SEND List. In such cases, assessment and identification of SEND can include the following:

- Diagnosis from a relevant medical professional;
- Diagnosis of a learning condition from a private Educational Psychologist or someone with a relevant qualification enabling them to diagnose a learning condition, (which can only be used as additional evidence to back up evidence from testing undertaken by SENCO);
- In school testing (including WRAT 4 Testing, CAT Tests, LUCID, DASH screening).

- Objective Testing is arranged by the Learning Support department and involves Cognitive Ability Tests and CTOPP.

All Year 7 students have their reading and spelling age assessed. Those students identified with a low reading or spelling ages will follow an appropriate personalised programme for literacy, and/or spelling. Some students in need of additional support of their numeracy may follow the 'Maths Concept' numeracy programme. The results of these assessments provide useful indicators of potential and provide departments with information that can be used to determine their priorities for differentiation.

The following form part of the school's system for assessing the needs of individual children:-

- Formal screening/assessments
- National Curriculum levels
- Teacher assessment and observation
- Transfer details/records
- Information provided by parents
- Information provided by Educational Welfare Services
- Assessment of English EAL students

Once this support is no longer needed as defined in the Exit Strategy, the Exit Strategy is used to take the students off the SEND List.

### **9.3 Students Transferring to Key Stage Four**

A meeting as appropriate, chaired by the SENCO are based around looking at a student's current performance, projected performance and a discussion as to the best route through Key Stage Four is discussed. Parents and students are given a chance to ask questions and are advised on the best ways to proceed.

All students in Year 9 undertake course counselling. The SENCO and the course counsellor will ensure that the SEND students are placed on the correct pathway for them and that support is continual and consistent where required.

In the case of young people with Statements of Special Educational Needs or Education, Health and Care Plans, an advisor from Transition Pathways (a service provided by Essex County Council) will be assigned and will work with parents and the students to look at the routes that are available for next steps and/or further study. This is with a clear focus on steps to the age of 25 in a range of educational establishments.

### **9.4 Students Transferring to Sixth Form, Further Education or an Apprenticeship**

A meeting as appropriate, chaired by the SENCO, are based around looking at the student's current and projected performance. There will be a discussion as to the best route forward for the student. Parents and the student are given a chance to ask questions and are advised on the best ways to proceed.

All students in Y11 undertake course counselling. The SENCO will liaise with the students Course Counsellor to ensure that the student is placed on the correct pathway for them and that support is continual and consistent where required.

Where a student with SEND is transferring to another educational provider, the school works with that provider to ensure that they are aware of the needs of students. The SENCO will discuss the access arrangements and strategies that are in place to support the individual with their transition. The transition process is led by the further education establishment through their own policies and procedures.

## **9.5 Students Transferring to Higher Education**

A meeting as appropriate, chaired by the SENCO, are based around looking at current and projected performance. There will be a discussion as to the best route forward for the student. Parents and students are given a chance to ask questions and are advised on the best ways to proceed.

Where a student with SEND is transferring to higher education, the school, where possible, will work with that provider to ensure that they are aware of the needs of students, access arrangements that are in place and the strategies that are in place to support individuals. This is led by the Higher Education Provider and through their own policies and procedures.

At all stages, students with a statement of Special Educational Need or and Education, Health and Care Plan are transferred through Essex County Council Transition Plans which involve a range of Outside Professionals where necessary.

## **10.0 Graduated Intervention Approach**

The school uses the Progression Guidance from Essex County Council to assess young people and to place them on to the school's SEND List and/or to make an application for an Education, Health and Care Plan.

The school follows the Graduated Approach (see Appendix Two) that is detailed in the Code of Practice (2014).

All young people who are identified with an educational are given a Provision Map and Student Passport. These documents, which include information about student's, are shared with departmental staff as appropriate. It is based around a person centred approach and allows the students, the parent and the school to work together to improve the outcomes for young people.

One Plans will be reviewed three times per year. This will take the form of:

Review 1 – Drop in café;

Review 2 – Telephone call or email discussion/parents evening;

Review 3 – Format to be decided during Review 2.

Parents are encouraged to contact the school in-between these points if they have any questions, queries or want an update on their child's progress.

## **11.0 Approach to Teaching and Learning and Young People with SEN**

Teaching and Learning is a whole school responsibility and one which is constantly reviewed by both the Senior Leadership Team and the Middle Management Team in the school.

It is the class teachers' responsibility to ensure that lessons, and the materials that are used, are differentiated to meet the needs of the students in the class.

Young people with SEND are taught, as much as possible, in their classrooms with their teacher. There are occasions when withdrawal from lessons may be required to support the student on a one to one or small group basis.

## **12.0 Evaluating the Provision Made for Young People with SEND**

Resources are allocated in order to meet the need of young people and to ensure that they are able to access the curriculum and make a minimum of expected levels of progress across the whole school.

### **Interventions – Impact and Outcomes**

For all interventions, an assessment will be made at the beginning, during (as appropriate) and at the end of the intervention.

The impact measurement that is used will depend on the intervention that has been put in to place, the reason for this intervention and the outcomes aimed for. The following methods may be used to measure impact of interventions:

- Academic data
  
- Reading Ages;
- Spelling Ages;
- Numeracy Levels;
- Behaviour points;
- Achievement points;
- Attendance;

Once the impact of the intervention has been assessed, next steps are planned for individuals.

## **13.0 How Young People with SEND are enabled to Engage in the Activities Available**

Young people with SEN are encouraged to take part in all extra-curricular activities that the school offers. This includes the visits and exchanges programme. The school will make reasonable adjustments, where possible, to enable students to participate in any activities that they want to attend.

Whenever any form of extra-curricular activity is planned, it is the responsibility of the organiser to ensure that this activity is accessible, where possible, and that all reasonable adjustments are made, where possible.

When teachers arrange visits, the SENCO must be consulted to ensure that adequate levels of support are in place for those with SEN and provide individual risk assessments.

#### **14.0 Working with Parents and Carers**

Anglo European School believes that working with parents and carers is vital in ensuring that outcomes for young people are understood, met and supported in the correct way. These are a number of ways that the school does this:

#### **15.0 Review of Statements of Special Educational Needs or Education Health and Care Plans**

The views of parents and carers are vitally important in the Review of Statements of Special Educational Needs and Education Health and Care Plans. Parents and carers are invited to these meetings and their views are sought before these and during these meetings. Targets are set in conjunction with parents, carers and young people to ensure that they are relevant, focussed and measurable.

During reviews, the targets that have been set are reviewed based on the following information:

- Academic data reported by Teaching Staff;
- Understanding of the progress of young people from LSAs working with young people;
- Testing using a range of tests (such as WRAT 4, LUCID, CTOPP, DASH);
- Information from parents;
- Information from young people;
- Information from Year Leaders;

This information is discussed and targets are either amended or concluded and another target set.

#### **15.1 Parents Evenings**

Parent Evenings take place once per year for each year group and the SENCO will be in attendance to speak to parents and deal with any queries that parents or carers have. Appointments can be pre-booked or in a drop in format.

#### **15.2 Meetings**

Meetings can be booked at any time by contacting the SENCO via the school office.

#### **15.3 Arrangements for Consulting Young People with SEND**

Anglo European School is committed to working with young people to ensure that their voice is heard and forms part of the bespoke support package that is offered.

#### **15.4 Planning Meeting Review of Statement of Special Educational Needs and Education Health and Care Plans**

The views of young people are sought in meetings and they are fully engaged with the target setting, monitoring and evaluation of their progress towards targets set.

#### **15.5 Student Voice**

Student Voice is sought throughout the year for a range of reasons. This can be for the following reasons:

Monitoring of the work of the Learning Support Department;  
Monitoring of the quality of education and support of young people with SEN by the Governing Body, Learning Support Staff, the school's Leadership Team or professionals from Outside Agencies (such as The Local Authority).  
This is completed in a way which allows young people to feel comfortable and confident to contribute.

#### **16.0 One Plan, Statement of Special Educational Needs and Education Health and Care Plan Reviews**

#### **16.1 Monitoring of Academic Progress and Support by the SENCO**

Following each reporting round, the SENCO looks at the progress of young people with SEN as a year group cohort, and as individuals. This is then used to plan interventions, ensure that teaching is differentiated and appropriate and that progress is made by each students. This monitoring takes the form of:

Meetings with Link Governor for Special Educational and Disability Needs:

Fortnightly Meetings between the SENCO Learning Support and the Assistant Headteacher;

Moving Forward Meetings with the Headteacher to discuss Examination Performance and provide an overview of the coming year;

Using data tracking from Progress Reports to track progress of all SEN students, and then to plan interventions, and monitor the impact of those interventions;

The Senior Link monitors the experience of students with Special Educational & Disability Needs by completing Learning Walks in classrooms and feeding back to the staff;

Parents are asked for their views on their child's progress and levels of support at Review Meetings;

Students are asked for their views on the support that they receive at the One Plan and Termly/Annual Review Meetings, and their views are taken into account when planning for their progress.

SENCO is available at all Parent Evenings; an appointment can be booked or a drop in can be arranged.

#### **17.0 Arrangements for providing Assessment Access for students with SEND to a balanced and broadly-based Curriculum, including the National Curriculum**

Provision to support students in accessing the curriculum is made in a number of ways:-

- Appropriately - differentiated classwork and homework
- Provision Maps.
- Deployment of LSAs in classroom (as appropriate).
- Peer group support
- Sixth form support
- Students working in pairs/small group/one to one with LSA either in or out of the classroom
- Small group withdrawals
- Modification of the curriculum (KS3/KS4 and Sixth Form ) but only with the approval of Headteachers

Arrangements for the deployment of staff are based on the identification of individual need, the results of formal assessment and teacher assessment.

#### **18.0 How resources are allocated to and amongst students with Special Educational Needs**

At present funding for students with Special Education and Additional Needs is met from the General Annual Grant (GAG). Funding for students with a statement ECHP is received from the identified students' local authority. Each year 6 eligible student will be supported via the Student Premium Grant – please refer to the school website for further information.

#### **18.1 Allocation of Resources**

The school's SENCO works with the senior leadership of the school to determine appropriate staffing requirements and to seek resources for teaching materials and other equipment. The staffing may comprise specialist SEN teachers and subject specialists acting for the SEND Department and non-teaching support to work directly in support of students or class teachers. Sixth Form students undertake some paired reading with SEN students, this supports part of the Sixth Form CAS programme.

We recognise and support students whose first language is not English. This will be undertaken again through our in-house EAL specialist teacher.

In addition a specific annual budget for the SEND department will be approved in the normal annual budgeting round through the completion of the Departmental Development Plan as part of the schools self-evaluation procedures.

## 19.0 **The Headteachers Report on the School's Policy on Special Educational Needs**

The Headteachers report to governors may include information related to:

### **a. The success of the SEND policy**

The effectiveness of the school's system for:

- identification
- assessment
- provision
- monitoring and record keeping
- use of outside agencies

### **b. significant changes in policy**

c. **Consultations** with LA, the funding Authority and other school.

d. **Allocation** of resources to and amongst children with special educational and disability needs and Student Premium Students over the course of the year

e) **The Special Educational Needs Development Plan.** This is a review of the year's work including the numbers of students with SEND and the setting of objectives for the next year. LEA comparative profile data, RaiseOnline and additional relevant information and data are used to aid evaluation.

## 20.0 **Staff Development**

Through CPD, the school is committed to:

- Continual Professional Development of Staff in relation to SEND.
- Training of staff is considered in line with the issues identified in the School Development Plan and Government initiatives e.g. the training of LSAs. County-based courses for SEN are considered according to their appropriateness at any given time and in direct response to the needs of individual students.
- Inset and training are also provided by the SENCO and, when appropriate, members of the LEA's Specialist Teacher Team deliver to staff through the TLG.

- The SENCO achieved the National Award for SEN Co-ordination. (August 2012)

## 21.0 **Working in Partnership with Parents**

### 21.1 **School to home**

This will usually be undertaken by the Year Leaders or SENCO.

The contact will initially be by telephone, the student's organiser, or a letter inviting the parent/guardian to attend a meeting.

The school will also communicate using the following whole school methods:

- Progress data
- Reports
- In-touch
- Rewards
- Sanctions

### 21.2 **Home to school**

In the event of a concern arising, the parent/guardian is requested to contact the Form Tutor, Year Leader, Pastoral Manager or SENCO.

Working 'in partnership' is at the very heart of achieving our aims on behalf of each student, not least those students who experience a special educational need.

No child likes to feel he or she is 'different' in the school context, so it is extremely important that home and school work together to support that child.

We recognise that parents want to help their children and we are therefore always looking for ways to provide them with the advice they need, whether it be over matters of behaviour, learning, research/project work or improving reading and spelling skills.

We hope that parents will feel able to contact us and keep us informed of any developments or arrangements they are making outside the school to support their child's education.

Whenever possible, and if appropriate, we endeavour to make contact with external agencies and support services or institutions in support of our students and in partnership with parents.

Student success is more likely when the three points of the "Student-Parent-Teacher" triangle all share the same aims and work together to achieve them.

## 22.0 **Staff Development**

- a) Whole school issues: see School Development Plan
- b) LSAs

i) INSET provided by the school during staff development sessions

Categories are broadly:

- Information about students
- Strategies for supporting students
- Approaches within the classroom
- I.T. skills
- Input from specialist teachers
- HLTA training for LSAs
- NVQ training for LSAs
- Key Skill training

ii) SENCO to advise LSAs of appropriate courses to support them in their role and its development.

### 22.1 Objectives of staff development

1. To ensure students gain access to the curriculum.
2. To work closely with our colleagues in identifying, assessing and planning programmes for our students who have a special/additional need.
3. To support mainstream teachers in developing their understanding of students' differing needs by providing information, advice and curriculum support.
4. To work in partnership with students, parents and teachers, taking account of their feelings and perceptions.
5. To foster a sense of self-worth in our students by stressing the importance of praise and encouragement.
6. To teach strategies to help students manage learning and value their experience.
7. To recognise that our understanding of how people learn is a developing process and, therefore, to acknowledge and value the work of outside agencies who seek to promote greater understanding of individual need.
8. To have an 'open door' policy; being welcoming and helpful.

### 23.0 Policy on Equal Opportunity and Access

Equal opportunity and access are at the very heart of the school's aims.

We always try to demonstrate that we value our students varied background and experiences.

We attempt to provide them with education that recognises and supports their differing needs.

We recognise that ‘society’ is constantly changing and our students and their families may find themselves in conflict with the changing views.

We aim to hold in high regard differences in:

- background/ethnicity
- religion or belief
- ability
- gender and gender identity
- ethnic origins
- native language
- physical/sensory skills
- sexual orientation
- social – economic background
- disability
- age
- those who have recently had a baby or are on maternity leave or are pregnant
- gender reassignment

and to provide support as far as we can to make the curriculum accessible to all students.

#### 24.0 **EAL – English as an Additional Language**

An EAL specialist teacher provides additional English language support to non-native speakers of English to enable them to participate more fully in mainstream lessons.

Students requiring EAL support are assessed upon entry to the Anglo European School and their needs are taken into account when planning their course of study for EAL thereafter.

#### 25.0 **Homework**

Homework is set according to the published homework timetable. The length of time to be spent on homework is variable, according to the nature of work and child’s need. LSAs offer support in the recording of homework, the use of the organiser, Show My Homework and help individuals with any difficulties in Lunch Club.

Lunch Club is available to lower school students daily and to upper school students on request.

Students are able to access Study Club before school, at lunchtime and after school. Study Club reference for Sixth Form. Supervised from 8.30am – 4.30pm.

#### 26.0 **Private Assessments**

Our Special Educational Needs Department assesses individual learning needs and devises individual educational support programmes where appropriate. From time to time this may also involve assessment by our link Educational Psychologist. Realistically, resources have to be prioritised and our efforts will be directed to those most in need. Recognising this, some parents seek additional private assessments from non-public agencies. Please note that private assessments cannot be used by the examination boards or the school as evidence of a student's amended exam access arrangements. Only school based assessments will be used and results of tests administered by the SENCO can be used.

We do caution parents to recognise that virtually every child will have some characteristic, which makes them different from the norm, if indeed a truly 'normal' person actually exists in educational terms. We also caution parents against the use of labels and the sense of inadequacy that can sometimes result in a diagnosis which suggests that a child is abnormal and, therefore, disadvantaged.

There are a number of cases where assessment highlights different strengths in areas of cognition or performance and very often these illustrate average or just above average ability in one aspect, with superior ability in other aspects. This is often taken as denoting a 'specific learning difficulty'. It could equally denote a 'specific learning strength'. Knowledge of these differences is helpful and a positive response is more helpful still.

## **27.0 Links to Support Services**

The school will work with relevant support services to continue to support our students. Such services include the use of specialist teachers, EWMHS, CFCS, EPYDAS, Young People's Counselling Service (Brentwood) and agencies which are local to our students as appropriate.

### **27.1 Links with other schools**

We work closely with local primary schools from which our students transfer.

### **27.2 Links with other agencies and voluntary organisations**

The school works closely with child health services, social services, the educational welfare services and any voluntary organisations which work on behalf of vulnerable students, those with SEN or who are disabled, as appropriate.

Our aim is to achieve the best for our students and we, therefore, take an open-minded view to guidance offered by private assessments. However, we have limited resources, which must be distributed in a structured way. For that reason, it is not appropriate for us to allocate resources to support such private assessments. We, therefore, restrict our involvement to considering how the results of such assessments may help us work with you and your child after such assessments have been completed.

## **28.0 Timetable for Review of this Policy**

This policy will be reviewed and annually by the Senior Link to SEND, agreed by the School's Governing Body.

## **29.0 Arrangements for the treatment of complaints/registering a concern**

We acknowledge that despite our good intentions and commitment to Learning Support and meeting the needs of students with SEN, there will be times when a parent may wish to formally lodge a complaint or demonstrate a real concern.

We hope that, in most circumstances, those concerns will be expressed initially to the person involved who will be able to take the necessary action to resolve them. However, when a parent feels that this is not satisfactory, a complaint should be dealt with in accordance with the school's established curriculum complaints procedure.

Developing a positive classroom climate conducive to supporting the learning of all students requires that students are appropriately challenged by their learning, that expectations of them are high but realistic, where students belong to the community and feel cared for, trusted, understood, valued and safe. Students need to be listened to, have their opinions sought, and be provided with opportunities to succeed. It is important that all students are included in decisions about their learning, have the opportunity to develop the attributes of the learner profile and to understand themselves as learners.

## **International Baccalaureate**

### **Meeting Student Learning Diversity in the Classroom**

Students in IB World Schools come from a variety of backgrounds and will exhibit a range of learning profiles supported by the IB's approaches to teaching and learning. The school is responsible for developing and implementing a special educational needs policy that is consistent with IB expectations and with the school's admissions policy.

The Programme Standards and Practices require schools to demonstrate their support for a diversity of learning:

- The school supports access for students to the IB programme(s) and philosophy
- The school develops and implements policies and procedures that support the programmes
- The school provides support for its students with learning and/or special educational needs and support for their teachers
- Collaborative planning and reflection incorporates differentiation for students' learning needs and styles
- Teaching and learning differentiates instruction to meet students' learning needs and styles

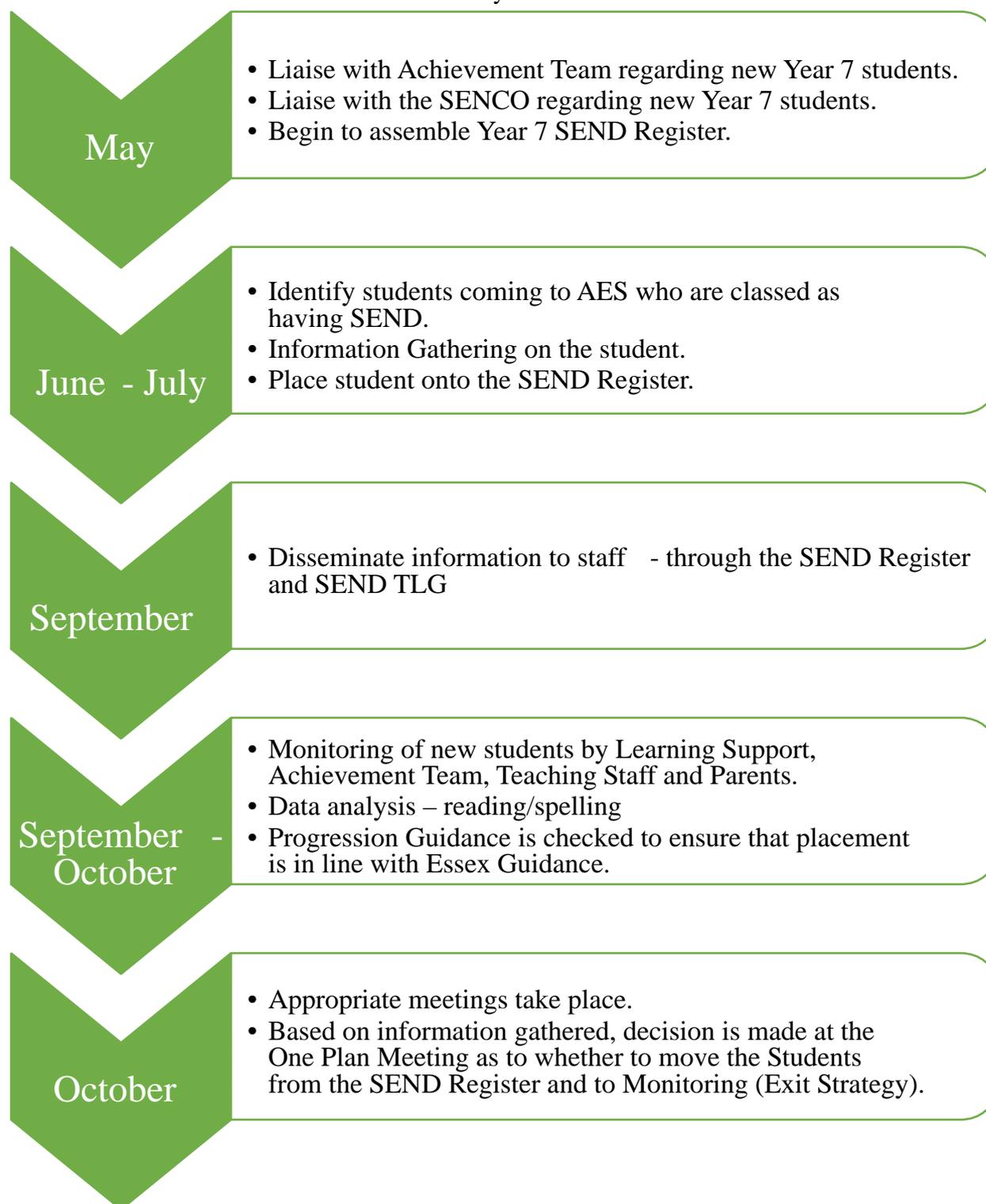
It is expected that all students in IB World Schools will experience positive learning environments based upon the IB's four principles of good practice: affirming identity and building self-esteem; valuing prior knowledge; scaffolding and extending learning. Strengths are celebrated, challenges circumvented.

It is good practice to celebrate the work done with the student by documenting learning progress, school interventions and the learning support procedures that are in place. School documentation should include profiles of individual learning, pertinent policies and lists of resources so that they may support school meetings with students, parents, specialists, school evaluation visits, and collaborative approaches to meeting student learning diversity. The IB also requires documentation for purposes of granting assessment accommodations.

## Appendix One – Entrance and Exit Strategy for the SEND List

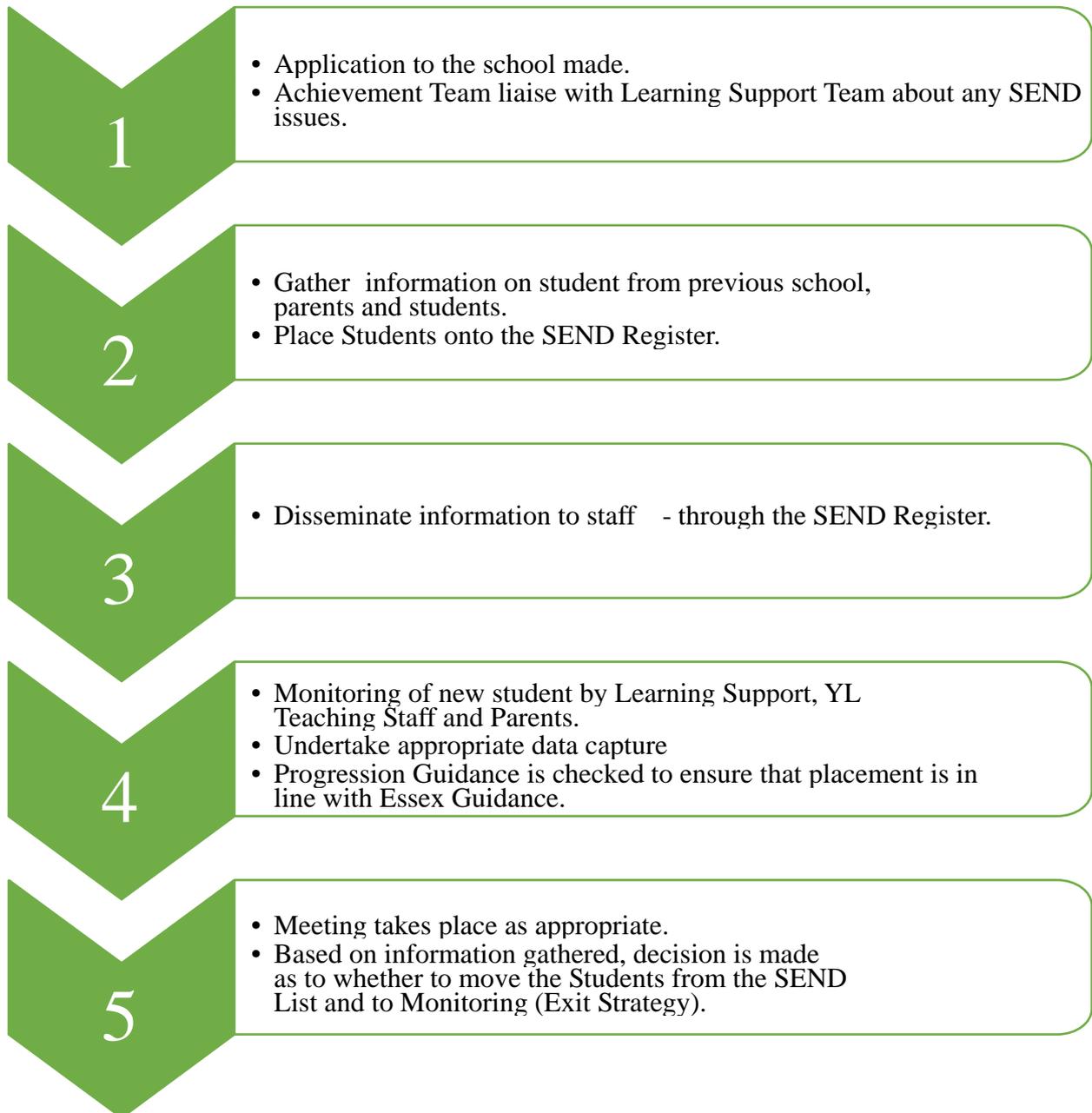
### SEND List Entrance Strategy – Year 7

This Flow Chart should be used when inducting new students into Year 7 in September of each year



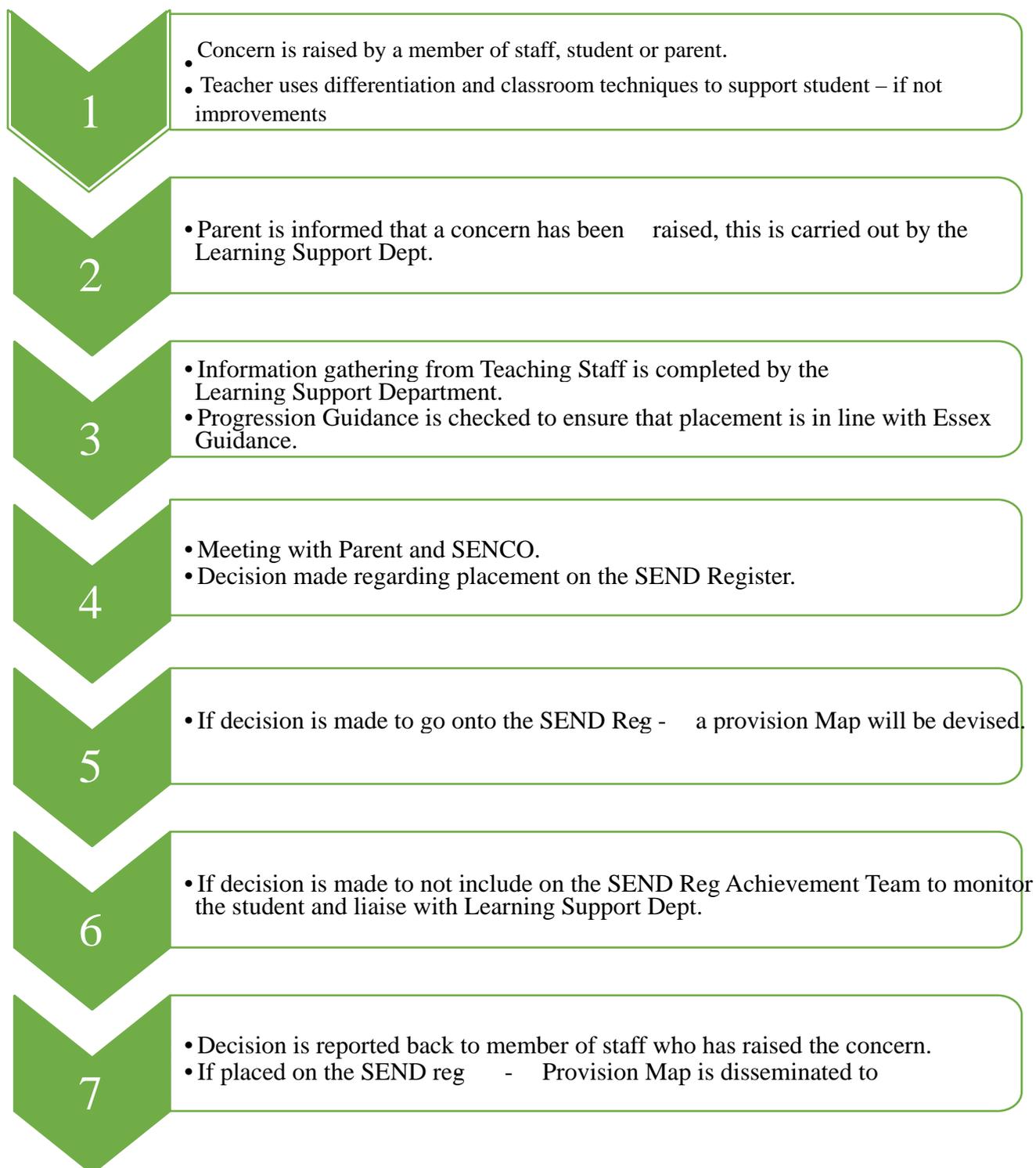
## SEND List Entrance Strategy – Year 7 – Upper sixth

This Flow Chart should be used when inducting new Students into the school throughout the year.



## SEND List Entrance Strategy – Year 7 – Upper Sixth

This Flow Chart should be used when there has been a concern or a diagnosis for students while they are at the school.



### Staff / Parent Student SEND Concern

The following form should be used when a member of staff, or a parent, has raised concern about a students. This is in relation to SEND.

<b>Student Name:</b>	<b>Form:</b>	<b>Date:</b>												
<b>Referral From:</b>	<b>Reported to:</b>	Discussion with: <i>Achievement Team</i>												
<b>Reason for Concern:</b>														
<b>Data:</b>														
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Subject</th> <th style="width: 35%;">Current Level</th> <th style="width: 35%;">Target Level</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">English</td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Maths</td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Science</td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> </tr> </tbody> </table>	Subject	Current Level	Target Level	English			Maths			Science			<i>Subject Teacher</i>	<i>Parent</i>
Subject	Current Level	Target Level												
English														
Maths														
Science														
<b>Actions Agreed:</b>														
		<i>Student</i>												

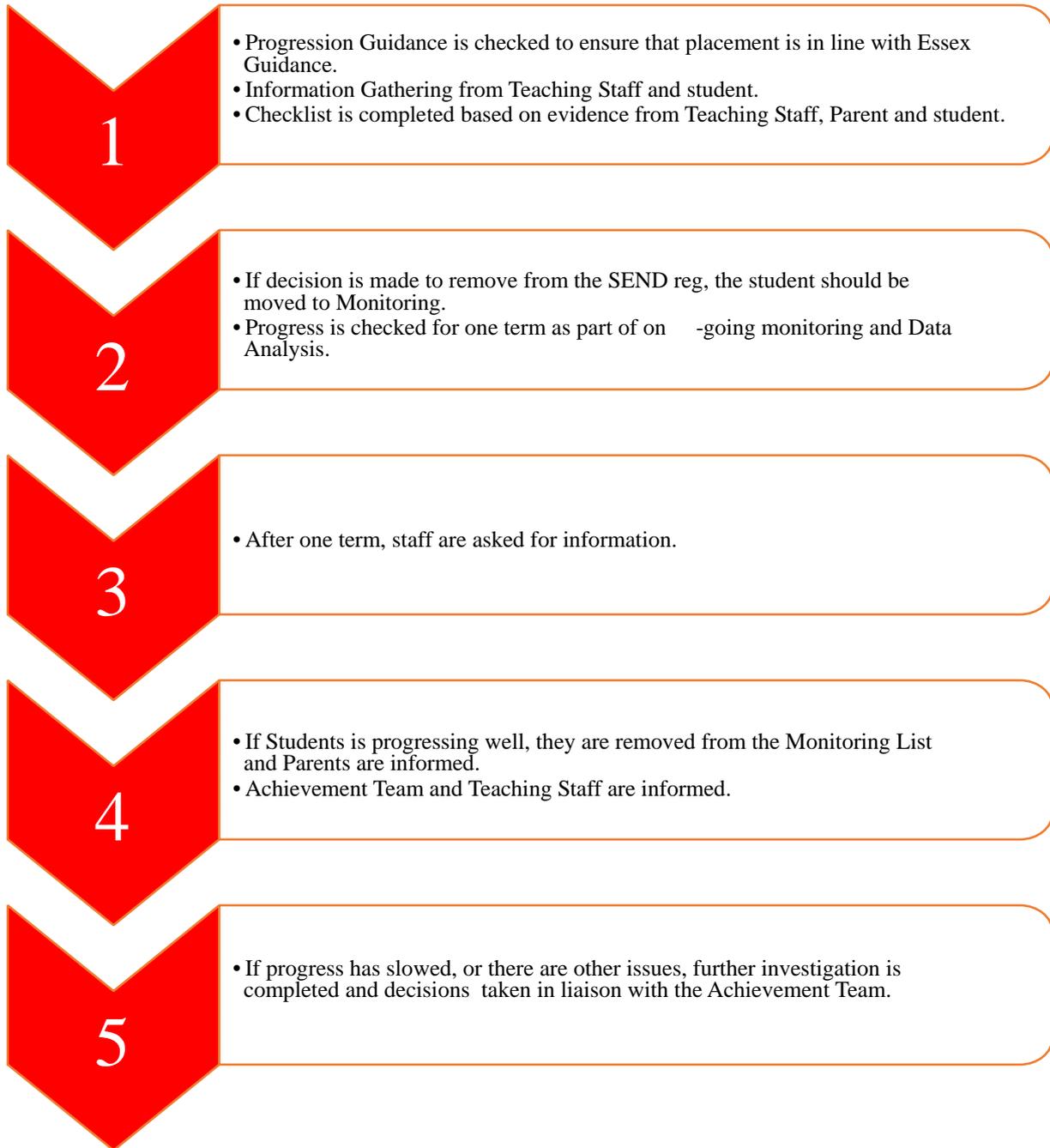
Testing Results – Learning Support

<b>Date:</b>	<b>Administered by:</b>	<b>Test Used:</b>
Results		
<b>Area</b>	<b>Standardised Score</b>	<b>Age Equivalent</b>
Reading		
Writing		
Handwriting		
Typing		
Mathematics		

**Actions and Recommendations:**

## SEND List Exit Strategy – All Years

This Flow Chart should be used to decide if a Students should be removed from the SEND Register.



### SEND Exit Strategy Checklist

This checklist should be used to decide whether a student should remain on the SEND Register. Once this has been completed, there must be a consultation with the SENCO.

Student Name:

Date:

Area	Check
Is the student making expected progress (or above) in line with their starting point?	Yes / No
Is the student making satisfactory progress in line with their peers?	Yes / No
Is the student meeting their MTG with little support from the SEND Team?	Yes / No
Where is the student in the Progression Guidance?	Yes / No
Have the circumstances changed since the last meeting in terms of their engagement with school and learning?	Yes / No
Has the students Attitude to Learning Improved?	Yes / No
Does the student need interventions to break down any barriers to learning?	Yes / No
Have the interventions that have been put into place had the impact that was set at the onset?	Yes / No

Does the student have any new needs which were not present at the last meeting?	Yes / No
Is the student still an open case with any Outside Agency?	Yes / No
Is the student still an open case with the Interventions Team?	Yes / No

Notes:

## **Appendix Two**

### **The Graduated Approach**

#### **There are 4 steps to the Graduated Approach**

**Access:** Schools are required to carry out a clear analysis of the student's needs, drawing on assessment and experience of the student, their progress, attainment, where relevant, their behaviour in comparison to their peers and national data. Alongside this, the views of parents and the student's own views should influence the assessment. Information from external services including health and care professionals should also be taken into account.

**Plan:** parents, teachers and support staff who work with the child should be made aware of their needs, outcomes set, support provided and any teaching strategies and approaches, which should all be recorded and monitored regularly.

**Do:** the class or subject teacher remains responsible for the student and should work closely with other staff to ensure the support is provided and monitor its effectiveness.

**Review:** regular reviews should take place between all relevant staff and parents.

## Appendix Three

Dear Parent

Thank you for attending the One Plan Meeting for XXXXXXXXX on XXXXXXXXXX.

I can confirm that due to the progress made by XXXXXXXX, s/he will be placed on to our Monitoring List for 1 term. This is to ensure that the progress that has been made continues.

At the end of the term, the school staff will review the progress that XXXXXX is making and will inform you of this by letter.

If you have any further questions, please do not hesitate to contact me.

Yours sincerely

Mrs A James

SENCO

## Appendix Four

Dear Parent

Following a review of XXXXXX's progress since the One Plan Meeting, I am delighted to report that h/she continues to make progress.

At this point, I feel that XXXXXX can be taken off our Monitoring List as their needs can be met by subject teachers in the classroom.

I would like to congratulate XXXXXX for his/her achievements and I am sure that this will continue in to the future.

If you have any questions, please do not hesitate to contact me.

Yours sincerely

Mrs A James

SENCO

**Appendix Five**

**Learning Support Dept.**

**Movement of Students on the SEND Register**

<b>Student Name:</b>	<b>Form:</b>
<b>UPN:</b>	

Move student on to the SEND List as SEND Support	
Move student off the SEND List	
<b>Reason:</b>	

Request to:

People consulted about movement:

<b>Name</b>	<b>Position</b>

Movement Authorised: YES / NO

Signed: \_\_\_\_\_

Print Name: \_\_\_\_\_

Date to be actioned: