

# ANGLO EUROPEAN SCHOOL



## SEND POLICY

Special Educational Needs & Disabilities

<b>Approved by:</b>	Full Governing Body
<b>Date:</b>	19 <sup>th</sup> March 2025
<b>Review:</b>	Annually
Statutory	

## **Mission Statement**

The Anglo European School is committed to:

- Ensuring that our school fully implements national legislation and guidance regarding students with SEND in line with the code of practice
- Supporting the learning of all students to enable them to achieve their academic potential
- Supporting teachers in making the curriculum stimulating, differentiated and accessible to all, through the use of adaptive teaching enriched by the strong European and International Dimension of the school
- Supporting parents in helping their children by having due regard to the SEND Code of Practice
- Working in partnership with parents by communicating with students with SEND and their parents or carers and involving them in discussions and decisions about assessment, support and provision
- Using our best endeavours to make provision and reasonable adjustments for students with Special Educational Needs and Disabilities
- Addressing the needs of all through the School Development Plan to ensure we are fully inclusive
- 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 as far as these are available
- Enabling students to be resilient, more independent and ready prepared for adulthood
- Where possible, assessing students according to their strengths

## **Objectives and Guiding Principles**

The term SEND 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 and strengths. We aim to support the provision of the highest quality of education which is enriched by the strong International Dimension of the school.

The effective implementation of SEND 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 SEND is to provide students with appropriate help and support in the context their needs to ensure 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, supported 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.

### **Legislation and Guidance**

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for students with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out governors'/trustees' responsibilities for students with SEND

### **Inclusion and equal opportunities**

At our school we strive to create an inclusive teaching environment that offers all students, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all students the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that students with SEND are included as equally as non-SEND students in all aspects of school life.

### **Definitions**

#### **1. Special educational needs**

The Anglo European School takes a whole school approach to the inclusion of students with a range of learning and medical needs. A student has SEND if they have a learning difficulty or disability that requires 'additional and different' special educational provision to be made for them. The Anglo European School recognises that a student has a special educational need or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

- Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **2. Disability**

Students are considered to have a disability if they have a physical or mental condition that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

## **3. The four areas of need**

The needs of students with SEND are grouped into 4 broad areas. Students can have needs that cut across more than one area, and their needs may change over time.

Interventions will be selected that are appropriate for the student's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Students who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Students may have: <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.
Sensory and/or physical	Students with these needs have a disability that hinders them from accessing the educational facilities generally provided. Students may have: <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> These students may need ongoing additional support and equipment to access all the opportunities available to their peers.

## **Roles and responsibilities**

### **1. The SENDCo.**

The SENDCo will:

- Inform any parents that their child may have SEN and then liaise with them about the student's needs and any provision made
- Work with the Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision within the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have an EHCP.
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and adaptive teaching methods appropriate for individual students
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided as far as they are available.
- Liaise with potential next providers of education to make sure that the student and their parents are informed about options and that a smooth transition is planned
- When a student moves to a different school or institution: Make sure that all relevant information about a student's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the Headteacher and school Governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all students with SEND up to date and accurate
- With the Headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the Headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the Headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching to ensure early identification and intervention.

## **2. The Governing Body**

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every student with SEND gets the support they need
- Make sure that students with SEND engage in the activities of the school alongside students who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any students with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for students with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEND information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENDCo for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of students with SEND
- Make sure that all students from Year 8 until Year 13 are provided with independent careers advice

## **3. The SEND Link Governor**

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

## **4. The Headteacher**

The Headteacher will:

- Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school

- Work with the SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for students with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual students
- Make sure that the SENDCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of students on the SEND register
- Advise the LA when a student needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

## **5. Year Leaders**

The leadership structure of the school acknowledges the responsibilities of Year Leaders for ensuring that all students within their year group receive any special support as and when necessary. The designated Year Leaders will work closely with the SENDCO to ensure the identification of students with SEND and that effective action is taken in the case of students with SEND. Prior to SEND status all students will be closely monitored to ensure early intervention. YL will, with the support of the SENDCo, monitor that teachers are planning and providing high-quality teaching that uses the ordinarily available framework to meet student needs through a graduated approach

## **6. Class teachers**

Each class teacher is responsible for:

- Planning and providing high-quality teaching that uses the ordinarily available framework to meet the needs of all students through The Graduated Approach according to the Code of Practice
- The progress and development of every student in their class and reporting concerns to the YL promptly so that these can be discussed with the SENDCo to facilitate early intervention.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCO to review each student's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEND information report
- Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them

- Discuss the activities and support that will help achieve the set outcomes
- Identify the responsibilities of the parent, the student and the school
- Listen to the parents' concerns and agree their aspirations for the student

## **7. Parents or carers**

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a student on the SEND register will always be given the opportunity to provide information and express their views about the student's SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEND support outside school and any changes in the student's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the student
- Given an annual report on the student's progress
- The school will consider the views of the parent or carer in any decisions made about the student.

## **8. The SEND student**

Students will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the student:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions both within and beyond the classroom.
- The student's views will be taken into account in making decisions that affect them, whenever possible.

## **SEND information report**

The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.



## **Our approach to SEND support**

### **1. Identifying students with SEND and assessing their needs**

We liaise closely with primary schools throughout the transition process and will have access, when it is shared with us, to information on a student's needs from their previous school. Where needs have been identified since the student has joined the school, we may carry out assessments and/or liaise with other professionals to help us identify the need. This could include:

- 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 SENDCO;
- In school testing (including CAT Tests, NGRT, CTOPP, DASH or IDL screening).
- Use of attendance, behaviour for learning and termly progress data captures.

We will assess each student's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the student may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all students and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a student is making slow progress, they will target the student's area of weakness with adapted, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCO, Head of Department/Head of School or Year Leader to have an initial discussion about how to support this lack of progress and whether this lack of progress may be due to outside influences impacting in the child or a specific diagnosable need. Where necessary they will, in consultation with the student's parents or carers, consider consulting an external specialist.

A diagnosis, slow progress and low attainment will not automatically mean a student is recorded as having SEND.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for students whose first language is not English which will be based on how long that student has been living in the UK and usual rates of language acquisition.

When deciding whether the student needs special educational provision, we will start with the presenting needs and desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed

If a student is joining the school, and:

- their previous setting has already identified that they have SEN
- they are known to external agencies
- they have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the student starts at school, so support can be put in place as early as possible.

## **Transition**

### **Year 6 Transition**

Parents of children with SEND 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 SENDCo. Parents are asked to let the school know, prior to entry, of any educational difficulties/ identified. 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 SENDCO will arrange to meet with the students and their parents. These meetings will focus on the students, their needs the way in which the school is able to meet these needs. Students with SEND will be invited to attend transition sessions, in addition to the induction days.

Where possible the Year Leader will visit and liaise with local feeder schools together with the SENDCO. The SENDCO 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 SENDCO extends to attending Annual Reviews of Year 6 students with Education, Health and Care Plans as well as visits to local schools where there are Year 6 students with SEND. When appropriate requested for additional funding in support of the transition year may be jointly requested by both SENDCo.

### **Mid-year transitions**

Parents, carers and students will be invited to a pre-admission meeting where there will be an opportunity to discuss the student's needs, current support arrangements and any other relevant information. This meeting will normally be attended by the Year Leader and the SENDCO.

## **Progression to KS4**

All students in Year 9 undertake course counselling. The SENDCo 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 an Education, Health and Care Plans, an advisor from the local authority may be assigned to 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 except university, at which point the EHCP will cease.

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

All students in Y11 undertake course counselling. The SENDCo will liaise with the Course Counsellors 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 SENDCo 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.

## **Consulting and involving students and parents**

The school will put the student and their parents at the heart of all decisions made about special educational provision. When we are aiming to identify whether a student needs special education provision, we will have an early discussion with the student and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the student's record and given to their parents.

We will formally notify parents if it is decided that a student will receive special educational provision.

## **The graduated approach to SEND support**

Once a student has been identified as having SEND, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

### **1. Assess**

The student's class teachers, Year Leader and the SENDCO will carry out a clear analysis of the student's needs. The views of the student and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the student's need. For many students, the most reliable way to identify needs is to observe the way they respond to an intervention.

## **2. Plan**

In consultation with the parents and the student, the teacher and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the student will be made aware of the student's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, and will be made accessible to staff in a One Page Profile.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

## **3. Do**

The student's class or subject teacher and Year Leader retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teachers, they still retain responsibility for the student. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCO will support the teacher in further assessing the student's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

## **4. Review**

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and students
- The level of progress the student has made towards their outcomes/predicted grades
- The views of teaching staff who work with the student

The teacher and the SENDCO will revise the outcomes and support in light of the student's progress and development, and in consultation with the student and their parents.

## **Levels of support**

### **School-based SEN provision**

Students receiving SEND provision will be placed on the school's SEND/Inclusion register. These students have needs that can be met by the school through the graduated approach. Where the student's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible. The provision for these students is funded through the school's notional SEND budget. On the census these students will be marked with the code K.

### **Education, Health and Care Plan (EHCP)**

Students who need more support than is available through the school's school-based SEND provision may be entitled to an EHCP. The Plan is a legal document that describes the needs of the student, the provision that will be put in place, and the outcomes sought. The provision for these students will be funded from the school's notional delegated and Top Up SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant). On the census these students will be marked with the code E.

### **Expertise and training of staff**

Training will regularly be provided to teaching and support staff. The Headteacher and the SENDCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

### **Links with external professional agencies**

The school recognises that it won't be able to meet all the needs of every student. Whenever necessary the school will work with external support services such as:

- Inclusion Partner
- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Attendance Specialists
- Social Care

### **Admission Arrangements for students with SEND but without an EHCP**

Admission arrangements are based on the admissions criteria and procedure as set out in the school's Admissions Policy. A student with SEND will be assessed for admissions using the same criteria as other applicants. Please refer to our Admissions Policy.

### **Evaluating the effectiveness of the policy**

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives. We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of students with SEND at the start of the autumn term
- How early students are identified as having SEND
- Students' progress and attainment once they have been identified as having SEND
- Whether students with SEND feel safe, valued and included in the school community
- Comments and feedback from students and their parents

This policy will be reviewed annually. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. It will be approved by the governing body.

### **Complaints about SEND provision**

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the appropriate person. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally. Formal complaints about SEND provision in our school should be made in accordance with the school's complaints procedures.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the student themselves. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

To find out about disagreement resolution and mediation services in our local area click: <https://send.essex.gov.uk/search-support-groups-and-activities/global-mediation-independent-mediation-essex>. You can request mediation by contacting : [sen@globalmediation.co.uk](mailto:sen@globalmediation.co.uk)

### **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.