Sage College
The British International School of Jerez

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SAGE COLLEGE – POLICIES AND PROCEDURES

SPECIAL NEEDS DEPARTMENT POLICY

This document describes the provision available at Sage College for pupils with Special Educational Needs and Disability (SEND)

Special educational Needs and Disability Code of Practice 2014

Content

1.1 Rationale

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Sage College is committed to ensuring that the necessary provision is made for all students with SEND. The SEND Code of Practice (2015) states:
' All children and young adults are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition into adulthood, whether into employment, further education or training

1.2 Definition

Special Educational Needs refers to children and young people who have learning difficulties or disabilities that make it significantly harder for them to learn or access education than most of their peers.

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.' (Special Educational Needs and Disability Code of Practice, 2015)

Whole School Approach to SEN

To ensure the correct provision is available for students with SEN, Sage College takes a whole school approach to develop our policy and practice.School leaders encourage an ethos which values and respects everyone in the learning community, making the school a place where all learners have an equal right to a high-quality education
. In order to do this we:

- Ensure any decisions made about provision are informed by the views of the teacher,pupils and parents.
- Have high ambitions and set challenging targets for students with SEN.
- Track pupils progress towards these targets and long term
- Ensure that any approaches used are based on evidence of good practice
- Review the impact of any special educational provision on pupil progress
- Promote positive outcomes in the wider areas of personal and social development

The Special Educational Needs Coordinator has the overall strategic responsibility and provides guidance and support to others, **meeting the needs of pupils with SEN must be seen as part of everyone's role.**
The Graduated Approach:

As part of our overall graduated approach to providing support, High Quality Teaching must be the first step in responding to pupils needs.

For pupils who require further support to make progress, school must try to remove barriers to learning and put effective special educational provision in place - The four part cycle

Assess, Plan, Do , Review

Individual Educational Plans (IEP) are set up for these students, with the support from teachers, parents and the student.

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Where a student is receiving SEN support and a number of strategies have been tried but still the student is not making progress, it may be appropriate to ask the family to involve other professionals who work with children and young people with SEN including educational psychologists,speech and language therapists, and physiotherapists.

1.3 Roles and Responsibilities

Headteacher/ SMT
The role of the Headteacher and SMT is to embed high standards across the whole school. This is to raise aspirations and secure high academic standards for all children and young people, regardless of whether they have SEN. School leaders should review regularly how expertise and resources, used to address SEN , can be used to build the quality of whole school provision as part of their approach to school improvement.

Headteachers are expected to
- Demand ambitious standards for all pupils,overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
- Provide a safe and calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and the wider community.
- Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budget and resources, in the best interests of pupils' achievements and the schools sustainability.
- Inspire and influence others- within and beyond school- to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Teachers
The role of the teacher is to make the education of all their pupils their first concern and to enable them to achieve the highest possible standards .As well as providing inspiring learning experiences, teachers are also at the forefront of forging positive professional relationships with parents so that they can work in the best interests of their students.

Teachers are responsible for setting targets that stretch and challenge pupils of all backgrounds.

In relation to all students, teachers are expected to:

- Be accountable for attainment, progress and outcomes
- Be aware of student's' capabilities and their prior knowledge, and plan to build on these
- Adapt teaching to respond to the strengths and needs of all students
- Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- Have a secure understanding of how a range of factors can inhibit student's ability to learn, and how best to overcome these.

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- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupil's education at different stages.
- Have a clear understanding of the needs of all students, including those with special educational needs, those of high ability, those with English as an additional language, those with disabilities, and be able to use and evaluate distinctive approaches to engage and support them.

SENCO

A qualified professional working alongside the Headteacher and Coordinators to determine the strategic development of SEND policy and the provision within the school.

Key Responsibilities:
- Overseeing the day- to- day operation of the schools SEND policy
- Coordinating provision for students with SEND
- Advising on the graduated approach to providing SEND
- Reviewing the effectiveness of intervention work for SEND students
- Being a key point of contact with external professional
- Keeping records of all SEND students
- Liaising with teachers and parents to keep up to date progress

The SENCO provides advice to ensure teachers can effectively meet the responsibilities towards students with SEN.

SENCO can support:

- Help identify student's strengths and needs and understand potential barriers to their learning
- Support with curriculum planning
- Provide advice on strategies to use in the classroom as part of HQT
- Help set targets for SEN children
- Join in meeting with parents and professionals

1.5 Procedure

When to consult with the SENCO

- If a child has been diagnosed with SEN
- If a child has not been diagnosed but things are not progressing as they should and the needs are likely to be more than a minor concern.
- If parents have noticed graver difficulty and have informed the school about their concerns
- If a child is not developing the age appropriate skills, even with the adaptation and differentiation within the classroom.

SEND PROCEDURE

Cambridge Assessment
International Education

Member of
nabss
The National Association of
British Schools in Spain

ACADE
ENSEÑANZA
PRIVADA

edexcel
Approved Centre

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1. Teacher or parent concern to either the tutor, coordinator or the SENCO
   - Fill in a causing concern form from the SENCO folder
   - Discuss concern with the SENCO

2. **ACCESS**
   SENCO to collect information from tutors
   - Data analysis
   - Previous history
   - Discussion with parents
   - Observation
   -

3. **PLAN**
   - IEP if necessary
   - Strategies for the classroom
   - Share plan with teachers and parents

4. **DO**
   - Tutor to mentor
   - Differentiation
   - Strategies for teaching
   - resources

5. **REVIEW**
Is the plan working ?
   - Observation
   - Discussion
   - Data

IEP's - Where a Special Educational Need is identified the SENCO will share the information on the students' needs to all relevant staff via an Individual Education Plan.
   The IEP will include
   - A students diagnosis
   - Information from Professional reports
   - A students strengths and difficulties
   - Intervention that is in place to support the student
   - Parent signature
   - Feedback from staff
   - Review on progress
   - Termly targets

This section is divided into four broad areas of need outlined in the Code of Practice. Within each of the broad areas, a number of different difficulties can be identified.

1. **Speech, language and communication needs (SLCN)**

SLCN is an umbrella term used to describe those students who have difficulty communicating with others. This maybe because they find it challenging to say what they want to, they have difficulty understanding what is being said to them or they do not understand social rules of communication. Children with Autism are likely to have difficulties with social interaction.They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.Cogn

There are many different types of SLCN, including:
- Speech and language delay- speech and language development isn't what would be expected for a child of that age.
- Receptive language difficulty- problems with understanding words, sentences, or instructions
- Expressive language difficulty- issues with using language to express ideas, needs or feelings
- Speech or articulation difficulty- a difficulty saying words clearly using the correct sounds

2. **Cognition and learning**

As a mainstream teacher, many of the pupils with SEN who we come across are likely to have some kind of cognitive difficulty. Students with cognition and learning issues will find it hard to keep up in most, or all , of the academic areas of the curriculum. They are likely to face challenges with developing basic literacy or numeracy skills and may find listening, paying sustained attention and comprehending difficult. Many students will also struggle with both long- and short- term memory.

Not only will the majority of these pupils struggle academically, but their all-round development could also be delayed. A pupil with cognitive difficulties may also have problems with gross motor skills, such as throwing a ball, and fine motor skills, such as holding a pencil or cutting scissors.

Some may also have poor organisational skills. If pupils become frustrated with their learning because of these challenges, they may start to use avoidance techniques or demonstrate restless or disruptive behaviour. Students with cognitive difficulties are unlikely to progress as quickly as their peers, and there will be a tendency for gaps in attainment to wide nas pupils get older.

Cognition and learning difficulties include:

Mild Learning Difficulties , (MLD)
   Tend to find learning in most areas of the curriculum difficult.
Specific Learning Difficulties (SpLD)

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Includes dyslexia, dyspraxia and dyscalculia. It is very common for pupils to have traits of more than one SpLD.

Severe Learning Difficulties (SLD)
Specialist provision
Profound and Multiple Learning Difficulties (PMLD)
Specialist provision

3.   Social, emotional and Mental Health (SEHM)

Children and young people can experience a wide range of social and emotional challenges that manifest themselves in different ways .

- Withdrawn
- Passive
- Socially isolated
- Disruptive
- Aggressive
- Hyperactive

Many children and young people will demonstrate some of the above behaviours at particular points in their life, for example when they are under exam pressure, during the onset of adolescence or at times of transition, such as moving to a new school. However if these behaviours are severe, persistent and long term they could well be the result of a SEMH difficulty.

There are many examples of SEHM difficulties:

- Depression
- Eating orders
- ADD
- ADHD

Students with SEMH issues may struggle to cope with school routines or even resist going to school in the first place. They can have difficulties making and sustaining relationships or concentrating on their work. They may be the target of bullying, or engage in bullying type behaviours themselves. Their general stage of well-being is often poorer than their peers and even if a pupil does not have additional cognitive difficulties, their SEMH challenges will often cause a barrier to their learning.

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4.   Sensory and /or physical needs

Some students will need special educational provision because they find it difficult to access the educational facilities usually provided within school. They will require adaptations to the curriculum or to their physical environment. Children and young people visual impairment or hearing impairment may require specialist support and equipment to access their learning. Those with multi-sensory impairment have a combination of visual and hearing difficulties and are likely to require significant additional adaptations. Some children and young people with a physical disabilty will require additional ongoing support and equipment to access all the opportunities available to their peers.