

ANGLO EUROPEAN SCHOOL



SEND POLICY Special Educational Needs & Disability

Policy	Special Education Needs
Received/first adopted*	
Origin	
Statutory/Non-Statutory	Statutory
Reviewed/approved* by Leadership Team	
Ratified/Reviewed* by Committee	Curriculum 19/01/2021
FGB/Curriculum/F&R/Personnel	
Ratified/Reviewed by FGB	10/03/2021
Published to Governor's area on Website	12/03/2021
Published in school	12/03/2021
Planned review date if any	19/01/2022
Reviewed	Annually

**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.

1 **Mission Statement**

The Anglo European School is committed to:

- 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, ‘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 and Code of Conduct.
- 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

- 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

SEND 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 disorder
- Attention deficit Disorder;
- Attention deficit Hyperactivity Disorder
- Attachment Disorder.

2.4 Sensory and/or Physical Needs

SEND 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 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.
- 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 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 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 SENDCO.

- Our Assistant Headteacher – Personal Development is the Senior Link to SEND
- Our designated SEND Governor is Nicola Maher
- Our designated SENDCO and teacher for looked after children is Sylvie Pellat
- We have a staff Inclusion TLG with representatives from all subject areas.
- The SENDCO has representation at our Leadership Forum Curriculum and Achievement meetings
- Communication is key, SEND information is held by curriculum areas and by the SEND department with appropriate material available on the Inclusion Register
- Half termly 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. Liaison with Year Leaders and SENDCO for setting of Form Groups
 7. Exam Access arrangements where appropriate

5 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 prospectus. A student with SEND 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 SENDCO.

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 Headteacher – PD - has line management responsibility for Inclusion/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 LA 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 LA, 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 Nicola Maher

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 SENDCO 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 SEND 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 One Page Profiles and adhere to the action points.

6.5 **The role of the SENDCO**

Responsibility for the day to day SEND provision

The designated teacher identified by the title SENDCO, Sarah Gwynn, 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
- 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 Inclusion TLG.
- Liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies.
- Overseeing Transition and Induction for incoming SEND students
- Assessing Year 7 students reading and comprehension.
- 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
- Ramps to enable access to some of the buildings
- 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 SEND Department.

They may receive limited 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 SENDCO meets with the Assistant Headteacher – PD - 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 SEND and who are disabled (PNI)**

The SENDCO 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)

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 SENDCO. Parents are asked to let the school know, prior to entry, of any special needs experienced by their child. 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.

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 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.

9.2 Identification - Year 7

Where needs have been identified since the student has joined the school, the school's 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 SENDCO);
- In school testing (including 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 comprehension assessed. Those students identified with a low scores will follow an appropriate personalised programme for literacy, and/or spelling. Some students in need of additional support of their numeracy may follow a 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

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 SENDCO 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 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 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 SENDCO, 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 SENDCO 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 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.

9.5 Students Transferring to Higher Education

A meeting as appropriate, chaired by the SENDCO, is 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 a special educational need are given a One Page Profile. This document is shared with all teachers and specialist support staff. This is a dynamic document and is produced by the SENDCO and student in collaboration.

One Plans will be reviewed three times per year. We also have a termly SEND drop-in and can be contacted directly by parents.

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 for Young People with SEND

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 standardised scores
- Spelling standardised scores
- 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 SEND are encouraged to take part in all extra-curricular activities offered by the school. This includes the visits and exchanges programme. The school will make reasonable adjustments, where possible, to enable students to participate in any activities.

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 SENDCO must be consulted to ensure that adequate levels of support are in place for those with SEND 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 Education Health and Care Plans

The views of parents and carers are vitally important in the review of Education Health and Care Plans. Parents and carers are invited to these meetings and their views are sought 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 specialist support staff working with young people;
Testing using a range of tests (such as 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

Parents' Evenings take place once per year for each year group and the SENDCO 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 SENDCO 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 Review meeting for 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. The meeting is always led by the student.

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

16.0 One Plan, and Education Health and Care Plan Reviews

16.1 Monitoring of Academic Progress and Support by the SENDCO

Following each reporting round, the SENDCO looks at the progress of young people with SEND 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 SENDCO 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 SEND students, and then to plan interventions, and monitor the impact of those interventions;
- The Senior Link monitors the experience of students with SEND 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 area taken into account when planning for their progress.
- SENDCO is available at all Parents' Evenings; an appointment can be booked or parents can drop-in

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
- One Page Profiles
- 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 SEND

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

18.1 Allocation of Resources

The school's SENDCO works with the senior leadership of the school to determine appropriate staffing requirement and to seek resources for teaching materials and other equipment. The staffing may comprise specialist SEND 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 SEND students, this supports part of the Sixth Form CAS programme.

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

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. County- based courses for SEND 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 SENDCO and, when appropriate, members of the Local Authority's Specialist Teacher Team deliver to staff through the TLG.
- The SENDCO achieved the National Award for SEND Co-ordination.

21.0 Working in Partnership with Parents

The SENDCO works closely with parents to support the education and emotional well-being of students with SEND.

21.1 **School to home**

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

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 SENDCO.

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) Specialist Support Staff
 - 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
- appropriate training for specialist support staff
- ii) SENDCO to advise specialist support staff 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 and advice
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 develop independence and resilience of all SEND students.

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

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. specialist support staff 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 three times weekly.

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 SENDCO 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.

27.1 Links with other schools

We work closely with local feeder 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, MECES and any voluntary organisations which work on behalf of vulnerable students and those with SEND 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 Inclusion and meeting the needs of students with SEND, 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 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.