



EF INTERNATIONAL ACADEMY - TORBAY

SEN Policy

Persons involved in the development of the Policy

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Date of Commencement of the Policy: September 2014

Date Reviewed: September 2016

Frequency of Review: 2 Years



Special Educational Needs Policy

Aims and objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each student;
- to ensure that the special educational needs of students are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for student's special educational needs;
- to enable all students to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their student's education;
- to ensure that our students have a voice in this process.
- to implement the 5 objectives of Every Child Matters

Definition of Special Educational Needs

Students have special educational needs if they have a *learning difficulty* that calls for *special educational provision* to be made for them.

Students have a *learning difficulty* if they:

Have a significantly greater difficulty in learning than the majority of students of the same age.

Note that as the majority of our students have English as a second language then this is not considered a special educational need but is supported in the core curriculum provision.

Identification, Assessment and Provision

Provision for students with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's Head Teacher, the Course Coordinators and all other members of staff have important day-to-day responsibilities. *All teachers are teachers of students with special educational needs.* Teaching such students is therefore a whole school responsibility.

We always make it clear to parents before entry that if their student is dyslexic for example, or had learning needs which needed more expertise than the school could offer then entry would be dependent upon the school being able to arrange for this additional specialist support at an extra cost to the parent. The school is unable to fund specialist teachers. However, we do,



where possible, seek support from external agencies such as the Local Health Authority, the Psychological Services and Speech Therapists.

Identification

If the student already has an identified special educational need, this information may be transferred from the Admissions Office to the Course Coordinator

All students are assessed on entry and this assessment is used to help identify any special educational need.

Teachers, who have a concern, will discuss such with the Head of Faculty who will in turn raise it with the relevant Course Coordinator who may then choose to assess and/or monitor the student in order to identify whether there is a special educational need.

Assessment

Assessment of the need is used to identify:

- a. if the student's special educational need is one that the school can support through existing classroom and school resources, including any relevant expertise amongst the teaching staff (School Action)
- b. if the student's special educational need is one that will require an enhanced level of support above the normal provision, possibly requiring external expertise (School Action Plus)

In the latter case entry or continuation of the course is dependent on the school being able to access such expertise and the parent being willing to pay any extra cost so identified.

Provision

At School Action level the student's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The Course Coordinator will keep parents informed and draw upon them for additional information.

The Course Coordinator will record the strategies used to support the student within an Individual Education Plan (IEP). The IEP will show the short-term target set for the student and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term.

If the assessment or the IEP review identifies that support is needed from outside services, Course Coordinators will consult parents prior to any support being actioned. In most cases, students will be seen in school by external support services. This may lead to additional or different strategies to those at School Action. This enhanced level of support is called School Action Plus. External support services will provide information for the student's new IEP. The



new strategies within the IEP will, wherever possible, be implemented in the student's normal classroom setting.

If the student continues to demonstrate significant cause for concern, we will consult with parents as to the best possible course of action, but this is likely to involve a recommendation that the parent seek out a school with the relevant specialist provision. A request for statutory assessment will not be made to the LEA due to the international nature of our students.

The SENCO

The Course Coordinators act as the SENCO for their respective courses and.

- oversee the day-to-day operation of the school's SEN policy
- coordinating provision for students with special educational needs
- liaising with and advising fellow teachers
- managing learning support assistants
- overseeing the records of all students with special educational needs
- liaising with parents of students with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies.

Nature of intervention

The Course Coordinator and the student's class teacher will decide on the action needed to help the

student to progress in the light of their earlier assessment. This may include

- different learning materials or special equipment
- some group or individual support;
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- staff development and training to introduce more effective strategies.

Individual Education Plans

Strategies employed to enable the student to progress will be recorded within an Individual Education Plan (IEP). The IEP will include information about:

- the short-term targets set for the student
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- outcomes (to be recorded when IEP is reviewed).

The IEP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the student's needs and have been discussed with the student and the parents. The IEP will be reviewed at least twice a year and parents' views on their student's progress will be sought. Wherever possible, the student will also take part in the review process and be involved in setting the targets.