



*Academy*

INTERNATIONAL BOARDING SCHOOLS

**EF INTERNATIONAL ACADEMY - TORBAY**

# **SEND Policy**

**Persons involved in the development of the Policy**

**Headteacher  
School Governing Body**

**Date of Commencement of the Policy: September 2014  
Date/s Policy Reviewed: September 2015, November 2015  
Frequency of Review: 2 Years**

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## Special Educational Needs & Disability 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 or disability*** that calls for ***special educational provision*** to be made for them, namely provision ***which is additional to or different from*** that normally available in a differentiated curriculum.

Students have a *learning difficulty* if they:

- a) Have a significantly greater difficulty in learning than the majority of students of the same age or
- b) Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- c) A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

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. Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The school has regard to the SEND Code of Practice 2014 when carrying out its duties towards all pupils with SEND and ensures that parents/carers are informed by the school that SEND provision is being made for their child. Such children are provided with intervention and/or support that is 'additional to or different from' the normal differentiated curriculum. This may be on an ongoing basis or for a limited time. Many pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

### **Areas of Special Educational Need**

Under the SEND Code of Practice 2014 pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

#### ***Cognition and Learning;***

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs. Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing). Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

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

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

#### ***Communication and Interaction needs***

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism, including Asperger's Syndrome, are likely to have particular

difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### ***Sensory and/or Physical needs***

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

### **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 for SEN. ***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 child is dyslexic, for example, or has 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**

Upon admission, if the student already has an identified special educational need, this information should 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:

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- 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 SENCo will keep parents informed and draw upon them for additional information.

The SENCo 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, the SENCo 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**

- oversees the day-to-day operation of the school's SEN policy
- coordinating provision for students with special educational needs with course coordinators
- 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
- Monitoring the impact of interventions provided for students with SEND to lead on the development of high quality SEND provision as an integral part of the school improvement plan
- Working with the Head teacher and the govern body to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

## Teachers

- All teaching staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for SEN students.
- Teachers and course coordinators are fully involved in providing high quality teaching, differentiated for individual students. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered.
- Teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to students' diverse needs in order to remove potential barriers to learning. This process should include working with the SENCo to carry out a clear analysis of the student's needs, drawing on the teacher's assessment and experience of the student as well as previous progress and attainment.
- Where provided, teaching assistants liaise with the class teacher and if necessary the SENCo on planning, on student response and progress in order to contribute effectively to the supporting of the child's SEND needs.

## Families of SEND students

We value the positive contribution parents can make to supporting their child with special educational needs. We make every effort to work in full co-operation with parents, recognising and respecting their roles and responsibilities. Parents are encouraged to communicate with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible. In order that they play an active part in their child's progress, the school endeavours to provide parents with the relevant information so they can reinforce learning in the home during the summer and winter break periods, supporting them so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision making process about special educational provision.

The SENCo is happy to meet with visiting parents whenever possible.

## **Nature of SEND intervention**

The SENCo, assisted by the student's course coordinator will decide on the action needed to help the student to progress in the light of their earlier assessment/s. 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.

## **Meeting Medical or Disability Needs**

The Children and Families Act 2014 places a duty on schools to make arrangements to support students with medical conditions and the school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. The school is wheelchair accessible. The school is compliant with the Equality Act 2010 and Accessibility legislation. It is fully accessible for wheelchair users, with lift access to all floors, has disabled toilet facilities in each building. Please see the school's First Aid and Medical Policy.

## **Responding to Complaints**

Parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy.