



SOD POLICY

To be read in conjunction with:

- Behavior Policy and Framework
- Assessment, Recording and Reporting Policy
- Whole School Marking Policy
- Disability Equality Scheme and related Access Plan
- School prospectus
- Policies related to Race, Equal Opportunities
- Admissions Policy
- Teaching and Learning Policy

The aims and objectives of this policy are:

- To create an ethos and educational environment that meets the needs of every pupil in the school/setting;
- To ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school/setting and make the best possible progress;
- To foster and promote effective working partnerships with parents/carers, pupils and outside agencies;
- To clearly identify the roles and responsibilities of school staff and the SEN TEAM in providing an appropriate education for pupils with special educational needs and/or disabilities;
- To enable full access for pupils with SEND to all aspects of the school curriculum and wider school life and activities;
- To develop self-esteem, promoting a positive self-image and a 'can do' culture;
- To regularly review and evaluate the progress of pupils with SEND, ensuring parents/carers and pupils are fully involved throughout the process.

Responsibility for coordination of SEND provision

The main responsibilities listed in this policy fall within the role of Special Educational Needs Coordinator. The SENCO role is outlined as follows:

- Overseeing the day-to-day operation of the SEND policy including reporting the effectiveness of the SEND policy to School leadership Team.
- Coordinating provision for pupils with SEN.
- Liaising with and advising all colleagues
- Managing and coordinating the work of Teaching and Learning Support Assistance.
- Overseeing the records of all pupils with SEND.
- Liaising with parents/carers of pupils with SEND.
- Contributing to whole school CPD/ training particularly the induction of new staff.
- Liaising with and drawing upon the advice of external agencies.
- Ensuring IEPs, IBPs, Group Plans or provision maps are in place and regularly reviewed.
- Assessing the progress of pupils with SEND (using all available data) ensuring that the progress of vulnerable groups is carefully tracked.
- Following a graduated response to the assessment and provision of SEN with a clear focus on early identification.
- Supporting the Head teacher, Senior Leadership Team and Governors to evaluate the effectiveness of the school's SEND policy, SEN provision and outcomes for pupils with SEND drawing up further priorities and actions in the School Development Plan.
- Ensuring a smooth transition across key stages and phases.
- Ensuring that all additional interventions are monitored for their impact.
- Building the school's capacity for developing an inclusive approach particularly to learning and teaching.

We acknowledge that the SENCO shares this responsibility with the rest of the staff within the school and the governing body. Whilst the full governing body remain responsible for SEN they often appoint a SEN Team to support their work. The SEN team at British International School Ajman promotes the development of SEN provision by:

- championing inclusion and promoting a greater understanding of issues related to SEN by the Governing Body;
- being familiar with key legislation and policy;
- fostering communication between parents/carers of children with SEND and the school;
- meeting regularly with the SENCO and visiting classrooms;
- ensuring they have an understanding of the role of the SENCO and how pupils are supported;
- developing an awareness of the types of SEN present within the school cohort;
- reporting regularly to the Governing Body;
- understanding how funding received for SEN is allocated by the school;
- attending training in relation to SEND;
- assisting in monitoring the progress of vulnerable pupils;
- Reviewing and monitor the effectiveness of the SEND Policy.

Arrangements for coordinating SEND provision.

The main methods of provision made by the school and coordinated by the SENCO are:

- Full-time education in classes, with additional help and support by class teacher/subject teachers through a differentiated curriculum and/or access to a Teaching Assistant if required.
- Tailored intervention that is regularly evaluated for impact.
- In-class support with resources or specialised equipment.
- Assessment/support from specialists within class or as part of an agreed and monitored withdrawal programme.

Admission arrangements.

The Governing Body at British international School believes that the admissions criteria should not discriminate against pupils and has due regard for the practice advocated in the Code of Practice and The Equality Act 2010:

‘All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEN. Pupils with special educational needs but without statements must be treated as fairly as all other applicants for admission.’ (Code of Practice 1:33)

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief

(Equality Act 2010 – Advice for school leaders, school staff, governing bodies and local authorities)

Specialist SEND provision

Provision for pupils at British International School Ajman with special educational needs and/or disability is the responsibility of the school as a whole with specialist guidance from the Principal, Social Worker/Counselor and the SEN Educator. All teaching staff, are teachers of pupils with special educational needs. We adopt a graduated response to meeting special educational needs and/or disabilities

The Code sets out a graduated response. The categories School Action and School Action Plus are now known as Special Educational Needs (SEN) Support. The aim is for support to be focused on individual needs and personal outcomes. School will work closely with parents in order for the child to reach his/ her potential. We aim to ensure your child is happy, fulfilled and independent.

Earlier identification of special needs is a priority for us.

- † An Individual Education Plan is set. This includes specific, measurable, attainable and realistic targets which are set within a timeframe.
- † Some children have a number of barriers to learning. They benefit from the involvement of outside agencies. Their needs, next steps and progress are discussed at the senior leadership team Termly Additional Needs meetings.
- † A child who is recognized as having more complex needs may need to access additional funding from the guidance to that which school already provides. Where this is approved by the school leadership team, a Provision Agreement sets out the provision and objectives for the individual child. This is reviewed annually.

Inclusion and Facilities for vulnerable pupils and those with SEND

At British International School we have taken all necessary arrangements to ensure all pupils with disabilities can fully access the building and extended facilities. We have done this in the following ways:

- Purchasing and maintenance of ICT and electronic equipment.

We are also developing/ have developed particular expertise in the following areas and Assessing:

- Social skills activities
- ADHD, Anxiety Disorders,
- Apraxia , Asperger Syndrome
- Asthma ,Attachment Disorder
- Atypical Autism
- Auditory Processing Disorder
- Behavioral, Emotional and Social
- Difficulties (BESD, formerly EBD) ,Challenging Behavior
- Developmental Delay , Diabetes
- Dyscalculia , Dysgraphia
- Dyslexia , Echolalia
- Epilepsy ,Hearing Impairment (HI)

- Learning Difficulties , Visual Impairment
- Moderate Learning Difficulties (MLD) , Mood Disorder , Social Skills
- Speech and Language Disorder

We also carefully monitor the extended out of school provision accessed by pupils with SEND, ensuring it is fully inclusive. Detailed records are kept using the school tracking system.

Allocation of resources for vulnerable pupils, those with SEND.

The Governing Body oversees this expenditure and therefore ensures resources are directed to support appropriate SEND provision as outlined in this policy.

The school allocates SEN funding in the following ways:

- Learning Support Teachers and Teaching Assistants;
- Training for all Teachers and Teaching Assistants so that they can meet pupils' needs more effectively;
- Specialist books and equipment;
- In class and withdrawal support from the SENCO, SEN Teacher or support staff;
- Ramped access to the main buildings of the school
- Purchasing and maintenance of ICT and electronic equipment.

Identification and review of pupil needs.

Early identification of pupils with SEN is a crucial factor in overcoming barriers to learning. The SENCO works closely with the school assessment coordinator to interrogate the school tracking data, RAISE online data.

At British international School Ajman we also use a number of additional indicators to identify pupil's special educational needs. Such as:

- Close analysis of data including: EYFSP, CAT 4, reading ages and annual pupil assessments.
- Any teacher or support staff concerns.
- Following up parental concerns.
- Tracking individual pupils' progress over time.
- Liaison with feeder schools on transfer.
- Information from previous schools.
- Information from other services.

This assists SENCO and class teachers to:

- provide starting points for the development of an adapted and appropriate curriculum that meets the pupil's needs;
- support the pupil within the classroom environment;
- continually assess pupils to identify strengths and areas for development;
- provide regular feedback about the pupil's achievements and experiences to form the basis for planning the next steps;
- inform ongoing observation and assessment of each pupil;
- Involve parents/carers in supporting pupils at school and at home.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care and attention.

Where there is uncertainty about an individual pupil, the school will link with parents (through interpreters if required) to ascertain whether the pupil is developing in their home language in line with peers and siblings. Also advocate the use of assessment materials and provide Teaching Assistant training to support teachers.

Individual Education Plans are reviewed termly and any necessary changes made. Parents/carers are invited to attend any Annual Reviews and have access to the SENCO through Parents' Evening events.

Access to the curriculum, information and associated services.

- ✦ All pupils at British International School Ajman have equal access to a broad and balanced curriculum, differentiated to enable ALL pupils to understand the relevance and importance of an appropriate education. This promotes self-esteem and confidence that will lead to pupils making relevant progress that is closely monitored.
- ✦ Teachers make sure Lessons have clear learning objectives and success criteria, are differentiated appropriately and assessed to inform the next stage of learning.
- ✦ Individual Education Plans feature significantly in the SEN provision provided by the school.
- ✦ IEPs contain SMART targets to ensure that all pupils experience success.

Following The Equality Act 2010 it states that education providers must also make 'reasonable adjustments' to ensure that disabled students aren't discriminated against. Making reasonable adjustments could include:

- changes to practices or procedures
- changes to physical features
- changes to how learners are assessed
- providing extra support and aid (such as specialist teachers or equipment)

The obligation for schools to provide extra support such as specialist teachers or equipment will be introduced at a later date.

Relevant information is shared with parents/carers of pupils on School Action or with a Statement of Special Educational Needs. They receive regular details from the agencies involved with their child's education and are signposted according to their child's needs. Key information is also shared within the school to ensure teachers are up to date with developments.

Evaluating the success of provision.

- ✦ The SEN register is a fluid working document that is constantly updated and therefore the numbers of pupils on the register will be subject to change. A key element of evaluating the success of the SEND provision provided at the school is covered in the close monitoring of IEPs and Annual Reviews.
- ✦ All teaching and support staff, parents/carers, outside agencies and the pupils themselves are vital to this process. Their feedback along with the monitoring of the provision allows us to evaluate the success of the provision and make timely amendments where required. Where interventions have not made the expected

impact over the time frame allocated alternative provision may be offered and IEPs modified.

Working in partnership with parents/carers.

At all stages of the special needs process, the school keeps parents/carers fully informed and involved. Regular meetings are scheduled to share the progress of the pupils with parents/carers and take account of their views. It hoped that this will assist in supporting pupils to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education.

Complaints procedure for parents/carers.

Any complaints should first be raised with the SENCO, then if necessary with the Head teacher and finally, if unresolved, with the counsellor.

Managing parental complaints related to SEN (any of the following may apply)

- All SEN complaints must follow the school's formal complaints procedure.
- The SEN coordinator is consulted.
- External advice may be sought
- Key legislation regarding the matter is identified.
- Good levels of communication with the parents/carers are maintained throughout the process.
- Meetings with the parents/carers are arranged, perhaps involving a mediator such as Parent Partnership
- Key issues are identified including where there is agreement.
- Discussions should take place with the SENCO
- Reports provided by outside agencies should be considered
- IEPs are reviewed examining what progress has the pupil has made.
- Any behaviour logs should include strategies are included and shared with parents/carers.

CPD and training of staff.

All teaching and support staff are encouraged to attend courses and training that assist them in acquiring the skills needed to work with pupils with SEND. The SENCO provides school-based INSET and targeted support to develop awareness of resources and practical teaching strategies for use with pupils with SEND.

A needs analysis to determine INSET requirements of staff (including senior leadership team) in the area of SEND is conducted annually. The School's INSET needs are included in the School Development Plan. Over the last academic year the following areas have been covered:

- ☐ Dyslexia
- ☐ Read Write INC (Phonics)
- ☐ Literacy and Language

Following the latest audit, training and support for this academic year is planned as follows:

- ☑ Read Write INC (writing)
- ☑ Social skills training
- ☑ SENCO to work towards the SEN National Award

SEND Policy approved by:

S No.	Names	Designation	Signature
1	Ms. Shabbana Khalid	Principal	
2	Ms. Shazia Rashid	Supervisor	
3	Ms. Asha Panday	Academic coordinator	
4	Ms Shamaila	SEN Teacher/ Counselor	

Links to support services

British international School works in partnership with outside agencies such as

- o Special educational Outreach support
- o Health and Social Services
- o Educational Psychology
- o Educational Welfare.

Members of these agencies are invited to meetings in school to review the programmes in place for individual pupils in order that their specialist advice may be incorporated into IEPs and intervention/provision for a child referred to them.

The school promotes the 'team around the school approach' and draws upon supports, where appropriate, to ensure early identification and assessment of SEN.

Reviewing the effectiveness of this SEND Policy

The Governing Body will report annually on the success of the policy under the statements listed in 'The aims and objectives of this policy' (Page 1).

In evaluating the effectiveness of this policy, the school will consider the views of:

- o Reports presented by the Head teacher, SENCO and Link School counsellor
- o Parents/carers
- o Pupils
- o Outside Agencies

Pupil's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:

- o Consideration of each pupil's success in meeting IEP targets.
- o Use of standardised tests including reading, spelling and numeracy ages
- o An analysis of external tests
- o The school's tracking systems and teacher assessments
- o Evidence generated from IEPs and Annual Review meetings.
- o Reports provided by outside agencies

Responsible adult: Ms. Shmaila Abbassi

Approved by:

Shabbana Khalid

PRINCIPAL

