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HAILEYBURY ASTANA SEN POLICY

At Haileybury Astana, we believe that:

- All children are entitled to an education which meets their individual needs, delivered in an inclusive community where inclusive policies underpin and promote inclusive practice.
- All children are entitled to a broad and balanced curriculum differentiated where necessary to meet their needs and that those needs are best met alongside their peers.
- Children may have special educational needs either throughout, or at any time during, their school career. These children may need a degree of extra help either on a short-term basis or to address more long-standing needs.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

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

Children have a *learning difficulty* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age;
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

Children 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.

OBJECTIVES

- To create an inclusive environment that meets the special educational needs of each child;
- To ensure that the special educational needs of children are identified, assessed and provided for;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To enable all children to have full access to all elements of the school curriculum.

ARRANGEMENTS FOR COORDINATING THE SEN PROVISION

Role of the SENCO will include:

- Overseeing the day-to-day operation of the school's SEN policy.
- Coordinating provision for children with special educational needs.
- Liaising with and advising fellow teachers.
- Managing Learning Support staff.
- Overseeing the records of all children with special educational needs.

- Liaising with parents of children with special educational needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies where appropriate.

SENCO: MS Y PASSEKA

Educational access

Additional support is provided in class through the use of Learning Support Assistants enabling a smaller adult/child ratio. Focused intervention strategies intended to remove barriers to learning may be used with small groups of pupils. These will be prepared by the class/ form teacher or other specialist teacher, and may be delivered by Learning Support Assistants. A small number of children may receive individual support.

IDENTIFICATION, ASSESSMENT AND PROVISION

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

In order to help children who have special educational needs, the school will adopt a graduated response that recognises that there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing.

IDENTIFICATION OF PUPILS WITH SEN

First Concerns

If there is a concern in school about a child or parents raising worries with us, the class or form teacher will talk to parents. If we all agree that this is the best way forward, closer observation and monitoring of progress will be carried out. An appropriately differentiated programme will be set up, aimed at encouraging the child to make better progress. The class or form teacher may also suggest ways in which parents can help at home.

To help identify children who may have special educational needs, schools can measure children's progress by referring to:

- Their performance monitored by the teacher as part of ongoing observation and assessment;
- The outcomes from baseline assessment results;
- Their performance against the level descriptions at the end of a Key Stage, and/or other appropriate measurable data;
- Standardized screening or assessment tools.

Wave 1

When a class / form teacher or the SENCO identifies a child with special educational needs, the child's teachers will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum. This will be called **Wave 1**. The triggers for intervention through *Wave 1* will be concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.

- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

In some cases, outside professionals may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCO or a member of Learning Support may contact them, if the parents agree. The SENCO will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme.

Nature of intervention

The SENCO and the child's teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- different learning materials or special equipment;
- some group or individual support;
- staff development and training to introduce more effective strategies;

Wave 2

At *Wave 2* Learning Support services will be involved with the child. This may be in an advisory capacity so that they can support teachers with Individual Support Plan (ISP) targets and accompanying strategies, or they may provide more specialist assessments, teaching and guidance on how best to support individuals.

The triggers for *Wave 2* will be that, despite receiving individualised support under *Wave 1*, the child:

- continues to make little or no progress in specific areas over a long period;
- continues working at levels substantially below that expected of children of a similar age;
- continues to have difficulty in developing literacy and mathematics skills;
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme;
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The school may request the support of an external agency, for example Educational Psychology services, if the support of the School Counsellor has been unsuccessful. This will necessitate some level of information sharing and involve a discussion of needs and concerns. Support may take the form of specialist advice following a consultation or observation, specialist assessment, an individual programme that has been drawn up to be delivered by an adult within school or teaching the child directly. It is acknowledged that some parents may wish to seek specialist assessment and advice independently. It is expected that this information is then shared with the SENCO and members of Learning Support to ensure that provision is allocated effectively.

The child's ISP will be used as a method of recording targets and measuring progress against these. These will be implemented, at least in part, in the normal classroom setting. The child may also receive group or individual support delivered by staff from Learning

Support. If not already informed, at this stage the class or form teacher will contact parents to inform them about the support being provided.

Individual Support Plans

Strategies employed to enable the child to progress will be recorded within an Individual Support Plan (ISP). The ISP may include information about:

- the short-term targets set for the child;
- 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 ISP is reviewed).
- views of parents and pupils
- recent assessment data

The ISP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon two or three individual targets that match the child's needs. The ISP will be reviewed termly and parents' views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

Inclusion arrangements for pupils with SEN

All pupils play a full part in the life of the school. They have entitlement to all curricular and extracurricular activities carried out at school. Those pupils who need individual tuition are withdrawn only for short periods.

Special Educational Needs and Accommodation for Assessment

For major tests, IGCSE examinations, IB external and internal assessment, the Cambridge International Examinations (CIE), Pearson Edexcel and the IB authorized schools, under certain conditions, to proceed to "Special Arrangements" regarding testing. In any case, a professional assessment, not older than two years, must be provided to the school and to CIE, Pearson Edexcel (for IGCSE candidates) or the IB (for IBDP candidates). Only CIE, Pearson Edexcel and the IB are authorized to allow "Special Arrangements".

When granted, these arrangements may include:

- modification to exam papers;
- Extension to deadlines;
- Assistance with practical work;
- Additional time;
- Rest periods;
- Information and communication technology;
- Scribe and transcription;
- Readers.

Evaluating success

Our aim is that this policy will ensure:

- children with SEN are being identified earlier;
- ISPs are specific, measurable and achievable;
- ISPs are reviewed termly (usually at the half-term mid-point).

At risk or Marginalised Pupils

We have a clear structure whereby pupils who perform below their ability level as measured by CEM are discussed at Pupil Progress meetings and action plans are then put in place to support their learning. These pupils are 'at risk' of underperforming. Pupils who are 'at risk' in terms of safeguarding are covered by our Safeguarding Policy.

Pupils who are marginalised or do not appear to be mixing well with others are identified by class teachers and House Masters/House Tutors and individual support is provided as needed. A full anti bullying policy is in place and Support is provided to any pupil who feels they are marginalised.

Identification of these pupils is encouraged from both staff, pupils and parents, so we can provide support as needed.

Parent Responsibilities

Parents of children with special educational needs are treated as partners. They should be supported so as to be able to:

- Recognize and fulfil their responsibilities as parents and play an active role in their child's education;
- Have knowledge of their child's entitlement within the Policy;
- Have access to information, advice and support.

To make communication effective with the school, parents should:

- Communicate to the school all documents regarding their child's special educational needs;
- Communicate with the school any changes regarding those needs.

Review

The SEN policy will be subject to review at least every two years.