



Chester International School

Special Educational Needs and Disabilities (SEND) Policy

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Name	Signature	Date
Katrina Brown <i>Principal</i>		01/11/2019
Neil Jones <i>Chair of Governors</i>		01/11/2019

Legal Status:

This policy is written with reference to inclusive education under the following Legal Status':

- Articles 7 and 24 of the United Nations Convention of the Rights of a Persons with Disabilities • Complies with Part 6, paragraph 24 (3) (b) of The Education (England) (Amendment) Regulations.
- School Admissions Code of Practice
- SEND Code of Practice 0-25 (June 2014)
- Part 3 of the Children and Families Act 2014 and associated regulations including the Special Educational Needs and Disability Regulations 2014 (linked to clause 64)
- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England framework document (September 2013)
- Safeguarding policy
- the Public Sector Equality Duty 2011, Race Relations Act 1976, Race Relations Amendment Act 2000, Sex Discrimination Act 1986, Children's Act 1989

Applies to:

- The whole school

Availability

This policy is made available to parents, staff and students in the following ways: via the School website, on the VLE and on request a copy may be obtained from the School Office

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Principal in consultation with the Special Educational Needs Co-ordinator (SENCo) with The Learning Trust.
- The Board of Directors undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

THE POLICY

It is the policy of Chester International School that any student who has been accepted into the school will be offered appropriate support to enable him/her to access the curriculum effectively and fulfil his/her potential.

INTERPRETATION

A student has special educational needs if he/she has a learning requirement that is significantly different from the majority of students of the same age. The main categories of students who might require additional support at Chester International School are as follows:

- students with specific learning differences e.g. dyslexia, dyspraxia
- students with emotional and behavioural difficulties
- the gifted and talented
- students with hearing and/or visual impairment
- students with specific physical and medical conditions

Principles

The school aims to identify students with Specific Learning Difficulties at the earliest opportunity and offer appropriate provision. Chester International School seeks to offer students with Specific Learning Difficulties full access to a broad and balanced curriculum.

There is a whole school approach, which involves all staff, in supporting students with Specific Learning Difficulties.

All school staff are made aware of each student's needs at staff meetings and through information provided on the SEND list and documents that are available on SIMS and VLE including Individual Education Plans (IEPs) and provision plans. All staff have a responsibility to differentiate lessons to cater for individual learning needs. Parents / guardians and students will be involved fully in the process of the planning and delivery of support.

Objectives

- To ensure students with learning needs are identified as early as possible.
- To assess the student to identify specific areas of difficulty.
- To ensure all school staff are aware of the student's needs and are able to meet those needs within the school setting.
- To ensure students' records include information relating to their individual needs, interventions and outcomes.
- To assist staff in modifying curriculum to meet the student's needs within the classroom and provide INSET programme.

- To ensure that no student with learning needs or disability is discriminated against on the basis of his/her disability.
- To work in partnership with parents, guardians and the student themselves in providing appropriate support and advice.

RESPONSIBILITIES

It is the responsibility of the Principal to appoint a co-ordinator for special educational needs known as a Special Education Needs Co-ordinator (SENCo).

It is the responsibility of the SENCo to co-ordinate the operation of the Special Educational Needs Policy.

This will involve:

- Overseeing the records for all students with special educational needs
- Maintaining the school's Special Educational Needs list
- Liaising with and advising fellow staff
- Liaising with parents of students with special educational needs
- Working with external agencies, professionals and specialist tutors as appropriate
- Setting up, amending and monitoring Individual Educational Plans, as and when required
- Supporting staff in developing strategies to meet effectively the learning needs of all students at Chester International School.

Admission Arrangements

Chester International School has a defined admissions policy agreed with the Department for Education and SOAD. Students with additional needs will be admitted if the college can offer appropriate support. However, every effort will be made to accommodate a student with Learning Needs. If necessary, the SENDCo or a member of the SEND team will meet the student and talk to parents to discuss how we can accommodate student needs in greater detail. CIS is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential. Our college regularly reviews and evaluates the quality and breadth of the support we can offer or can access for students with SEN or disabilities. We also consider our duties, as they apply to us under The Equality Act 2010. College leaders will regularly review how expertise and resources used to address SEN contribute to the quality of whole-college provision as part of their approach to college improvement.

IDENTIFICATION OF STUDENTS with Special Educational Needs

Identification can be:

- On entry when specific needs are identified and recorded as part of the entrance/transition process.
- By staff recognition of a student whom they perceive as having difficulties or specific needs in their particular curriculum area.
- Through MIDYis, CEMIBE and follow up testing.
- By pastoral staff referring a student who is experiencing emotional/behavioural problems.
- Through discussion with external professionals e.g. doctors, counsellors etc.
- Through concern expressed by parents.

Provision for Learning Needs

Once a student's difficulties have been identified appropriate provision is made. Chester International School has made the decision to implement a structure that adheres to the findings of the SEND Green Paper, *'Support and aspiration: A new approach to special educational needs and disability - a consultation'* (Dfe 2011). In accordance with the findings, we understand that there is a tendency to move students as quickly as possible to School Action Plus and that there should not be such a distinction between Action and Action Plus, rather notification that a student is receiving support at school or not. As a result, Chester International School uses the terms Wave 1, Wave 2 and Wave 3 to show what stage a pupil is at in terms of the support they are receiving. This structure is also present in both SEND lists and ISAMs information.

At Chester International School, the first layer of acknowledgement of identification is termed Wave 1. At this stage, a student is placed on the SEND list and staff are made aware of any adaptations / differentiation that needs to take place in the classroom. Students who are at Wave 1 will not be receiving any additional support outside of what they would normally receive in the classroom. The register is updated every term and students can be taken off, kept on or moved to Wave 2 (the next stage) as is seen appropriate. Early identification is very important and the SEND List will often highlight a student's difficulties in the initial stages. If a student is receiving extra support then he/she will be considered as being at Wave 2. Wave 2 is similar to School Action in that the pupil will be receiving a form of intervention programme or support that would not otherwise take place in the classroom. In the event that Wave 2 does not enable the student to make satisfactory progress the SENCO may need to seek advice from external agencies. Students receiving support other than what is offered within the school are considered as Wave 3. This often takes the format of external 1:1 support lessons in an area of difficulty.

Individual Educational Plans

A student receiving 1:1 support at **Wave 3** will have an **Individual Educational Plan** (IEP) written for them. These are written and reviewed at least twice a year and are written in collaboration with teachers, students and parents.

IEPs focus on three or four individual targets and information on how these targets will be worked on and with whom.

The Individual Educational Plan is distributed to the teachers and parents of the student as soon as they are written and have been agreed by all parties.

Parents of students receiving individual support are invited to Learning Support Parent Evenings which are held termly. Here progress is discussed and targets set for the following term.

Provision mapping and plans

Each term a provision map showing the provision of support currently available within the school is drawn up. Provision plans are written up for any additional provision that takes place within the school. These outline details of the provision that is currently taking place and also when the provision will be reviewed.

Provision reviews comment on the efficacy of the provision, any improvements that can be made and a decision on whether the provision should or is necessary to continue.

Timetabling

The amount and type of support offered to a student is dependent on need. Chester International School believes that students will not be withdrawn from lessons unless it is necessary to do so. In accordance with *'Support and aspiration: A new approach to special educational needs and disability - a consultation'* (DfE 2011), Chester International School believes that pupils with additional needs should spend as much time as possible in the classroom with the most effective teachers and that removal from class should be avoided wherever possible. We believe that all subjects are important to the students' development and that every child is entitled to a broad and balanced curriculum. Therefore, timetabled lessons should not be sacrificed for support unless entirely necessary.

The majority of support is delivered before lessons start or after the school day has finished. There is also provision for some activities to take place during the co-curricular activities sessions and during lunch breaks.

When a student needs to be withdrawn for learning support, every effort is made to ensure that a student does not miss core curriculum subjects. Their individual strengths are also taken into account in addition to the advice of staff members and parental requests. Very few students are withdrawn from a second language in order to ensure extra support is given for English and Maths as appropriate. Some support lessons are also delivered at the same time as the timetabled subject following the same lesson objectives but in a smaller group with a smaller range of abilities.

Able Students

Occasionally a student will stand out from their peers as having exceptional abilities. If the need is considered very different from his/her peer group, the student has special needs. In most cases these special abilities can be nurtured within the classroom by differentiation of the curriculum.

Emotional and Behavioural Difficulties

Chester International School caters for pupils with mild emotional and behavioural difficulties primarily through effective pastoral care. The school also provides additional support through a designated school counsellor at times.

Support for all students in Chester International School

Any student is welcome to visit the Learning Support room whether or not they receive special provision. They are welcome to discuss any learning difficulties they may have with a member of the Learning Support Team.