

International School of Creative Arts

SEND (Special Education Needs and Disability) Policy – statement of intent

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ISCA SEND (Special Educational Needs & Disabilities) Policy – statement of intent

Policy Statement

This policy is addressed to prospective students and their parents, and to all members of the teaching and administration staff. The aims of this policy are to identify and admit students who will benefit from a Creative Arts education and who will contribute to, and benefit from, the ethos and activities of the School community.

By establishing a SEND Policy ISCA aims to provide a consistent, encouraging and supportive environment where all students are able to access an inclusive curriculum, achieve to the best of their ability whatever their needs, and progress onwards to their chosen career path.

The school is mindful of the requirements of the DFE's Code of Practice for SEND, and the SEN and Disability in Education Act and will endeavour to implement these policies. ISCA currently operates a graduated policy which is documented in the appropriate section of this policy. The school is guided by The Equality Act 2010 with respect to meeting the needs of disabled students.

Principles

The fundamental basis of our policy is the teaching and learning, achievements, attitudes and well-being of every pupil, matter.

We aim to be inclusive in all our policies and practices as they are experienced within the school and its wider community.

The governing principles of a SEN policy are implicit in the ISCA's aims and objectives. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together. The SEN Code of Practice 2002 makes it clear that all teachers are teachers of pupils with special educational needs.

The aims of the SEND Policy are:

- to identify students with special educational needs and learning difficulties and ensure that their needs are met
- to respond to a tutor's or parent/guardian's concern about a student's behaviour or learning abilities
- to provide a differentiated curriculum
- to ensure that students with special educational needs and learning difficulties are able to access as much as is possible all the activities at the School
- to ensure that all learners make the best possible progress
- to ensure that parents and guardians are informed of their child's special educational needs and that there is effective communication between the families and the School
- to ensure, if necessary/required, that permission is sought from parents and

- guardians for the assessment and involvement of outside agencies
- to ensure that learners express their views and are fully involved in decisions which affect their education
 - to promote effective partnerships and involve outside agencies where and when appropriate
 - to contribute to the whole School ethos in being committed to providing a happy, caring environment to each student irrespective of ability, race, or gender in which they can reach their full potential

Special Educational Needs & Disabilities Defined

Special Educational Needs are defined in the revised Code of Practice and 1996 Education Act as follows:

- "Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them"
- Children have a learning difficulty if they:
 - a) Have a significantly greater difficulty in learning than the majority of children of the same age: or
 - b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area
- The term SEND is used in this document to refer to children with SEND (Special Educational Needs requiring a Statement), children with LDD (Learning Difficulties and/or Disabilities)
- SEN also refers to any students who have barriers to learning and can be identified as Gifted and Talented.

Special Education Provision means

An educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.

English as a Foreign Language (EFL)

As a school with over 90% of its student body choosing to study in a foreign language it is important to acknowledge that the students at ISCA must not be regarded as having a learning difficulty because the language or form of language of their home country or cultural background is different from the language in which they will be taught. ISCA's EFL programme is a special provision for our students who have joined with a minimum entry requirement, and support is available to students exceeding this standard to continue to develop their English language skills.

ISCA Graduated Approach

Stage 1 – Sharing Information creating opportunities

- Development of networked monitoring system to disseminate key information to staff
- Identify SEND students and monitor through centralised database
- Develop welfare system to improve identification and monitoring
- Update policy to reflect areas of development.
- Identify staff training needs and opportunities

Stage 2 – Developing Knowledge

- Appoint SENCO and allocate external training
- Develop and internal screening process for new students
- Individual Education Plans (Pupil Profiles) to be introduced and include:
- Strategies for improving a pupil's progress will be recorded in an Individual Education Plan (IEP) containing information on:
 - short-term targets;
 - Pupils difficulties and needs
 - teaching strategies;
 - provision made;
- Link to on-line training systems for all staff
- Consult with external agencies
- Develop and finalise suitable policy after consultation
- Establishing the core principles to the revised SEND Policy
- Identifying support that can be provided by outside agencies to students with special educational needs
- Develop differentiated learning strategies within schemes of work

Stage 3 – Imbedding into Practice

- Identification of suspected SEND needs in the classroom setting
- Tutor led interventions to benefit students with suspected special SEND
- Processes available to the School for formal assessment of SEND
- Sharing of good practice
- Observations led by SENCO

Stage 4 – Consolidation

- Review of progress made and action plan for development

Identification, Assessment and Provision

Early identification of pupils with SEND is a priority. Students are asked to declare SEND as part of the enrolment process and this information is centralised and available to all staff. All teachers and support staff, alongside parents and other staff are responsible for identifying pupils with SEND and will ensure that those pupils requiring different or additional support are identified at an early stage.

However, as an international school it is recognised that many students come from countries whose approach to SEND is significantly different from the UK's, so it may not be possible to receive information about SEND prior to enrolment. An internal screening process will be developed to identify SEND student at the start of Year One and put in place Individual Education Plans (IEP) as appropriate.

In the interim, where teachers decide that a student is experiencing difficulty in their learning, the Academic Manager should be contacted and consulted formally through email. Suspected students with SEND difficulties will then be discussed at the Cause for Concern weekly meeting and appropriate support put in place. Where concerns remain despite sustained intervention, the school may consider requesting a Statutory Assessment. Parents will be fully consulted at each stage.

School Action (Intervention Policy)

School Action is characterised by interventions that are different from or additional to, the normal differentiated curriculum. School Action intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress.
- Demonstrate difficulty in developing Literacy and Numeracy skills
- Show persistent emotional behavioural difficulties which are not affected by behaviour management strategies.
- Have sensory/physical problems and make little progress despite the provision of specialist equipment.
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum.

Subject teachers will remain responsible for planning and delivering individualised programmes and will have indicators within course files to indicate students with SEN.

Nature of Intervention

The Academic Manager in collaboration with the teaching staff and the Head of School will decide the action required to help the pupil progress. These actions might include the following; however this is not an exhaustive list of the types of intervention available.

- Use of different teaching and learning styles.
- 1:1 sessions with the Head of additional Learning
- Deployment of extra staff to work with the pupil
- Provision of alternative learning materials/special equipment.
- Group support.
- Different groupings.
- Staff development/training to undertake more effective strategies.

Formal Examinations

In line with the Disability Act 2010 ISCA will make all reasonable adjustments to ensure the wellbeing and learning opportunities of every student. It is the schools responsibility through the examinations manager to ensure that pupils are adequately advised and the examination board is informed regarding any additional requirements which may include (but is not limited to):

- Examination papers in a larger format
- A reader
- Additional time
- Suitable access requirements
- Braille
- Seating/placement/arrangements to help with any auditory, visual or physical impairments.

Please see JCQ guidance for further information.

Links with External Agencies and Organisations

ISCA recognises the important contribution that external support services make in assisting in the identification, assessment and provision for SEND pupils.

When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Educational psychologists.
- Inclusion Support Services.
- Emotional Health and Well Being Service
- School Nurse
- Medical officers.
- Speech therapists.
- Physiotherapists.
- Hearing impairment services.
- Visual impairment services.

Record Keeping

Centralised records of students with SEN are kept within the staff room and original declarations are kept within student digital records. Information is disseminated on a need to know basis.

SEND Policy Review

The academy considers the SEND and Inclusion Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.