

International School of Creative Arts

Special Education Needs and Disability (SEND) Policy

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SEND (Special Educational Needs & Disabilities) Policy

Policy Statement

This policy is addressed to prospective students and their parents, current students 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.

This School welcomes students with SEN as part of our community and we aim to ensure that all our young people have an equal opportunity to engage in the curriculum. We believe that every teacher is a teacher of SEN and that all staff have a crucial role to play in the successful implementation of this policy.

The School is mindful of the requirements and complies with the following documents to meet the needs of SEND students:

- The SEND code of Practice 0 - 25 years (January 2015)
- Equality Act 2010: advice for schools, DFE May 2014
- The Special Educational Needs and Disability Regulations 2014
- DfE Supporting students with medical conditions December 2015
- DfE Teachers' standards 2012
- ISCA Safeguarding policy
- ISCA Accessibility plan

ISCA recognises that students may require additional support to address one or more barriers to learning. These barriers primarily comprise of:

- A special educational need or disability (SEND)
- English as an additional language

Sometimes students will need support for a short period of time to help overcome a particularly difficulty. Other students will need continuous support throughout their time at ISCA.

In compliance with the SEND Code of Practice and reforms, there is a graduated approach to the identification, provision and support for all students deemed to require special provision. We believe the majority of them will have their needs met through normal 'quality first' teaching.

Where students are identified they will be placed on a centralised SEND register. An individual profile will be defined for each person on the register, identifying their special needs and barriers to learning. A provision plan will also be drawn up describing how ISCA will support the student.

Principles and Aims

The governing principles of this SEND policy are implicit in the ISCA's aims and objectives. Whilst many factors contribute to the range of difficulties experienced by some students, we believe that much can be done to overcome them by parents, teachers and pupils

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

The aim of this policy is to ensure that students at ISCA with SEND are accurately identified and that their needs are effectively met. Our aim is to raise their aspirations and expectations so they are able to achieve well and fulfil their potential as individuals and members of the wider community. We aim to be inclusive in all our policies and practices.

We aim to:

- Identify and provide for students who have special educational needs and additional needs.
- Track their progress regularly and adjust provision as a result of monitoring.
- Provide a differentiated curriculum appropriate to individual needs and ability.
- Provide support and guidance to all staff working with students with SEND needs.
- Monitor and evaluate the effectiveness of SEND provision in school to ensure we are providing equality of opportunity and value for money.
- To provide a 'whole student' approach to the management and provision of support for all students.
- To respond to a tutor's or parent/guardian's concern about a student's behaviour or learning abilities
- 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.

Objectives:

Through this policy we hope to:

1. Comply with the National SEND policy and current Department of Education reforms.
2. Ensure all staff implements this SEND policy consistently, by providing regularly updated, support and advice.
3. Ensure any discrimination or prejudice is eradicated.
4. Work in partnership with parents/carers/guardians to support their child's education.
5. Strive to meet the individual needs of all our students regardless of their specific or general needs.

Special Educational Needs & Disabilities Defined

Special Educational Needs are defined in the SEND Code of Practice 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

SEN also refers to any students who have barriers to learning and can be identified as Gifted and Talented.

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ *SEN Code of Practice (2015, p16)*

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.

A Graduated Approach to SEND Support

At ISCA, all teachers are responsible and accountable for the progress of all students in their class, including those with SEND or additional needs. Quality first teaching is a priority for all staff and this is monitored through regular observations and teacher appraisal. Regular learning walks are also undertaken by key SEND staff to informally

assess SEND provision. High quality teaching is the first step in responding to students with SEND needs, as additional intervention cannot compensate for a lack of good teaching. It is anticipated that the majority of needs will be met within the mainstream classroom. Students are only identified as SEND when they do not make adequate progress once all classroom interventions and adjustments have been made.

The School follows the guidance of the SEND code of practice and uses a graduated approach to identification, assessment and provision for students with SEN. It follows the 'Assess, plan, do review' cycle.

Identification, Assessment and Provision

In accordance with the SEND Code of Practice, four broad categories of need are identified:

- Communication and interaction
- Cognition and learning
- Social, emotional, and mental health
- Sensory and /or physical needs

The purpose of identification is to help the School decide what actions and approaches to use and it is not our intention to fit students into a category. The aim is to consider the whole child and not just their SEND needs

The School recognises that there are a number of non-SEND needs which need to be taken into full consideration as these may impact on progress and attainment, for example:

- Disability
- Health
- Welfare
- Attendance and punctuality
- EAL

The identification of behaviour as a need is no longer an acceptable way of describing SEND. Any concerns relating to a child or young person's behaviour will be described as an underlying response to a need which the school has recognised and identified.

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 is therefore used to identify SEND student at the start of Year One.

At the beginning of the year all new students will have a baseline literacy assessment and a baseline Maths assessment to ensure early identification of SEND. This is to ensure that

all students are identified regardless of when they join the school. Staff with SEND responsibilities regularly meet to discuss identified SEND students and there is an internal referral form which is completed by teachers. These referrals are then reviewed by the SENCO. After considering all the evidence, a decision is made on whether a student is placed on SEND support and what interventions will be offered. This is then reviewed regularly. Once students are identified as being on SEND support, appropriate support through individual provision plans, which are updated at least twice a year. Information, strategies and advice is shared through the student profiles and the Individual plans. They will contain information on:

- short-term targets
- Pupils difficulties and needs
- teaching strategies
- provision made

Where concerns remain despite sustained intervention, the school may consider requesting a Statutory Assessment. Parents will be fully consulted at each stage. Application for statutory assessment is always done with the parents as partners. If the child is given an Education and Health Plan (EHCP), the SENCO will co-ordinate the relevant paperwork and the parents/ guardians will be invited as part of the consultation.

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 SEND.

Nature of Intervention

The Head of School in collaboration with the SENCO and teaching staff will decide the action required to help the pupil progress. These actions might include the following;

- Use of different teaching and learning styles
- 1:1 sessions with the subject tutors and/or SENCO
- 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

This is not an exhaustive list of the types of intervention available.

As a private education provider, ISCA is mindful of the fact that some of these interventions bear a cost that will fall on the parents to cover. Our intervention policy also includes an assessment, together with parents, of whether or not ISCA offers the best value for money in terms of SEN support and resources.

The SEND register is updated twice a year. The SENCO or a member of the SEND team meet relevant staff and consider the termly progress data, current reading assessments, behaviour management strategies and progress towards targets. If there is agreement that sufficient progress has been made the decision will be discussed with parents at the next meeting (either parents evenings, or progress review meeting, whichever is first).

Tutor Training

Given that the majority of interventions are tutor led, an annual audit of tutor skills and knowledge in relation to managing SEND is conducted and suitable training provided. All professional development needs are identified through the school's appraisal system, self-evaluation and the school development plan. All SEN staff have the opportunity to apply to attend relevant courses with the approval of the Head of School. Colleagues who attend courses are expected to disseminate and share relevant knowledge with other staff. New teaching staff attend a meeting with the SENCO to explain the School SEND provision, practice and to discuss individual students.

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 school's 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.

Supporting Students with Medical Conditions

ISCA recognises that students with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some with medical conditions may be disabled and where this is the case, the school will comply with its duties under the equality Act 2010. Some students may have special educational needs (SEN) and may have an EHCP which brings together health and social care needs and SEN provision. The school employs trained first aiders who take responsibility for dealing with first aid on a day to day basis and for managing the medication and other treatments of students with medical conditions. There is a priority medical needs list which is updated regularly by the House Mother and circulated to Head of School to discuss and display in relevant staff areas.

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 SEND are kept on a dedicated database and original declarations are kept within student digital records. Information is disseminated on a need-to-know basis in line with data protection and safeguarding policies.

SEND Policy Review

The quality of provision offered to Students with SEND needs is constantly monitored through ongoing, daily, weekly, termly reviews and through the annual reviews of students. This is done by all staff including SMT, teachers, SENCOS and parents. The SEND policy is formally reviewed in March every year. The policy is then amended to reflect the outcomes of the evaluation and presented to the governing body to be approved.