



Learning Support /Special Educational Needs and Disability Policy

Southbank International School

1 Introduction

The School is committed to the equal treatment of all students including those with special educational needs (SEN) and/or disabilities, collectively (SEND). This policy works towards eliminating disadvantages for such students by:

- using best endeavours to ensure that all students (including those with medical conditions) get the support needed in order to access the School's educational provision;
- not treating students with a disability less favourably than their peers;
- making reasonable adjustments so that disabled students are not put at a substantial disadvantage in matters of admission and education;
- ensuring that students with SEN and/or disabilities engage as fully as practicable in the activities of school alongside students who do not have SEN and disabilities; and
- ensuring parents are informed when special educational provision is made for their child and are kept up to date as to their child's progress and development.

1.1 This policy has regard to:

- The Equality Act 2010;
- The Children and Families Act 2014;
- SEN and Disability Code of Practice, 0-25 years 2014 (SEND Code 2015) (DFE) (the **Code of Practice**); and
- The General Data Protection Regulation 2016 (GDPR)

1.2 This policy should be read in conjunction with the School's Admissions Policy, Parent Contract and Accessibility Plan.

1.3 This policy is available on the School website and also on request from the School office and can be made available in large print or other accessible format, if required.

2 Definition of Special Educational Needs and Disability (SEND)

2.1 'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.' (Code of Practice)

2.2 In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of children their age;
- have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or early years providers;
- are under five years old and would be likely to have such difficulties if special educational provision were not made for them.

The expression 'learning difficulty' covers a wide variety of conditions and may include those known as an autistic spectrum condition, dyslexia, dyspraxia, attention deficit (hyperactivity) disorder, semantic processing difficulty and learning problems which result from social, emotional or mental health difficulties. The expression may also include those who have problems with their eyesight or hearing.

Children will 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.

- 2.3 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’. Long term means that it will have lasted or be likely to last for 12 months or more.
- 2.4 ‘Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.’ (Code of Practice)

3 Principles underlying Practice

- 3.1 The Code of Practice describes the principles that should be observed by all professionals working with children who have SEN and/or disabilities. The school aims to:
- Focus on inclusive practices and removing barriers to learning;
 - Identify early the special educational needs of children;
 - Make high quality provision to meet the needs of children and to ensure equality of opportunity;
 - Take into account the views of children and their families;
 - Enable children and their parents to participate in decision-making;
 - Collaborate with partners in education, health and social care where appropriate;
 - Ensure that appropriate resources are available for students with temporary or long-term special needs; and
 - Provide support for teachers to meet the learning needs of all students, making reasonable adjustment to provision to meet such needs.
- 3.2 The School takes a positive and professional whole-school approach to students with SEND.
- 3.3 Students with SEND are the shared responsibility of all staff. All staff are expected to have an understanding and awareness of the impact of specific learning profiles on teaching and learning.
- 3.4 To ensure the needs of students with SEND are addressed, the learning support teacher will:
- Identify students with SEND, and where necessary, work with parents for further assessment by other professionals such as educational psychologists, specialist teachers and therapists;
 - Develop and monitor support measures where a need is identified;
 - Develop and update the SEND Register and ensure that these are circulated amongst teaching staff;
 - Work in close liaison with teaching staff to ensure confidential communication on learning needs and progress of students;
 - Teach students according to their specific needs, recognising their particular strengths and learning needs to promote achievement of their academic potential;
 - Communicate effectively with parents/guardians on the learning needs of students and provide a Support Plan for those students on the SEND Register who require it and ensure that these are circulated to the staff of specific students; and
 - Completing and co-ordinating requests from external specialists to support potential SEN diagnoses

4 Identifying Special Educational Needs

4.1 Early identification of students’ needs is the key to unlocking the potential of students who may have special educational needs. We adopt a graduated approach to ensure that students who do not develop age-appropriate knowledge and skills, or who fall behind their peers, are identified as early as possible.

4.2 In attempts to understand the learning needs of students, we apply the four broad categories of need as set out in the SEN and Disability Code of Practice:

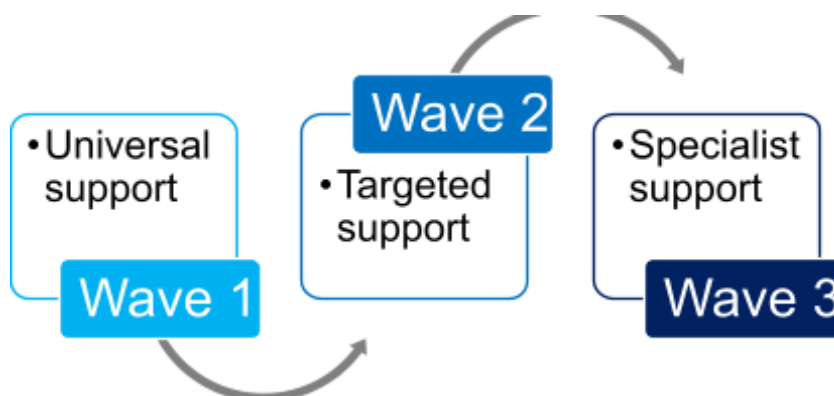
Communication and interaction needs	Cognition and learning needs	Social, emotional and mental health needs	Sensory and/or physical needs
Pupils who experience difficulty with speech, language and communication.	Pupils who learn at a slower pace than their peers, or who have difficulties acquiring skills in a specific area such as literacy. This includes students with moderate learning difficulties and severe learning difficulties, requiring support in all areas of the curriculum and participation in school life in general.	Pupils’ needs may be manifested in different ways, such as becoming withdrawn or displaying challenging behaviour. These may include being disruptive or self-harming. Pupils who have difficulty paying attention or forming attachments with adults also fall into this category.	Pupils who require special educational provision because they have a disability that prevents them from accessing the educational facilities that are generally available.

5 Early Years

5.1 This policy applies to children in Early Childhood.

6 Categorisation of Students

6.1 We use a simple categorisation of students which helps provide a consistent and understood language:



Wave 1 Universal Support	Wave 2 Targeted Support	Wave 3 Specialist Support
<p>It is our firm belief that students' needs are best met in the classroom and that, therefore, every teacher is responsible and accountable for the progress and development of all students they teach, including those with SEND. At this universal level, we train teachers to deliver quality first teaching, differentiated for individual students. We review the progress of all students at least three times per year and make rapid adjustments to support strategies and, where necessary, teachers' understanding of the needs of individual students they teach. In addition, we talk to students and their parents to gain as full an understanding of their learning needs as possible.</p>	<p>We provide targeted support when we consider it appropriate to make additional short term special educational provision to remove or reduce any obstacle to a student's learning, or to help them catch up when termly data analysis shows they have fallen behind their peers. Such specific, targeted one to one or small group interventions may be run outside the classroom, and limited to a number of weeks to minimise disruption to the regular curriculum.</p>	<p>We provide specialist support and, as necessary, and with parental consent, seek advice and/or regular long-term support from professionals outside the school. We aim to plan for the best possible learning outcomes for those students who fail to make progress in spite of high-quality teaching and targeted intervention. This may include assessment and/or support from: an Educational Psychologist, an Assistant Educational Psychologist, a Speech and Language Therapist, Specialist Dyslexia Teacher, Specialist Sensory Advisory Teachers (for students with hearing or visual impairments); an Occupational Therapist; a Physiotherapist; a Therapeutic Learning Mentor; an Arts Psychotherapist; a Psychotherapist or a Counsellor. This is not an exhaustive list.</p>

7 The Graduated Approach

- 7.1 The School's approach to identifying and supporting SEN is informed by the Code of Practice, which recommends a graduated response to students who may be underachieving, based on a continuous process of assessment, planning and review. The school will make reasonable adjustments to remove barriers to learning or to increase access to all aspects of school life, including academic and extracurricular activities.
- 7.2 The first response to existing SEN or possible SEN is Quality First teaching in subject lessons, using differentiated teaching strategies to target specific difficulties. Teachers use data that has been collected by the school and any available information regarding existing SEN to gain a full understanding of progress and individual needs. Sources of information might include:
 - Standardised tests
 - Educational Psychologist or Specialist Teacher reports;
 - Information from previous schools for new students;
 - Discussions with parents;
 - Observations in lessons;

- In-class assessments; and
 - Discussions with the learning support teacher.
- 7.3 Teachers will implement strategies in response to the picture of need and then review outcomes within a reasonable time frame. Where students have not made progress despite this approach the cycle will begin again but may incorporate further specific interventions such as:
- Discussion with the learning support teacher about potential additional support
 - Targeted one-to-one or small group support to help with phonic acquisition, literacy, comprehension, maths, writing and handwriting skills.
 - The learning support teacher may observe lessons and offer advice regarding additional strategies in lessons.
- 7.4 Once again, the student's progress will be reviewed following these specific interventions and if the desired progress has not been made, the level of support may increase to include liaison with outside agencies such as:
- Education or Clinical Psychologist, or Psychiatric Assessment;
 - Full Specialist Teacher assessment;
 - CAMHS involvement;
 - EHCP request; and/or
 - GP review.
- 7.5 Using all the information gathered at this stage, the process of applying new strategies and reviewing progress will continue.

8 Working with Parents

- 8.1 To ensure that parents and students can be given the most appropriate advice and support, it is a requirement that all relevant information and documentation about any possible special educational need and any history of learning support is shared with the School. Parents must provide the learning support teacher with copies of any reports or recommendations concerning the student's special educational needs or disability from previous schools or elsewhere. Parents agree to do this when completing the registration form and accepting the terms and conditions of the parent contract. We expect parents to communicate proactively and transparently about their child's needs and work collaboratively with the School to help ensure the School can best support their child as far as reasonably possible.

9 Managing Learning for Students on the SEND Register

- 9.1 Each teacher holds responsibility for managing the needs and progress of students in their class on the SEND register. The learning support teacher monitors and evaluates the provision provided to these students and will provide support/training to individual teachers or the school where necessary.
- 9.2 When a child is identified as having a special educational need, a Support Plan may be created by the learning support teacher with contributions made from parents and colleagues.
- 9.3 A support plan is reviewed **termly**. In exceptional circumstances, it may be necessary for a review to take place more frequently.

- 9.4 A support plan is a co-produced and co-reviewed document involving the contributions of the student, parents, teachers and the learning support teacher.

10 Education Health Care Plans (EHC Plan)

- 10.1 The needs of the majority of students with SEN will be met effectively through the School's SEN support. However, where the child or young person has not made expected progress despite the SEN support in place, parents and the School have the right to ask the Local Authority to make an assessment with a view to drawing up an EHC Plan for their child. Parents are asked to consult with the School before exercising this right. The School will always consult with parents before exercising this right.
- 10.2 Where a child has an EHC Plan it will normally be reviewed annually, working with the local authority as appropriate.
- 10.3 Schools must also make sure that particulars of educational and welfare provision for students with EHC plans is made available to parents, parents of prospective students and, on request, to the Chief Inspector, Secretary of State or independent inspectorate.
- 10.4 Where a prospective student has an EHC Plan, the School will consult with the parents and the Local Authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the School. For further information see the School's Admissions Policy.

11 Recording SEND

- 11.1 We are required by law to keep a record of those students who have been identified as having SEND, and the provision we make for such students. For each student with SEND, the learning support teacher will record on the school data management system their broad area/s of need as listed above, as well as a description of any specific areas of need. This will make up the school SEND Register. Where a student no longer requires the additional provision or support, the entry will be made inactive on the SEND Register.

12 External Agencies

- 12.1 We always seek to work proactively and collaboratively with external agencies.

13 Exam Concessions and Extra Time

- 13.1 Exam boards set out the regulations that all schools are required to follow when considering exam concessions. Schools are required to make reasonable adjustments while ensuring that no student is given an unfair advantage. The Learning Support Team will assess needs and update the evidence.
- 13.2 In order to qualify for extra time in an examination, the School will adhere to exam board regulations. Alongside specific assessment test outcomes stipulated by exam boards, it is usual practice to demonstrate that the use of additional time is part of a normal way of working in school.
- 13.3 Parents should speak with the learning support teacher with regard to any application for additional support as soon as reasonably practicable. They will process applications for appropriate examination access in conjunction with other staff, as appropriate.

14 Use of computer devices

- 14.1 Computer use in School can be accommodated and is part of a normal way of working in lessons. They may be available for use in examinations but will be subject to the specific requirements of the relevant examination board.

15 Transition

- 15.1 Transition to a new school or educational setting can be challenging for many children, but in particular for those students with SEND. The following key steps are adhered to in order to support successful transitions for children with SEND:

- An exchange of effective and meaningful documentation in order to understand learning needs and support in place;
- As relevant, Learning Support staff will contact the previous school;
- Transition arrangements are made for students needing support with SEND matters in collaboration with the family, the receiving school and any outside agencies involved; and
- When children with SEND leave the school, the learning support teacher will work cooperatively with the receiving school to provide appropriate information about the student to assist transition.

16 Management and Roles

- 16.1 All schools have duties under the Equality Act 2010, not only to ensure that 'reasonable adjustments' are made for students already attending the school, but also to consider what might be needed to ensure that any future students with a disability are not disadvantaged.
- 16.2 The Code of Practice makes explicit that, 'Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff'. All subject staff are required to be aware of a student's specific needs and be prepared to differentiate work appropriately with particular regard to the advice included in a student's Support Plan.
- 16.3 The learning support teacher and class teachers work closely with students and parents when reviewing targets and assessing effectiveness of strategies/interventions. In cases where there is a complex need (including students who have an EHC Plan), reviews may need to include outside agencies/specialists.
- 16.4 The Senior Leadership Team should regularly review how expertise and resources used to address SEND can be used to build the quality of whole-school provision as part of their approach to school improvement. To ensure best practice, the learning support teacher is an experienced, qualified teacher.

16.5 Class and subject teachers

Class and subject teachers are responsible for the progress of students with SEND.

16.6 The Learning Support Teacher

- The learning support teacher has day-to-day responsibility for the operation of the SEND Policy and coordinating provision made for students with SEND.
- The learning support teacher provides professional guidance to colleagues with the aim of securing high quality teaching for students with SEND, and works closely with

students, parents and other professionals to ensure students with SEND receive appropriate support.

- The learning support teacher plays an important role with the Principal and proprietor in determining the strategic development of the SEND Policy and provision within the school in order to raise the achievements of students with SEND.

16.7 In compliance with the Special Educational Needs and Disability Regulations 2014, the learning support teacher is also responsible for the following:

- In relation to each of the registered students who the learning support teacher considers may have special educational needs, informing a parent/carer of the student that this may be the case as soon as is reasonably practicable;
- In relation to each of the registered students who have special educational needs:
 - o Identifying the student's special educational needs, and co-ordinating the making of special educational provision which meets those needs;
 - o Monitoring the effectiveness of any special educational provision made;
 - o Advise on relevant services for the student where necessary;
 - o Ensuring the records of the student's special educational needs and the special educational provision made are maintained and kept up to date;
 - o Liaising with and providing information to a parent/carer of the student on a regular basis about that student's special educational needs and the special educational provision made;
 - o Ensuring that, where the student transfers to another school or educational institution, educational provision made is conveyed to the appropriate authority or the proprietor of that school or institution;
 - o Promoting the student's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities;
 - o Selecting, supervising and training learning support assistants who work with students with special educational needs;
 - o Advising teachers at the school about differentiated teaching methods appropriate for individual students with special educational needs;
 - o Contributing to in-service training for teachers at the school to assist them to carry out necessary tasks to meet the needs of students with special educational needs; and
 - o Preparing and reviewing the information required by law to be published in relation to special educational needs provision.

16.8 The Principal

The Principal has overall responsibility for the strategic planning and day-to-day delivery of SEND provision.

17 Three Year Accessibility Plan

17.1 In line with its duty under the Equality Act 2010 the School's three-year Accessibility Plan sets out how the School will:

- increase the extent to which students with a disability can participate in the School's curriculum;
- improve the physical environment of the School for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the School; and
- improve the delivery to disabled students of information which is readily accessible to students who are not disabled.

18 Document Retention

- 18.1 We are required to keep SEND documents for specified amounts of time in accordance with legislation, please ask us about our Data Retention Policy for specific guidelines.

19 Complaints

- 19.1 The School will listen to any concerns expressed by parents about their child's development and any concerns raised by children themselves. Parents must notify the school learning support teacher if their child's progress or behaviour gives cause for concern.
- 19.2 We hope that any difficulty or concern can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage.
- 19.3 The School's Complaints Procedure is on our website and sets out how current parents can raise a formal complaint and how the School will handle it.

20 Inability to Meet Need

- 20.1 There may be situations when the student's place at the School will not be offered, will be cancelled or withdrawn, where in the professional judgement of the Principal (and after consultation with the parents and the student (where appropriate) following the consideration of reasonable adjustments, the School is unable to provide adequately for the student's needs. Any decision to request withdrawal or require the removal of a student will be made as a last resort and in line with the terms of the parent contract.

Learning Support (SEND) Policy

Ownership and consultation	
Document Sponsor	Group Director of Education
Document Author / Reviewer	European Director of Education
Consultation & Specialist Advice	Farrer's – 2015 Regional Safeguarding Lead
Document application and publication	
England	Yes
Wales	No
Spain	
Switzerland	
Italy	
Version control	
Current Review Date	February 2025
Next Review Date	September 2026
Related documentation	
Related documentation	Admissions Policy Accessibility Plans Complaint Procedure Language and EAL Policy Parent Contract