



**Special Educational Needs
and Disability Policy
Asia**

St.Andrews Green Valley

August 2024

1.0 Definition of Special Educational Needs and Disability (SEND)

1.1 '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. Children and young people who have SEND 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'. 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)

3.0 Principles underlying practice

3.1 The Code of Practice describes the principles that should be observed by all professionals working with children and young people 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 young people;
- Make high quality provision to meet the needs of young people and to ensure equality of opportunity;
- Take into account the views of young people and their families;
- Enable young people 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.

3.2 The school takes a sympathetic 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. Students' progress is the overall responsibility of the class teacher, this includes the progress of children with special educational needs.

3.4 To ensure the needs of students with SEND are addressed, the Learning Support Coordinator will:

- Identify and assess students with SEND, and where necessary, refer 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 student profile for those students on the Learning Support Register and ensure that these are

circulated to the staff of specific students. It is good practice for teachers to contribute to these profiles; and

- Collate evidence to support applications for access arrangements in examinations.

4.0 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:

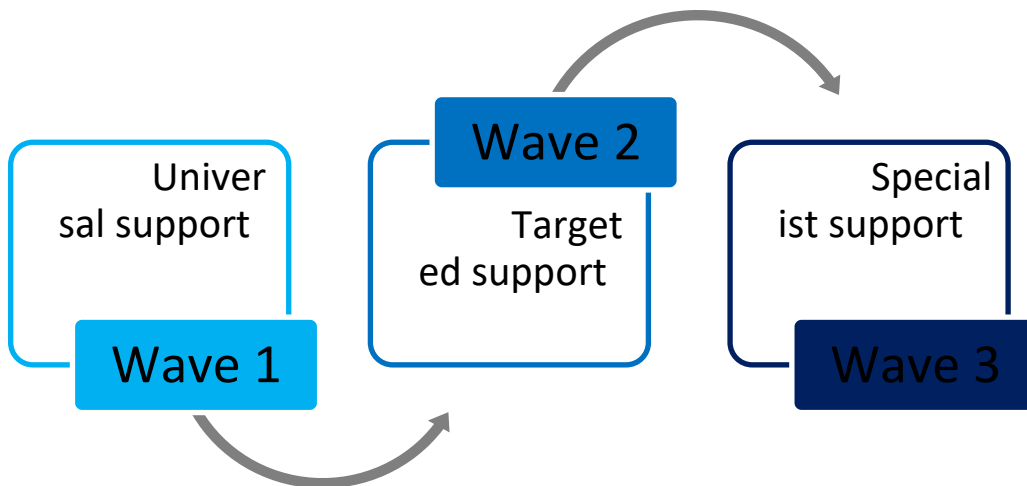
Communication and interaction needs	Cognition and learning needs	Social, emotional and mental health needs	Sensory and/or physical needs
Students who experience difficulty with speech, language and communication.	Students who learn at a slower pace than their peers, or who have difficulties acquiring 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.	Students' needs may be manifested in different ways, such as becoming withdrawn or displaying challenging behaviour. These may include being disruptive or self-harming. Students who have difficulty paying attention, or forming attachments with adults also fall into this category.	Students who require special educational provision because they have a disability that prevents them from accessing the educational facilities that are generally available.

5.0 Early Years

5.1 This policy applies to children in the early years. The person with responsibility for SEND in the early years is Laura Kerr.

6.0 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 high quality 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 when we consider it necessary to seek specialist advice and/or regular long term support from a specialist professional outside the school in order 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>

7.0 The graduated approach

7.1 The school's approach to identifying and supporting SEN is informed by the SEN Code of Practice 2015, (recommended good 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 extra-curricular activities.

7.2 The first response to existing SEN or possible SEN is High Quality 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 (e.g. GL Assessment, NFER, CAT4,);
- Educational Psychologist (EP)
- Information from previous schools for new students;
- Discussions with parents;
- Observations in lessons;
- In-class assessments; and
- Discussions with Learning Support Team.

7.3 Subject teachers will implement strategies in response to the picture of need and then review outcomes within a reasonable time frame (usually 6 weeks is recommended). Where students have not made progress despite this approach the cycle will begin again but may incorporate further specific interventions such as:

- Additional assessment by the Learning Support Team;
- Targeted one-to-one or small group lessons with a specialist in the Learning Support Team to help with literacy, comprehension, study skills, writing skills, or revision techniques;
- Mentoring sessions; and
- The Learning Support Team may observe lessons and offer advice regarding additional strategies in subject 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;
- Mental health counsellor involvement;
- Additional specialist support; and/or
- Doctor / medical review.

7.5 Using all the information gathered at this stage, the process of applying new strategies and reviewing progress will continue.

8.0 Responsibility for SEN

8.1 The SEND 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 the student profiles. The Learning Support Team works 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 Educational Psychologists Assessment Report reviews may need to include outside agencies/specialists.

9.0 Managing learning for students on the SEND Register

9.1 The SENCo's monitor termly data of students, pupil progress documents, school reports and student profiles in order to build a picture of need and monitor effectiveness of interventions. Where possible, the SENCO's meet the parents of children on the SEN register with the most significant needs each term.

10.0 Recording SEND

10.1 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 SENCo will record on the school SEN register 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 deleted from the SEND register.

11.0 External agencies

11.1 We always work proactively and collaboratively with external agencies.

12.0 Exam concessions

12.1 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.

12.2 IB to be contacted if there are any Candidates with assessment access requirements

13.0 Use of laptops and word processing

13.1 If a report by an Educational Psychologist or other professional, such as an Occupational Therapist, recommends the use of a laptop in class, students should aim to type faster than they write and touch typing classes are suggested to support this. If the laptop is part of a normal way of working in lessons then it may be used in examinations.

14.0 Extra time

14.1 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.

15.0 Transition

15.1 Transition can be challenging for many children, but in particular for those students with SEND. The following key principles are adhered to in order to support successful transitions for children with SEND. Transition arrangements are made for students needing significant support with SEND matters in collaboration with the family, the receiving school and any outside agencies involved:

- An exchange of effective and meaningful documentation in order to understand prior learning need.
- Head of Learning Support will contact the previous school (where possible) Admissions departments may be able to assist with this.

15.2 Where children with SEND leave the school, the SENCO will work cooperatively with the receiving school to provide information about the student, (where possible)

16.0 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. The Senior Management Team, led by the Head, 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. The SENCo for the EYFS is Lauren Fellows and for the primary and secondary school is Laura Kerr. To ensure best practice, the SENCO is an experienced, qualified teacher with relevant specialist qualifications.

16.2 Class and subject teachers

- Responsible for the progress of students with SEND.

16.3 The SENCO

- The SENCO has day-to-day responsibility for the operation of the SEND Policy and coordinating provision made for students with SEND.

- The SENCO 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 SENCO plays an important role with the Head 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.
- The SENCO plays an important role is the management the difficulties and concerns where schools do not have the specialist support needed and therefore, cannot meet the needs of a student.

16.4 In compliance with the Special Educational Needs and Disability Regulations 2014, the SENCO is also responsible for the following:

- In relation to each of the registered students who the SENCO 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:
 - Identifying the student's special educational needs, and co-ordinating the making of special educational provision which meets those needs;
 - Monitoring the effectiveness of any special educational provision made;
 - Securing relevant services for the student where necessary;
 - Ensuring the records of the student's special educational needs and the special educational provision made are maintained and kept up to date;
 - 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;
 - 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;
 - Promoting the student's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities;
 - Selecting, supervising and training learning support assistants and / or shadow teachers who work with students with special educational needs;
 - Advising teachers at the school about differentiated teaching methods appropriate for individual students with special educational needs;
 - 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
 - Preparing and reviewing the information required by Cognita (UK best practice) to be published in relation to special educational needs provision.

16.5 The Headteacher

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

17.0 Document retention (guidance for schools)

17.1 We are required to keep SEND documents for specified amounts of time in accordance with legislation:

Basic file description	Retention period	Action at end of administrative life of the record
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Special educational needs files, reviews and individuals education plans	Date of birth of the student + 25 years	Secure disposal
Basic file description	Retention period	Action at end of administrative life of the record
Statement maintained under section 234 of the Education Act 1990 and any amendments made to the statement	Date of birth of the student + 25 years (normally retained on the student file)	Secure disposal unless the document is subject to a legal hold
Advice and information provided to parents regarding educational needs	Date of birth of the student + 25 years (normally retained on the student file)	Secure disposal unless the document is subject to a legal hold

17.2 See the School Records Management Policy for advice on Student Records.

18.0 Complaints

18.1 All complaints should be dealt with via the school's agreed Complaint Procedure.

19.0 SEN and the IB Diploma

St Andrews International School Green Valley is an inclusive school and all staff have a responsibility and commitment to the education of students with special educational needs and disabilities. This policy incorporates the ethos of Cognita, guidance as outlined in the SEN Code of Practice 2014 and The International Baccalaureate's SEN recommendations.

The IB is committed to inclusive education.

"The International Baccalaureate® (IB) has made a commitment to the growing field of special educational needs (SEN). We embrace inclusive practices where developing the learning of all students is the shared responsibility of the classroom teacher and specialist support teachers." www.ibo.org

In working closely with the IB and the community of IB Schools, we are committed to sharing SEN resources and practices, including using publications on the MyIB to inform staff about specific aspects of SEN such as procedures for the Diploma Programme with regard to SEN students 'Candidates with special assessment needs' and printed publications relating to all three programmes such as 'Teaching students with particular special educational and learning needs - a resource for schools.'

Summative DP assessments can take a range of forms, which reflects the inclusive nature of the curriculum, such as oral presentations, experiments or written work.

SEND and PYP in the Primary School

Inclusive Teaching Methods

The choice to use the IB PYP Inclusive, Inquiry Based Learning ethos and child-centred methodology at St Andrews, Green Valley helps our students with specific learning needs by encouraging them to be actively involved in their learning while using and developing their preferred learning styles. PYP naturally encourages

small collaborative group work activities, where-by students with learning needs make active contributions while being extended, encouraged and supported by their peers and Learning Support Assistants.

The Curriculum

The broad trans-disciplinary nature of our Programme of Inquiry, is designed to help children see the real-life relevance of their learning and apply it to everyday contexts. PYP encourages education outside the classroom using our campus environment and trips and visits are built in the units to give a 'hands-on' education.

Each unit Inquiry Cycle encourages children to make new connections and gain new skills at their level. They start by communicating what they already know or what they can already do, and they generate their own questions about new things they want to find out. In this way, teachers can actively challenge and extend Exceptional Learners and use the natural interests / curiosities of those who need additional support.

Assessment

Summative PYP assessments can take a range of forms, which reflects the inclusive nature of the curriculum, such as drama performances, oral presentations or written work.

Special Educational Needs Policy

Ownership and consultation	
Document sponsor (role)	Director of Education
Document author (role)	Director of Education
Consultation – May 2017	The following schools were consulted: North Bridge House Senior School, North Bridge House Canonbury School, Downsend Prep School, Kings School, Polam School, British School of Barcelona, Oakfields Montessori School and El Limonar Villamartin. Education Team representative – Marian Harker, QA Officer.

Compliance	
Compliance with	Legislation listed in policy, as amended from time to time
Related documents	Complaint Procedure Policy on Supporting Students with Medical Conditions EAL Policy School Records Management Policy

Audience	
Audience	School staff

Document application	
England	Yes
Wales	Yes
Spain	Yes

Version control	
Implementation date	01.01. 2019
Review date	Review and update for implementation yearly from Jan 2, 2023

How the policy is developed and reviewed

The policy is developed by Cognita and is based on the SEN Code of Practice 2014 (UK). It is reviewed each year by the region (Asia), and then adapted by smaller in country working groups. In this case, the policy was adapted for our schools by the Thailand SENCO's in November 2017 and revised as needed. This is then approved by SMT and shared with teaching staff via email. New staff to St Andrews Green Valley have a SEND induction session where they are introduced to the policy, ethos and procedures at St Andrews.