

Document Control Sheet

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Revision 9	Student Support Coordinator Sarah Şener		Board Signature Date: Nov. 2021



The British Embassy School Ankara

Special Educational Needs and Disabilities (SEND) Policy

Introduction

This policy has been written in line with the expectations and guidelines of the Special educational needs and disability code of practice: 0 to 25 years (SEND) which became effective from January 2015.

The British Embassy School Ankara provides a broad and balanced curriculum for all children. The British Embassy School Ankara strives to be an inclusive school offering choice and excellence to all our children whatever their ability or needs. We encourage all pupils to aim high, to achieve to the best of their ability and to celebrate their talents and achievements. We want all our children to feel a valued member of our school community, and we also ensure that our EYFS provision has regard to the 2015 Code of Practice, and this policy.

The key principles of the SEND Code, by which BESA strives to abide, are that:

- SEND provision is the responsibility of all staff,
- Staff must have regard to the views, wishes and feelings of the child or young person, and the child's parents,
- Staff must be aware of the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions,
- Staff must be aware of the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

The School Curriculum is the starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to the diverse learning needs of the children.

The SEND Code of Practice makes it clear that class and/or subject teachers are directly responsible and accountable for all pupils in their class(es), even when pupils are receiving support from a teaching assistant or other specialist staff, within or outside the classroom.

The responsibility and accountability for the progress and development of pupils with SEN still lies with the class or subject teacher, not with the learning support department.

However, we understand that some children need extra support to achieve their potential, and these children are considered to have special educational needs or disabilities (SEND).

Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.

Definition of Special Needs

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. Special educational provision refers to provision which is additional to or different from the provision provided generally to children of the same age.

A child has a learning difficulty if he or she:

- has a significantly greater difficulty in learning than the majority of children of the same age. These difficulties may include medical needs, behavioural issues, and speech and language concerns.
- has a disability which prevents or hinders their learning.

Many children and young people who have SEND may 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.' The same act sets out legal obligations that schools and EYFS providers have towards disabled children. BESA abides by these principles which are that:

- We do not directly or indirectly discriminate against, harass or victimise disabled children,
- We do not discriminate for a reason arising in consequence of a child's disability,
- We make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children are not at a substantial disadvantage compared with their peers,
- We have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children. This is enshrined in the aim of BESA - 'To be a happy school, where everyone is safe, treated with respect and encouraged to learn.'

Multi-exceptionality Pupils

Multi-exceptionality pupils are pupils who are more able and/or talented and have a special educational need or disability (such as ADHD, ASD, dyslexia, hearing impairments and so on). These pupils' Student Support Plans will reflect this, and ensure that provision is made not only for their SEND needs, but also to ensure that they are supported in fully achieving their potential.

Aims of Policy

The aims of this policy are:

- To create an environment which meets the educational needs of all children;

- To ensure that the educational needs of all children are identified, assessed and provided for as early as possible in the child's school career.;
- To make clear the expectations of all stakeholders in the process;
- To identify the roles and responsibilities of staff in providing for children's individual educational needs;
- To enable all children to have full access to all elements of the school curriculum by providing a differentiated curriculum appropriate to the individual's needs and abilities;
- To ensure that parents are able to play their part in supporting their child's education and are kept fully informed of their child's progress and attainment;
- To ensure that the children have a voice in this process and are involved, where appropriate, in decisions affecting their future SEND provision.
- To ensure that we use our best endeavours to offer high quality teaching which is differentiated and personalised for all pupils and in addition high quality special educational provision - that which is additional to or different from what is provided to all – for those who need it.

How we know if a child/young person has special educational needs

At BESA we have a Student Support Department, led currently by the Student Support Coordinator, Mrs. Sarah Şener. This department works alongside the teaching staff to identify and support children with SEND.

When a child starts at BESA parents are asked if they have any concerns about their child, or any identified special needs or disabilities. Throughout their children's time at BESA, parents are encouraged to raise any concerns with the class teacher and the Student Support Coordinator.

Children are assessed regularly, both formally and informally, and these assessments, along with discussions between teachers, the Support Coordinator, and parents, help BESA staff to identify special educational needs and disabilities.

Roles and Responsibilities

The role of the Governing Body

The governing body of the British Embassy School Ankara has due regard to the SEND Code of Practice when carrying out its duties towards all pupils with learning difficulties and special educational needs. The governors have an identified member with specific responsibility for the oversight of the school's provision for children with learning difficulties and special educational needs.

The role of the Head Teacher

The Head Teacher's responsibilities include:

- The day-to-day management of the school including the SEND provision,
- Keeping the Governing Body informed about SEND within the school,

- Working closely with the Student Support Coordinator,
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

The role of the Student Support Coordinator

The Student Support Coordinator plays a crucial role in the school's SEND provision. This involves working with the Head Teacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy,
- Ensuring all staff are aware of the needs of any pupils with SEND that they have any involvement with,
- Co-ordinating the provision for pupils with SEND, including those who are multi-exceptional,
- Monitoring and evaluating SEND provision,
- Managing the resources within the school to enable appropriate provision for SEND pupils,
- Liaising with and giving advice to teachers and teaching assistants,
- Ensuring all staff are aware of their responsibilities in making provision for SEND pupils,
- Overseeing pupils' records,
- Supporting and advising parents,
- Contributing to the professional development of all staff, □
- Liaising with external agencies.

The role of the Class/Subject Teacher

The responsibilities of the class/subject teacher include:

- ensuring high quality teaching that is differentiated and personalised, for all pupils in the class including those who have been identified as having SEND,
- promptly referring or seeking advice from the Student Support Coordinator for any child they have concerns about and informing parents at the earliest opportunity to alert them to concerns,
- assessing and monitoring the progress of the child in line with the school working practices,
- together with the Student Support Coordinator, devising a programme of support,
- attending meetings with Student Support Coordinator and parents of children with SEND,
- maintaining any SEND records as appropriate,
- planning appropriately to meet the needs of SEND children,
- ensuring optimal allocation of TA support in classes, in the light of evidence indicating that pupils with SEND have better outcomes when they are supported by the teacher,

- attending SEND reviews fully prepared and able to review progress and set new targets.

The Role of all Staff

All staff at the school have a responsibility to:

- interact appropriately with the children with SEND and show understanding and sensitivity to their particular needs,
- build self-esteem and a positive outlook in children with SEND in order to be inclusive and to help them achieve their potential,
- assist in identifying children with Special Educational Needs and to discuss their concerns with the Student Support Coordinator.

The Role of Parents and Pupils

BESA believes that working with parents/carers as partners is essential to enable children to be the best they can be. Much effort is taken to promote close and constant collaboration with the parents of pupils with SEND. The insights and experiences of parents are essential in helping school understand and plan for their children's needs. Parents are always invited to discuss and review the provision being given/ planned, and targets are agreed together. Parents are encouraged to take an active part in assisting their child, both by helping at home and by keeping school up-to-date on progress made. We also offer regular workshops at school at which parents' views are collected and support is offered. They vary from handwriting and phonics to maths and cyber bullying.

It is also our aim to involve pupils as much as possible when setting targets and reviewing progress made towards these identified targets; this is dependent upon age and maturity of the child. We do this by, wherever possible, inviting children to meetings with their parents; and preparing documents such as Student Support Plans so that the pupils can put forward their own views, difficulties and requests. Through the involvement in their own provision, we aim to give pupils a sense of achievement, high self-esteem and a determination to reach their full potential. Their support is crucial to the success of educational programmes.

IDENTIFICATION, ASSESSMENT AND PROVISION

At BESA we have adopted a whole-school approach to SEND policy and practice. Teacher observation and assessment, class screening, monitoring and parental concerns are all vital in the identification of particular needs.

SEND support at BESA takes the form of a four-part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The four stages of the cycle are:

Assess Plan Do Review

The graduated approach starts at whole-school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children. However, where a potential special educational need has been identified, this cyclical process becomes increasingly personalised:

- Individualised assessment leads to a growing understanding of the barriers to and gaps in the pupil's learning.
- Continual reflection on approaches to meeting the pupil's needs leads to a growing understanding of strategies that enable the pupil to make good progress and achieve good outcomes.

The graduated approach will only secure good outcomes for vulnerable pupils if:

- all those who teach and support pupils with SEND have **the highest aspirations** for them,
- those who lead and manage provision demonstrate an ambitious vision and plan of action to enable this to happen.

An identification of SEND should not result in excuses for lack of expected progress or a lowering of expectations.

Assess

In the 'assess' stage of the graduated approach teachers gain a growing understanding of a pupil's needs. A clear understanding of a child's needs is a critical precondition to:

- planning effective teaching
- determining appropriate provision
- informing adjustments to teaching that will lead to good progress and improved outcomes for pupils. However, too often for pupils who are identified as having SEN, the temptation is to move straight to the planning stage – writing targets and identifying provision – without spending sufficient time identifying precisely where pupils' gaps in and barriers to learning currently lie. BESA avoids this by making use of a wide variety of individualized assessment tools before provision is planned. The Student Support Coordinator is a Registered Qualified Educational Testers with the British Psychology Society, and thus able to implement tests including:
 - Standardised tests,
 - Profiling tools, for example for behaviour & speech, language & communication needs,
 - Criterion-referenced assessments and checklists,
 - Screening assessments, for example for dyslexia.

Plan

In the 'plan' stage of the graduated approach, teachers gain a growing understanding of which teaching approaches work. This part of the graduated approach cycle will be most effective

when teachers, working with the Student Support Coordinator, have completed a thorough assessment of a pupil's needs during the 'assess' phase described earlier. For pupils requiring SEND support, there are two areas that need to be considered when planning provision:

- High-quality class and/or subject teaching
- Targeted provision.

Once the need for SEND support has been identified, **the first step in responding to a pupil's identified needs is to ensure that high-quality teaching, differentiated for individual pupils, is in place.** The SEND Code of Practice is clear that this is the first step in responding to pupils who have, or may have, SEND: '**Additional intervention and support cannot compensate for a lack of good quality teaching.**'

Do

In the 'do' stage of the graduated approach, teachers gain a growing understanding of effective support. The SEND Code of Practice emphasises that the teacher has day-to-day responsibility for the learning and progress of all pupils. At this stage, teachers work closely with the Student Support Department, teaching assistants and other specialist staff to plan and assess the impact of in-class differentiation and any targeted interventions.

Review

In the 'review' stage of the graduated approach, teachers gain a growing understanding of what approaches secure better outcomes. Teachers continually review pupils' progress, formally and informally, and this should be no different for pupils with SEND. At BESA, progress towards meeting planned outcomes is tracked and reviewed at least once a term and the outcomes of the review feed directly into the next planning phase of the graduated approach.

Student Support Plans

When the need of a child with SEND is considered to exceed the amount of support that can be provided by the class teacher or teaching assistant, then a Student Support Plan is prepared by the Student Support Coordinator. This document, (which replaces Individual Education Plans) contains details of the child; the child's beliefs and opinions; parents' comments; and provision that will be given. Student Support Plans are shared with all staff members (who sign a confidentiality agreement) involved in the child's education (teachers, teaching assistants, learning support assistants), and are regularly reviewed and updated. The Student Support Plan Template can be found in Appendix 1.

Despite the above strategies, some children do not make the progress expected and review meetings identify that support from external services would be beneficial. The school discusses this with parents who would then decide which external services to use. External services we have used include Child Psychologists and Psychiatrists, Speech and Language Therapists and Hearing-Impaired Services. Because of the nature of our context, BESA does not prepare Education, Health and Care plans (EHC plans). However, should a child arrive at

our school with an EHC plan, we would meet with the parents to discuss how we could best meet the needs of the child in our particular situation.

Support for SEND pupils in pandemic situations

Where pupils are involved in a distance learning situation due to a pandemic, SEND pupils are supported by individual daily zoom sessions with Student Support Staff. This is to support both their mental health and well-being, and their continued academic development.

Restraint

Restraint refers to planned or reactive acts that restrict an individual's movement, liberty and/or freedom to act independently.

Every child and young person has a right to be treated with respect and dignity, and deserves to have their needs recognised and be given the right support. However, some children and young people with SEND (such as learning disabilities, autistic spectrum conditions or mental health difficulties) may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others and are at heightened risk of restrictive intervention to minimise the impact of their behaviour, on them and on other people. BESA staff will avoid the need for restraint as much as possible. Using positive behaviour support and other alternatives which can de-escalate challenging behaviour, and tackle the reasons for it at source, will be the preferred approach at BESA.

The use of all forms of physical intervention and physical contact, or even imminent threat of force, are governed by criminal and civil law. The unnecessary or inappropriate use of force may constitute an assault and may also infringe the rights of a child or young person under the Human Rights Act 1998. The use of restraint can be justified for purposes set out in relevant legislation, and there may, however, be times when the only realistic response to a situation will be restraint or restrictive intervention. Staff at BESA who may be in a position to have to use restraint will have been provided with training enabling them to do so safely and only in appropriate circumstances where it has been identified in the child's support plan.

The Department of Education is currently in the process of preparing new guidance on the use of restraint and restrictive intervention in a range of mainstream settings and alternative provision. When these are published, BESA will follow them explicitly.

Support offered for children/young people's health and well-being

At BESA we would like children to be happy and to behave appropriately to learn to the best of their ability. Therefore, class teachers, and all other staff, work with children on social skills, behaviour and well-being. PHSE lessons and activities such as Circle Time support this. If a pupil has behavioural or social difficulties, the Student Support Coordinator works with the child, alongside the class teacher and parents, to identify the cause of the problem and support the child to avoid the child disrupting his/her own or others' learning.

Who to contact for more information or to discuss a concern

- The Class Teacher
- The Milepost Leader
- The Student Support Coordinator, Mrs. Sarah Şener □
- The Deputy Head, Ms. Katie Vincent.

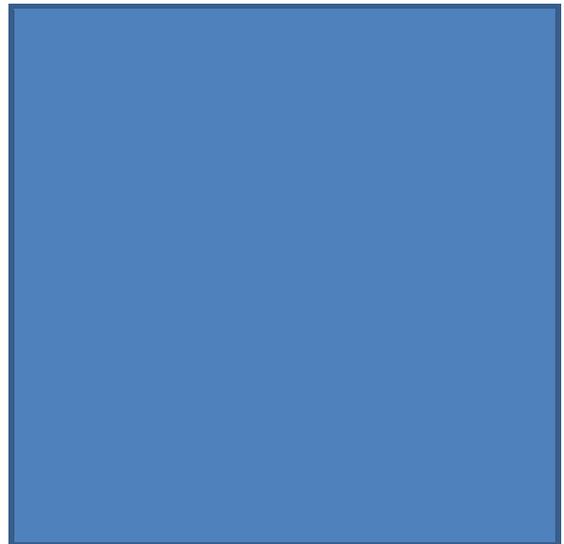
This policy is reviewed annually.

Updated Sarah Şener, November 2021

Appendix 1: Student Support Plan



**British Embassy School
Ankara**



Current photo of me:

My name is

I am known as

My date of birth is

My Support Plan: Number: 1 Date:

Date of 1st review (R1):	
Date of 2nd review (R2):	
Date of 3rd review (R3):	

Introduction to My Support Plan

This is My Support Plan. Included in my plan is information on:

- what is important to me and to my parents, including our goals and aspirations for the future;
- my strengths, and the areas I may need support in;
- the outcomes which will help me to move towards my goals and aspirations;
- the support given to me to help me to make progress towards my outcomes.

Section 1a: About me – my views

This section has been written by:

Me

Me, with help from:

What people like and admire about me:

-
-
-

What I enjoy and what I do well: In school:

-
-

Outside school:

-
-

What I am having difficulties with right now:

-
-

What would help / make things better for me:

-
-

What are my goals and aspirations for the future:

Short term – the next 6-12 months:

-
-

Long term – next year and beyond:

-

Section 1b: About me – my parents / carers views

What is important for my child now:

What is not working so well for my child at the moment:

What would help / make things better for my child:

What are my goals and aspirations for my child:

Short term – the next 6-12 months:

Long term – next year and beyond:

Section 2: My support needs:

My support needs are described by my family, my teachers and the Student Support Coordinator. They include cognitive and learning needs; communicative, social and emotional needs; any sensory and/or physical needs; and any needs relating to key transitions (e.g. different classes/schools).

This section has been written by

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Section 3: Outcomes and provision:

My outcomes are what I will be able to do by the end of a period or stage of education, and should take into account what is important **to** me and **for** me.

Provision is the support that will be given to me to help me make progress towards achieving my outcomes. Provision includes steps I will take, short term targets, and who will support me.

Outcome	Steps I will take towards achieving this outcome	What provision will I receive to support me?	Who will do it?	When & how often?

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Section 4: Reviewing My Support Plan:

Date of review:		1st Review (R1)
No. of outcome:	Progress towards outcomes in My Support Plan <i>(to include whether the steps I will make towards achieving this outcome have been met, partly met, not met or need to be changed)</i>	
1		
2		
3		
What is working well with provision and support and needs to continue?		
What is not working well with provision and support and needs to finish or change?		

Should anything new be introduced to match the parents/child's goals and aspirations?

At this review, update My Support Plan to set new targets, make adjustments to provision etc. Please reference these updates with an R1 and the date of the review in section 3. If provision is not continuing then ~~strike through~~.