



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 National 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. 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 SEN 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 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 SEN 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.'

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 SENCo (Special Educational Needs Coordinator) who has the responsibility of working alongside the teaching staff to identify and support children with SEND. At present, the SENCo is Mrs. Ann Celenk.

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 SENCo.

Children are assessed regularly, and these assessments, along with discussions between teachers, the SENCo 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. At present the Governor with specific responsibility for SEND is Ms. Michelle Burton.

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 SENCo,
- 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 SENCo

The SENCo 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,
- Co-ordinating the provision for pupils with SEND,
- 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 Teacher

The responsibilities of the class teacher include:

- promptly referring or seeking advice from the SENCo 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 SENCo, devising a programme of support,
- attending meetings with SENCo and parents of children with SEND,
- maintaining Individual Education Plans and other records as appropriate,
- planning appropriately to meet the needs of SEND children,
- 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 SENCo

The Role of Parents and Pupils

BESA believes that working with parents/carer 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 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 individual education plans, where 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 passports 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.

BESA has developed a wide range of ways in which we support child with SEND. This support follows the Wave approach. Wave 1 refers to inclusive quality first teaching, which is on offer for all pupils at BESA: the effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour. Wave 2 is targeted catch up provision for groups to 'put children back on course' and Wave 3 a deeper intervention offering more personalised solution to be used if Wave 2 hasn't worked.

Where pupils at BESA have been identified as needing Wave 2 or Wave 3 support, this is planned by:

- Identifying what a particular need is, and meeting with parents to discuss the need.
- Agreeing on a programme of support that is carefully targeted to the particular area or difficulty. This describes what we will do to support a child, and the targets we hope the support will enable the child to achieve. The targets may be strategies that the class teacher will use, interventions that may be delivered by teachers or teaching assistants, and may be included in an IEP (Individual Education Plan) which will include 2/3 targets and strategies to support them. IEPs are reviewed at least termly, at which time formal meetings are held with parents to discuss the IEPs. We also agree on any adjustments that may need to be made in order to support a child. Where possible, children are invited to meetings so that they can contribute to decisions involving their provision.
- Deciding on a time-frame in order to review the support and ensure that it is helping.

BESA offers a wide range of Wave 2 and Wave 3 interventions (small group work or 1:1 work between a child and an adult) to support children who may be struggling in making progress. These are timetabled by the SENCo and BESA aims to disrupt the learning that takes place in class as little as possible. Consequently, many interventions take place at the beginning of the school day. All interventions are accompanied by an assessment which is done at the beginning and end of the intervention to assess the impact it has had on the child's learning.

Some of the most effective interventions we use at BESA include:

- Inference reading (reading comprehension)
- Toe by Toe (phonics and reading for children with reading difficulties)
- Phonics
- Nessy Learning Programme (Spelling/Phonics)
- Stareway to Spelling
- Plus 1 and Power of 2 (1:1 maths work)
- Social Skills

BESA also ensures that SEND can be taught alongside their peers, and our lessons are designed so that all children in the class learn and make progress, using differentiated targets according to need.

Despite the above strategies some children do not make the progress expected and reviews of IEP's 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, we do everything within our power to ensure that children with SEND receive the care and provision they need. 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 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 SENCo 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. BESA is assisted in this by the School Counsellor, Ms. Guler Ann Gerger.

Who to contact for more information or to discuss a concern

- The Class Teacher
- The Special Educational Needs Coordinator, Mrs. Ann Celenk
- The Deputy Head, Miss Katie Vincent.
- The Inclusion Governor,

This policy is reviewed annually.

Ann Celenk & Dawn Akyurek 2010

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