



THE BRIDGE INTERNATIONAL SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

Rationale

The Bridge International School is committed to enable every student to excel in their studies and also to provide opportunities and resources within these students' reach to enable those with special educational needs, to make progress and grow in confidence. The school believes in equal opportunity for all students with different abilities. This policy aims to put in place provision for all students who need extra support for learning. This may be because they have a special educational need, a medical condition or English as an Additional Language. In line with this The Bridge International School reserves the right to charge for extra support.

Definition of Special Educational Needs

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.

(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 school.

Children must 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.

Special educational provision means:

Educational provision which is additional to, or otherwise different from, the educational provision made generally for students of their age at The Bridge International School.

This can range from dyslexia, dyscalculia, Autistic to mild learning difficulties.

Implementation

The majority of provision will be co-ordinated through the Additional support Centre, led by the SENCO. The SENCO will work closely with the teachers and the teaching assistants to ensure that all the provisions are implemented. Individual Education Plans with targets on areas of concern will be set in collaboration with the parents, teachers, teaching assistants, students and where need be with external professionals. These targets will be monitored throughout the term and reviewed at the end of every term.

Responsibilities and Monitoring

The Principal and SLT

- To monitor the register of students with support needs and set the criteria for students being on that special needs list.
- To monitor the cost effectiveness of Additional Support and set fees for support.
- To decide on the staffing of the department.
- To decide when a student is disappled or withdrawn from a subject e.g. during the year 9 options process.

The Head of Department, Additional Support

- To ensure that appropriate payment is received for Additional Support.
- To make recommendations for the staffing of the department to SLT.
- To judge referrals from staff and parents and add students to the register, deciding on the nature of support in liaison with students and parents and communicating this with staff and the SLT.
- To ensure that support does not exclude students from the curriculum unnecessarily and enables them to access as much as possible.
- Recording, tracking and updating information on students in order to monitor progress and need every half term.
- Writing and monitoring (IEPs) for students and making sure that teachers are aware of them.
- Deciding when students can be removed from the register in liaison with students and parents.

- Assess and make recommendations to the SLT on any new students.
- Assign teachers and teaching assistants to support appropriately.
- Monitor the access to the curriculum of any disabled student or students with medical conditions and support as is needed.
- Assess the need of and arrange support for any student with English as an Additional Language.
- Facilitating PD for teaching assistant and teachers to ensure that they are aware of what is expected of them.

Subject teachers

- To fill in the concern sheet and refer students who are raising concerns in their learning with specific reference to their special educational need.
- To differentiate learning materials to ensure that students with special educational needs can access the curriculum.
- Complete documents to support the preparation of Individual Education Plans.
- Liaise with teaching assistants and Additional Support staff to ensure that they have an impact on learning.
- Use resources that may be relevant to a student's special educational need.

Teaching Assistants.

- Support the learning of students in line with their IEP and provision mappings.
- Assist with the preparation of teaching and learning materials.

Related Policies

Teaching and Learning, Assessment, Marking.

Appendix 1

Admissions

Parents and students seeking to be admitted with a previously identified SEN will undergo the following process:

- Registrar to screen application form and/or entrance assessment and inform SEN Coordinator.
- SEN Coordinator to communicate with parent/guardian and student to assess level of need and whether this can be met
- SEN Coordinator to view all documentations.
- SEN Coordinator to liaise with appropriate staffs.
- SLT to make final decision on admissions and any changes to curriculum provision.
- Parents to be counseled about decisions made and alternative educational provision suggested if application not successful.

Decisions will be based on the following criteria:

- Can the parents pay for the support?
- Can we meet the needs of the students at The Bridge with regards to facilities, staffing and/or resources?
- Will the student's behavior threaten the welfare or learning of others in the school?
- Will the teacher, even with the support of Additional Support Assistant, have to spend a greatly disproportionate amount of time with the student, in relation to the rest of the class?

The Bridge will aim to treat disabled students equally and to take reasonable steps to avoid putting students at a substantial disadvantage.

All final decisions relating to admissions rest with the Director.

Appendix 2

Identification of children with additional learning needs.

It is important to identify children with additional needs as early as possible to maximize the opportunity intervention. However, we prefer not to test or assess young children entering early years as data tends to be inaccurate. It is only in extreme cases where assessment will be carried out. We shall observe them for indicators for a period of one term before making any decision concerning their academic needs. They will be identified through direct observation. The learning managers are asked to keep detailed observation records and evidence to establish specific areas of difficulties.

Stage 1

Children are identified by class teachers through general observations. An ability test is administered to establish the child's verbal and non-verbal reasoning. The scores are used for purposes of differentiation and to enable the teachers help the student access the curriculum that the school offers. The class teacher then fills in the concern sheet and forwards it to the SENCO. The child is then immediately put on the Additional support register. The parent is then called in and areas of concern discussed.

Stage 2

In consultation with all the stake holders, an IEP with targets specific to the learning needs of the student is put in place. All stake holders are given a copy of the IEP. The targets are reviewed at the end of the term with the parents. During the IEP reviews new targets are set for the next term.

Stage 3

An external agency is consulted with the parents' permission. The SENCO, after consultation with colleagues, approaches parents and discusses the next stage with them. The IEP continues at this stage in more detail, including recommendations from the external professional.