



Policy on Special Educational Needs & Disability (SEND) and Learning Difficulties (LD)

1. Introduction

Anfield School provides a broad, balanced and relevant curriculum for children in our International setting, many of whom have diverse educational experiences from a range of countries. As a caring, Catholic inclusive school, we are committed to developing the potential of all our pupils, including those with additional needs, to enable them to take their place in the wider global community. The school maintains and drives a positive culture towards the inclusion of those children with special needs, and every teacher at Anfield School is committed to providing high quality learning for all children, including those with SEND & LD. We ensure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four areas of need identified in the Code of Practice (Sept 2014):-

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Physical and sensory

2. Policy Statement

- The School:** Anfield School is a mainstream independent school with high academic standards. In order to detect signs of previously undiagnosed learning difficulties Anfield School reserves the right to assess and screen students on application. (Please refer to the Admission Policy)
- Provision:** The provision which we can make for children who appear to have a learning difficulty includes: learning support and formal assessment either by our own Qualified Specialist Teacher or, where appropriate, by referral to an educational psychologist or therapist. Parents bear the overall responsibility for making external arrangements to have a formal assessment but must ensure that we are given copies of all advice and reports received. For children who have a diagnosis of SEND, Anfield School also has a partial inclusion facility, St Bosco Centre to meet the educational needs of children with more pronounced learning difficulties.
- Consultation:** We will do all that is reasonable to report and consult with parents about their child’s learning difficulties and to ensure that teachers are given any necessary information about a child’s learning difficulties so that teaching practices are appropriate.

This policy is linked to behaviour, anti-bullying, child protection and curriculum policies.

This SEND & LD policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010, UK, as much as is possible, and appropriate, in this international setting.

Enquiries about an individual child's progress should be addressed at first to the class teacher since he or she knows the child best. Other enquiries can be addressed to the SENCo, via the School Administrative Office.

3. Defining Special Educational 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. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. (SEN Code of Practice 2014)

The expression 'learning difficulty' covers a wide variety of conditions and may include those known as dyslexia, dyscalculia, dyspraxia, moderate learning difficulties, global developmental delay (*Cognition and Learning*); ADD, ADHD, emotional difficulties (*Social, Emotional and Mental Health*); autistic spectrum and language difficulties (*Communication and Interaction*); visual or hearing impairment (*Physical and Sensory*).

A child must not be regarded as having a learning difficulty solely because the 'language or medium of communication of the home is different from the language in which he or she is or will be taught.' However, children for whom English is an additional language will be provided with appropriate support provided they meet the School's academic criteria.

4. Aims

The aims of this policy are:-

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND
- to identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- to ensure that every child experiences success in their learning and achieves the highest possible standard
- to enable all children to participate in lessons fully and effectively
- to value and encourage the contribution of all children to the life of the school
- to work in partnership with parents and external agencies
- to ensure all staff have access to training and advice to support quality teaching and learning for all pupils
- to identify the roles and responsibilities of staff in providing for children with additional educational needs

5. Identification, Assessment and Provision

All children should feel that they are a valued part of our school community. Many of the children who join us have already been in early education, in some cases with specific needs already identified and assessed. However, all children are assessed through interview and/or test before they commence the school so that prior learning can be recognised and developed. We may require from parents that a more comprehensive diagnostic assessment be completed by an Educational Psychologist should these results, or other indicators, suggest this to be desirable. This assessment information is used to provide starting points for the development of an appropriate curriculum for all children.

At times, standardised assessments may not highlight certain educational needs; it may be that only through the experience of working with a particular child that professional concerns arise. Teachers are responsible and accountable for the progress and development of pupils in their classes. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may have SEND. The progress of every child is monitored regularly and where children are identified as not making appropriate progress in spite of Quality First Teaching, they are discussed with the SENCo who will observe and make recommendations or suggest learning strategies. If the child continues to make little progress, teachers complete a **Referral Form or Record of Concern** document which is then reviewed by the Additional Educational Needs (AEN) team. This document is available on the school central database. Each child is judged on an individual basis, with the Special Educational Needs Coordinator (SENCo) taking the lead in providing learning support or further assessments of the child's needs. Where deemed necessary by the SENCo, however, external specialists and services may have to be consulted via parents.

Liaison between the child's class teacher and the SENCo ensures that parents are fully informed and involved at all stages of this process.

Pupils who have been identified as having special educational needs & disability or learning difficulties are placed on the **Additional Needs Register**, maintained by the SENCo.

6. Pupil Profiles

When a child's individual needs have been assessed and identified, a pupil profile is created to summarise these needs and provide recommendations for support. This profile is produced by the SENCo, with reference to relevant documentation and in consultation with appropriate academic and pastoral staff. It is stored on the school's central database and reviewed on a regular basis. It is the responsibility of the SENCo to ensure that the profiles are accurate and appropriate, and to oversee the review procedure.

It is a professional expectation that all staff involved in the day to day education of pupils on the SEND register familiarise themselves with the pupil profiles relevant to the children they teach and adapt practice accordingly.

7. Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. Staff members have received training on 'Teaching and Learning Styles' and brain friendly learning. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. To maximise learning, children may work in small groups or in one-to-one outside the classroom. Some children may need learning broken down further into specific learning targets on an Individual Education Plan.

8. Individual Education Plans (IEPs)

The UK Code of Practice 2014 has replaced Statements with Education, Health and Care Plans (EHCP). However, schools will need to continue to record individual educational targets.

EHCPs are not appropriate in our private international setting so Anfield School will continue to use the terminology of Individual Education Plans to record targets and support for children requiring more personalised learning. The IEPs will include information about

- the short-term targets set for the pupil
- suggested teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- outcomes (to be recorded when the IEP is reviewed)

The IEPs will only record that which is significantly different from the differentiated curriculum already in place and will focus upon three or four individual targets that match the pupil's needs and have been discussed with the pupil and the parents. The IEPs will be reviewed at least once a term and parents' views on their child's progress will be sought.

In some cases, however, this will not be sufficient to meet the specific needs of a child. On occasion, specific support on a one-to-one basis may be deemed most appropriate and the child may be withdrawn from some classes to enable individualised provision.

The school reserves the right to charge for the provision of additional teaching and significant levels of one-to-one support, above and beyond that provided as part of normal classroom provision and after reasonable adjustments have been made. Parents may be asked to withdraw a pupil if, in the professional judgement of the Principal and after consultation with parents, the School is unable to provide adequately for the pupil's special educational needs or learning difficulties.

9. Specialist Provision

Anfield School has a dedicated class, St Bosco Centre, for children with more pronounced learning difficulties as a transition for those who have the potential to make educational progress in a fully inclusive mainstream classroom at a later stage in their learning development. This class provides intensive teaching and learning following the school curriculum but modified to the specific needs of the SEND children. Lessons in social, fine and gross motor skills are included to help achieve their full potential and thrive in a global community. The children's social and emotional development is enhanced through partial inclusion in the appropriate year groups for more social subjects eg PE, Mandarin, ICT and they join in all school excursions, concerts, assemblies and extra-curricular activities.

10. Partnership with Parents

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having learning difficulties or SEND.

Once a child has been identified as having SEND, the SENCo and Class Teacher will invite the parents to a meeting to:

- formally let them know that their child is being placed on the Additional Needs Register
- discuss assessments that have been completed
- agree a plan and provision for the next term

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice 2014.

Depending on their age the child may be invited to all or part of the meeting, or the targets will be discussed with the child by the parents, teacher and SENCo separately as appropriate.

Records are kept of these meetings and parents are requested to sign agreement of the targets on IEPs.

Anfield School SENCo supports and advises parents on external agency contacts eg psychologists, Speech and Language Therapists, Occupational Therapists, etc. We also have the facility for visiting therapists who provide in-school therapy sessions on a private basis.

11. Roles and Responsibilities

The members of the Additional Educational Needs Team are the Principal, the Special Educational Needs Co-ordinator (SENCo), SEN Teachers, SEN Teaching Assistants and the 1-to-1 Teaching Assistants.

- I. **The Principal** has responsibility for day-to-day management of all aspects of the school's work, including provision for pupils with SEND/LD. The Principal should ensure that all School Board members are aware of the school's SEND provision, including the deployment of equipment and personnel and also work closely with the SENCo and the AEN team.

The Principal needs to ensure that systems are set up within the school to support the SENCo in taking a lead in the strategic management of SEND/LD.

This should include:

- inducting new staff in SEN/LD policy and practice
- training for teachers and TAs in strategies and interventions
- involving SENCo in Self Evaluation including data analysis
- working with the School Board to ensure sufficient funding is available to resource SEN/LD provision
- liaising with external agencies including the Education Bureau's support and Educational Psychology services, health and social care and voluntary bodies

II. **The Special Educational Needs Co-ordinator (SENCo)**

The SEN Co-ordinator (SENCo), in collaboration with the Principal and School Board plays a key role in determining the strategic development of the SEND/LD policy and provision in the school in order to raise the achievement of pupils with SEND/LD. The SENCo takes day-to-day responsibility for the provision made for individual pupils with SEN/LD, working closely with staff, parents and carers, and other agencies. The SENCo also provides related professional guidance to colleagues with the aim of securing high quality teaching for pupils with SEND/LD.

The SENCo, with the support of the Principal and colleagues, seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of pupils' needs, by monitoring the quality of teaching and standards of pupil achievements, and by setting targets for improvement. The SENCo will collaborate with class teachers and subject teachers so that the learning for all pupils is given equal priority, and available resources are used to maximum effect.

The SENCo with support from the Principal will have responsibilities for:

- overseeing the day-to-day operation of the school's SEND/LD policy
- monitoring and evaluating the SEND/LD provision, and reporting to the Principal
- coordinating provision for pupils with SEND/LD, which includes close liaison with the class teachers (in particular) and may take the form of small group work (both in-class and withdrawal) and individual 1:1 support
- liaising with and advising fellow teachers
- managing SEN Teaching Assistants and **1-to-1** Teaching Assistants
- overseeing pupils with SEND/LD via their **Referrals/ Records of Concern**
- writing the **Individual Education Plans (IEPs)** through liaison with the relevant teachers
- liaising with parents of pupils with SEND/LD
- contributing to the in-service training of staff
- managing a range of material resources to enable appropriate provision to be made for children with SEND/LD

III. **SEN Teachers**

The SEN teachers, in conjunction with the Board, the Principal and SENCo, aim to enable all pupils to access high quality education, including the provision of additional support for individual children.

The SEN Teachers' key responsibilities are to:

- Use effective systems to identify and meet the needs of pupils with SEND/LD
- Monitor and record the progress made by pupils with SEND/LD towards the achievement of targets set and IEP's
- Create and maintain an environment which promotes and secures good teaching, effective learning, high standards of achievement, good behaviour and discipline in an international setting
- Ensure effective delivery of the National Curriculum, embracing the children's specific needs and intercultural beliefs
- Develop effective liaison with external agencies to maximise support for pupils with SEN
- Help to manage, order, monitor and review the use of all resources for SEN in order to improve the quality of education and improve pupils' achievements in the unit

IV. SEN Teaching Assistants

Teaching assistants work as part of the team with the Principal, SENCo, and teachers supporting children's individual needs. They play an important part in implementing Individual Education Plans and monitoring progress. They also contribute to review meetings.

12. Allocation of Resources

The Principal informs the School Board of how the funding allocated to support special educational needs has been employed.

The Principal and the SENCo meet annually to agree on how to use funds directly related to SEND. The SENCo and SEN teacher draw up the resources bid when the school is planning for the next school improvement plan.

13. Alternative Arrangements

Withdrawal

The School reserves the right, following consultation with parents, to ask or require parents to withdraw a pupil from The School if, in our opinion:

- the pupil is in need of a formal assessment, learning support, or individual EAL tuition to which parents do not consent; and/or
- parents have withheld information from the School which, had the information been provided, would have made a significant difference to the School's management of a pupil's SEND/learning difficulties and/or EAL provision; and/or
- the pupil's SEND/learning difficulties or study requirements for EAL requires a level of support or acceptance into the School initially which, in the professional judgment of the Principal, the School is unable to provide, manage or arrange
- the pupil has special educational needs that make it unlikely he/she will be able to benefit sufficiently from the mainstream education and facilities which we provide, even after all reasonable adjustments have been made

Financial: Withdrawal of a pupil in these circumstances will not incur a charge to fees in lieu of notice. The deposit paid in respect of the pupil will be credited to the parents' account.

14. Monitoring and Evaluation

The Principal monitors the movement of children within the SEND system in school. The Principal provides staff and the School Board members with regular summaries of the impact of the policy on the practice of the school.

The Principal and the SENCo hold regular meetings to review the work of the school in this area. The School Board reviews this policy annually and considers any amendments in the light of the annual review findings. The Principal reports the outcome of the review to the full School Board.

15. Complaints

The School works, wherever possible, in partnership with parents' to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

16. Equal Opportunities

The School is committed to providing equal opportunities for all, regardless of faith, race, gender or capability in all aspects of the school. We promote self and mutual respect and a caring and non-judgemental attitude throughout the school.

This policy will be reviewed regularly.