



The British International
School of Brussels

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Headteacher: Mr. Stephen Prescott MA

SEND Policy

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Introduction

All children at BISB benefit from an enriching and challenging education in which each person is respected as an individual. We provide a welcoming and caring atmosphere that helps to enhance the qualities of mutual respect, kindness, independence, consideration, and self-confidence for everyone. We guide children to develop their full intellectual, emotional, aesthetic, moral and physical potential so that they learn, think, and make responsible choices, expressing their feelings, thoughts and ideas with clarity.

Relevant School Aims

- sustain a friendly, safe and interesting environment that stimulates and encourages the fascination of learning.
 - treat everyone in our school community as an individual, valuing their contributions and accomplishments.
 - develop good home-school interaction and together improve the quality of learning.
 - ensure that our children follow a well planned and stimulating programme of study, with a wide variety of learning opportunities, that increases knowledge and promotes understanding.
 - determine and improve the capabilities, proficiencies and talents of each child in all sections of the curriculum.
 - work with the children to attain the high standards that we expect from them in all aspects of life in school.
 - help the children develop a sense of right and wrong as the foundation for relationships, alongside consideration of the rights, feelings and well-being of all others.
 - enable the children to make a positive contribution to our multicultural society and to enjoy life, appreciating and coping with its disappointments and triumphs.
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Appendices

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1 Objectives

This policy document is a statement of the aims, principles and strategies to ensure the effective and efficient provision for children with Special Educational Needs and Disabilities (SEND) at BISB. Any child attending BISB with Special Educational Needs and / or Disabilities is encouraged to work towards the fullest extent of their intellectual, emotional, aesthetic, moral and physical potential. BISB is committed to promoting an inclusive approach to their education and so all SEND children should be enabled to make a positive contribution to the school community and to enjoy life, appreciating and coping with its disappointments and triumphs. We try to ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs. We also involve parents / carers at every stage in plans to meet their child's additional needs.

2 Responsibility for coordination

The department co-ordinator of the department that an SEND child attends (Beverley Tranter or Alison Davies) maintains the responsibility for the co-ordination of their educational experiences. Stephen Prescott is the SENCO responsible for coordinating the day-to-day provision of education for pupils on the SEND list.

3 Arrangements for coordinating SEND provision

The SENCO is responsible for

- Contributing to the strategic development of SEND provision.
- Overseeing the day to day operation (and periodic review) of the school's SEND policy.
- Coordinating, tracking progress and evaluating the impact of provision being made for children with SEND. Individual reviews will normally be held twice a year.
- Supporting class teachers with curriculum planning.
- Ensuring the full inclusion of SEND children within the school community and access to the school's curriculum, facilities and extra-curricular activities.
- Liaising with and advising other teachers.
- Maintaining detailed records of the provision made for children with SEND.
- Liaising with parents and carers
- Contributing to the professional development of staff.
- Liaising with external agencies.
- Reporting on the progress of children and young people with SEND

The Department Co-ordinator is responsible for

- Deploying the SEND budget and reporting on how it is spent.
- ensuring equal access for all children and managing inclusive practice throughout the department
- The effective deployment and performance management of learning support staff.

The Headteacher is responsible for

- Allocating any resources deemed necessary for the SEND provision for each school year.

4 Admission arrangements

After obtaining all relevant information from parents the Headteacher, after discussion with the relevant department co-ordinator, shall decide if BISB is able to meet the child's educational needs and make an offer of a place. In cases where professional opinion has decided that, because the child's needs cannot adequately be met, the child should not be admitted, the parents are informed and advised accordingly.

5 Facilities for pupils with SEND

The school has limited facilities for pupils with SEND and no fixed facilities that increase or assist access to the school although this situation can be reviewed on a case by case basis if a specific need is evident.

6 Allocation of resources

The basic departmental budget covers teaching & curriculum expenses and any specialist teaching aids. The delegated SEND budget covers the additional support required.

7 Identification and review of pupil needs

Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, staff will consider all the information about their learning and development from within and beyond the setting, from formal checks, observations and any more detailed assessment of the child's needs. When deciding whether a child should be included on the SEND register we will consider what has already been done to support them and review the strategies used. Children will be assessed using a range of resources.

Children's SEN are generally thought of in four broad areas of need and support:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

Where a child is identified as having SEN we will work in partnership with parents to establish the support the child needs. We recognise that there may be other factors impacting on progress and attainment e.g.

- Attendance and punctuality
- EAL
- Spending periods of time with each parent after parents have separated
- Disability and their needs determined and reviewed?

Factors such as these do not, on their own, constitute a special educational need:

8 Access to the curriculum

High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have SEN. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from other staff. Staff will be supported through professional development to increase their knowledge of SEND and appropriate strategies that can be used to support children.

9 Inclusion of those pupils with SEND

Pupils with SEND will spend the majority of their time in their class setting engaging in the activities of the school, as far as they are able to, with all other pupils. The remainder of their time will be working with the SENCO.

10 Evaluating the success of provision for pupils with SEND.

At BISB we follow a structured approach with four stages of action: assess, plan, do and review. Parents will be informed if their child has been identified as having SEND requiring special provision and will be made aware of the type of support their child needs. Teaching staff will work with the SENCO to put into place support for a child identified as having SEND. A range of

assessment tools may be used to identify areas where support can be targeted. Adequate progress is considered to be one or more of the following

- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or better the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

For higher levels of need we will draw on specialised assessments and support from external agencies such as these:

- Educational Psychologist
- Speech and Language Therapist

The first contact to such external expertise is usually through CHS (Community Help Service)

Parents will be included in discussions at all stages and will be aware of any other agencies involved.

11 Complaints procedure

Parents who have a complaint about the school's SEND provision should follow the school's complaints procedure outlined in the Complaints policy.

12 In-service training

The SENCO has access to professional development opportunities and is able to apply for additional needs training where a need is identified either at an individual pupil or whole class level.

In-house additional needs training is provided through staff meetings by the SENCO.

All staff have access to professional development opportunities at COBIS or ECIS annual training conferences.

13 Transfer Arrangements

When a pupil with SEND transfers to the next phase of their education the SENCO prepares a written report detailing the support that the pupil has received at BISB and the progress that they have made.