



Special SEN policy and information book

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This policy complies with the statutory requirement laid out in the [SEN code of practice: 0 to 25 years](#) and has been written with reference to the following guidance and documents:

[Equality Act 2010 Advice for Schools](#)
[SEND Code of Practice January 2015](#)
[Schools SEND Information Report Regulations \(2014\)](#)
[Supporting pupils at school with medical conditions](#)
[The national curriculum in England](#)

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Safeguarding policy

[SIS-LPEBL Admission Policy](#)

[Teacher's Standards \(updated 2021\)](#)

[Children and Families' Act, 2014](#)

[SEND Regulations \(2014\)](#)

[SEND Code of Practice 0-25yo](#)

In light of the current SEND reforms this policy was created by the school's SENCO and monitored by the Headteacher, the school delegates and the school proprietors, the school's management team in liaison with staff and parents of pupils with SEND.

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

According to the [SEND Code of Practice January 2015](#) children who have a learning difficulty or disability which calls for special educational provision to be made for them, are a **child of compulsory school age** or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning, than the majority of others of the same age
- b) have 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 schools

Identifying and assessing SEN for children or young people whose first language is not English, requires particular care. **Difficulties related solely to limitations in English as an additional language are not SEN.**

Definition of special educational provision

For children aged three and more, **special educational provision, is educational or training provision that is additional to or different from that made generally for other children** or young people of the same age by schools.

Mission statement

SIS- LPEBL is a private independent bilingual (French-English) primary school which provides both [the National curriculum in England](#) and the French [Programme Education Nationale](#).

The very original nature of our own bilingual curriculum implies additional workload for pupils and staff, due to the specific double curriculum and this requires extra involvement from pupils and parents.

SIS- LPEBL is committed to reasonable adjustments to allow SEN children to access a bilingual education and curriculum when possible.

The SEND Policy and Information Handbook is reviewed and monitored at least once a year by the school SENCO, Headteacher, parents-carers, proprietors, and the parent delegates.

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1. AIMS & OBJECTIVES

Aims

We aim to provide every pupil with access to our own French and English bilingual curriculum as defined above.

This includes [the National curriculum in England](#) in line with the [SEND Code of Practice January 2015](#) and the French [Programme Education Nationale](#) with the document [Continuité pédagogique pour les élèves à besoins éducatifs particuliers](#).

school motto and value: Motto: Let's investigate, dream, create: let's use our intelligence to have fun! Values: Caring- Effort- Creativity.

- **To ensure that all pupils with SEND have their needs identified** in order to support their wellbeing, their academic progress, their continued good physical and mental health.
- **To ensure that every pupil is protected from harm and neglect and that every effort is made to enable them to learn and grow independently.**
- **To ensure all pupils can access a balanced curriculum**, differentiated where appropriate.
- **To ensure that all pupils with SEND are able to access the curriculum** by providing an adequate support when (when feasible) where appropriate and by removing their barriers to learning or *ensure the adapted curriculum provision enables them to take the next step with their education. Our school is committed to making **reasonable adjustments to allow access to the curriculum for children who experience learning difficulties.***
- **To develop a close working relationship with parents and pupils.**
- **To create a working network between the school, parents and private or institutional third parts** to ensure a holistic and efficient framework to suit the needs of pupils.

Objectives

- **Identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services prior to the child's entry into the school. (please refer to [SIS-LPEBL Admission Policy](#))
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make a differentiated provision to overcome all barriers to learning and ensure pupils with SEND have full access to the school's bilingual curriculum.** This will be co-ordinated by the school's SENCo, the concerned teachers and TAs and the management team: this process will be carefully monitored, logged and regularly reviewed in order to ensure that individual targets are met and that all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular feedbacks on their child's progress.
- **Liaise with private or institutional third parties** when a need has been identified and discussed with parents.
- **Create a school environment where pupils feel safe to voice their opinions regarding their own needs.** This means providing the opportunity for one-to-one meetings between pupils and their

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teacher/SENCoS and wider opportunities for participation in the school life (school council, cake sales, charity events etc).

2. RESPONSIBILITY FOR THE CO-ORDINATION OF SEND PROVISION

The persons with overall responsibility for overseeing the provision for children with SEND is Mrs Marie-Joelle Deschamps (SENCo), Class teachers and the school management team.

Other professional contacts may include:

- Educational Psychologist
- Pupil and School Support Service
- Speech and Language Therapy Service
- Paediatric Physiotherapists
- Paediatric Occupational Therapists
- Various medical professionals

These professionals can sometimes be contacted by the school and/or through the LEA and local agencies.

Depending on the service contacted, third part can either be free of charge (institutional third-part) or fee paying. In the latter case, all fees are to be paid exclusively by parents.

3. ARRANGEMENTS FOR CO-ORDINATING SEND PROVISION

The SENCo holds details of the following records:

- for children receiving SEND Support
- for children with Provision Plans (IEP/ Assess Plan Do Review Plan)
- for children with an Education, Health and Care Plan
- all Support Plans for individual pupils

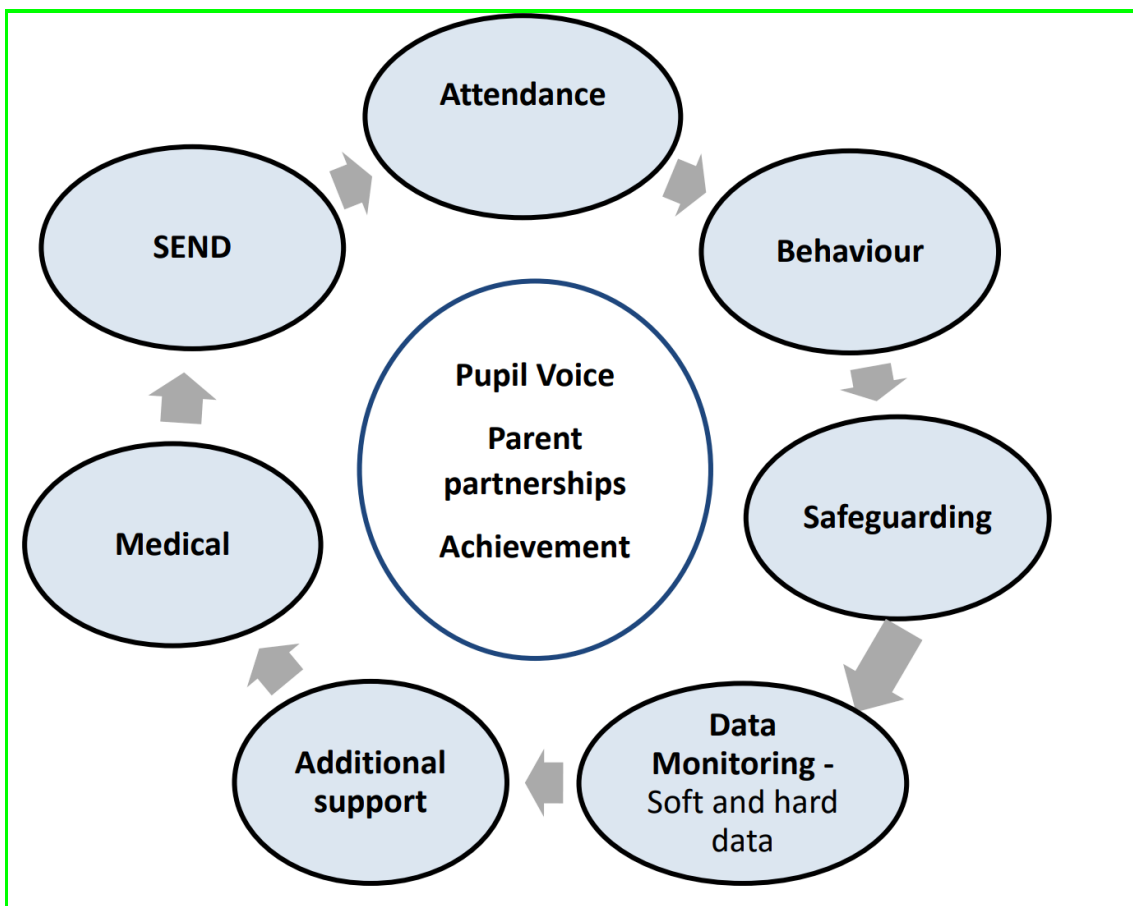
Staff can access (according to their level of professional involvement with SEN pupils):

- The SIS-LPBL KT SEND Policy and information book
- The SEND register
- [SEND Code of Practice January 2015](https://epi.org.uk/wp-content/uploads/2021/03/SEND-Identification_2021-EPI.pdf): Guidance on identification in the Code of Practice, page 23 and to the following advice from Nuttfield Foundation & the Education Policy Institute https://epi.org.uk/wp-content/uploads/2021/03/SEND-Identification_2021-EPI.pdf
- Information on individual pupils' special educational needs including Individual Educational Plans and Assess, Plan, Do, Review, Plan.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information from the school pupil tracker (Scholarpack) on individual pupils' progress,
- Information on current legislation and SEND provision

Relevant information is made accessible to all staff and concerned parents in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and

up-to-date information about all pupils with special needs and their requirements, which will enable them to provide for the individual needs of all pupils.

Parents can access the present school's SEND policy on the school website or upon request at school.



4. ADMISSION ARRANGEMENTS

SIS-LPEBL is a private independent selective school and admission arrangements are specific to a bilingual school which delivers two curriculum French and English. Nonetheless, admission arrangements for all pupils are in accordance with national legislation, including the [Equality Act 2010](#) and [Independent School Standards Guidance](#).

All SEN file from any new pupil must be passed to the SENCo by the previous school or setting/parents at the pre-registration to comply with the [SIS-LPEBL Terms & Conditions](#) and [SIS-LPEBL Admission Policy](#). If the child is making a transition from another school, a meeting may be set up between the feeder school and the receiving school's SENCO to aid the smooth transition of the pupil, and discuss needed arrangements.

5. FACILITIES AND INTERVENTIONS FOR PUPILS WITH SEND

The school has a range of SEND resources and interventions available. These include:

- Wobbly cushions
- Fidget tools, squidgy balls.

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- Coloured reading overlays, pencil grips, dyslexia/dyscalculia adapted text and exercise books, maths/language challenge sets...
- Emotion wheel/ cubes
- PE equipment
- Storage facilities for medical supplies, gloves and aprons
- Dedicated bins or disposal systems for clinical waste
- Care room on each floor can be used for close-up sessions, emotion management or as changing facility
- Handrails on the staircase
- The school building is not wheelchair accessible, except for the ground floor (please see [SIS-LPEBL KT Accessibility Plan](#))
- Lesson differentiation
- Small intervention groups led by teachers, TA or SENCO

6. ALLOCATION OF RESOURCES FOR PUPILS WITH SEND

SEND resources are allocated/ renewed/ updated/upgraded to any pupil identified with SEN within the limits of the school's SEN budget per pupil and per year.

SIS-LPEBL endeavours the provision of a dedicated learning programme for all its pupils and acknowledges that SEN pupils request a closer and more constant care from teachers and TAs. Nonetheless, allocating specific resources, the school will always act for the benefit of all pupils, and will at times request concerned parents financial input to cover the expenses related to SEN practice outstanding from its original SEN budget (for instance third-part on site interventions, dedicated one-to-one TA).

7. THE PROCESS FOR IDENTIFYING AND MANAGING CHILDREN WITH SEND

[SEN code of practice: 0 to 25 years](#) identifies 4 broad categories of need.

These four broad areas provide an overview of the range of needs present in our school. Once a child's needs have been identified, the SENCO, the teachers, with parents and the child (if appropriate), *decide upon the support to be provided and the action(s) that the school will be able to implement*. The needs of the whole child will be taken into consideration during this process.

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time.

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Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Children and young people with ASD (Autism Spectrum Disorder), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including **moderate learning difficulties (MLD)**, **severe learning difficulties (SLD)**, where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to **profound and multiple learning difficulties (PMLD)**, where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools. SIS-LPEBL abides by the latest guidance [-https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf)

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with **vision impairment (VI)**, **hearing impairment (HI)** or a **multi-sensory impairment (MSI)** will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.

Some children and young people with a **physical disability (PD)** require additional ongoing support and equipment to access all the opportunities available to their peers.

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NB: The following needs are NOT considered to be SEND but they may impact on a child's progress and attainment:

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being a looked after child
- Being a child of a serviceman/woman

These issues are monitored by the school for every child where relevant, difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Examples of Evidence to effectively identify the needs of children with SEND as early as possible.

- Class teachers will carry out observations of children causing concern and academic progress will be analysed on Scholarpack /assessment grid. This document is then shared with a member of the SEND team and ways forward are discussed.
- Termly analysis of progress by class teachers, head teacher and SENCO clearly identifies pupils' strengths and weaknesses and forms the basis of provision for the following term.
- Referrals to outside agencies as needed.
- Use of baseline assessments.
- Training of staff at SEND Insets.

8. ACCESS TO THE CURRICULUM INFORMATION AND ASSOCIATED SERVICES

A graduated approach to SEND Support

Our approach to SEND support is based on a continuous cycle. **This is a four-part cycle (assess-plan-do-review)** through which earlier actions are revisited, refined and revised with a growing understanding of the pupils needs and of what supports the pupil in making good progress and securing good outcomes.

Quality First Teaching

- a) Any pupils who are falling significantly below the range of expected academic, and non-academic, achievement in line with predicted performance indicators and grade boundaries will be monitored by the class teacher.
- b) Once a pupil has been identified as possibly having SEND, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher is responsible and accountable for the progress and development of all the pupils in their class (including where pupils access support from a teaching assistant or specialist staff). The teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The teaching for all pupils is regularly reviewed, including for those children at risk of underachievement. This includes giving teachers access to a range of strategies to identify and support vulnerable pupils.

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- e) The SENCO will be consulted for support and advice and may wish to observe the pupil in class.
- f) The teacher and the SENCO will consider all the information gathered about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessments.
- g) If a pupil has recently been removed from the SEND Support list, they may also fall into this category as continued monitoring will be necessary.
- h) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- i) The child is recorded by the school as being under observation due to concern by parent or teacher. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- j) Regular pupil progress meetings will be used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and the progress being made.
- k) Marking is differentiated and in 3 steps: What went well, what can be done better, and individual next step. See school marking policy. Children can also self evaluate their work.
- l) Each child is given a target each term in English and Maths. The targets are discussed and reviewed with pupils, parents-carers.

Additional Support 1 (AS1)

This recognises pupils who are identified as requiring additional and different help as well as the regular differentiated curriculum. Under AS1 the school puts provision in place without reference to regular external advice or without additional resources being provided by the local authority or third-part bodies.

- a) Class teachers will collaborate with the SENCO on the monitoring of progress and then evidence gathering and identification if that is required.
- b) Once the SENCO has been notified, they will make their own assessment through reviewing the evidence of identification supplied by the teacher. With this knowledge the SENCO can help with planning for future in-school support. Action that has already been taken is reviewed and altered in line with the new findings.
- c) If it is felt that the child is likely to have special educational needs rather than just requiring a differentiated curriculum then an Individual Education Plan (IEP) is drawn up, detailing provision and how it will be coordinated. The class teacher, with support from the SEND team and in consultation with parents or carers, will draw up the IEP.
- d) IEP's and reviews are recorded on the School System and parents are informed and consulted at every stage.
- e) This should be seen as a transitory stage. Whilst on this level of support we will be involved in identifying if the child does have specific SEND or is underachieving because of other factors.
- f) A pupil passport is created to identify the pupil's characteristics of learning and strategies used to help her/him (add template of pupil passport).

Additional Support 2 (AS2)

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- a) When a child has been identified as having SEND and steps have been taken for provision under ASI but the child has not progressed as expected, an assessment will be made to further identify specific areas of needs.
- b) After discussion with parents or carers, internal or external professionals will be requested to make their own assessments of the child and provide support in the planning of extended provision, continued assessment, and revised action points.
- c) The school will make every effort to ensure that the additional advice provided is put into practice as swiftly as possible and will keep in regular contact with support services and parents regarding progress and targets met. External input may involve support and intervention, for example through specialist teaching or therapy.

Request for an Education, Health and Care Plan

This system develops an integrated assessment and review process from birth to 25 years, leading to a single plan. This plan will involve Education, Health and Care services bringing together the range of support on which children, young people and their families can rely, referred to as the **Education Health and Care Plan (EHC)**.

If a child has lifelong or significant difficulties they may undergo an **Education, Health and Care Plan Assessment** which is usually requested by the school but can be requested by a parent. This new system is an integrated assessment. The Local Authority will be given information about the child's progress over time and documentation in relation to the child's special educational needs. An assessment will occur when the Local Authority believes that the school has taken every step possible to support the child but is unable to provide the level of support needed alone.

The decision to make a referral for an Education, Health and Care assessment will be taken at a progress review.

Information relating to the current provision provided will be gathered, including action points that have been taken and the preliminary outcomes of targets set on IEP and on the Assess, plan, Do, Review plan.

The application for an Education, Health and Care assessment will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Health professionals
- Care professionals
- Outside Agencies

Keeping all staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical information, and teacher feedback

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- Providing regular training and learning opportunities for staff regarding SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND (see section 12 'In service training')
- Making use of all class facilities and space
- Using in-class interventions and support effectively to ensure that the curriculum is differentiated where necessary
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision. Parents will be made aware of any circumstances in which changes have been made
- Setting annual outcomes that motivate pupils to do their best, and celebrating achievements at all levels

9. INCLUSION OF PUPILS WITH SEND/ EQUAL OPPORTUNITIES TO ENGAGE FULLY IN SCHOOL LIFE.

The school's management team and SENCO oversee the school's process for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

We aim to optimise opportunities for participation and achievement across all areas of school activity (social, curricular, physical) by:

- Providing a balanced curriculum for all pupils both in and outside of the classroom, including play and interaction at mealtimes and playtimes, and extending to additional activities before or after school, school day trips and residential visits
- Practicing teaching methods that suit the needs of individual pupils
- Promoting an inclusive culture throughout our school and encouraging social responsibility and understanding amongst all our pupils
- Class teachers will carry out observations of children causing concern. This does not place the child on the SEND register. This document is then shared with a member of the SEND team and ways forward are discussed
- Termly analysis of progress by class teachers and coordinators, identifies pupils' strengths and weaknesses and forms the basis of provision for the following term
- The SENCO produces a detailed breakdown of termly progress plus support provided for all children on the [SEND Code of Practice January 2015](#) which is shared with relevant staff. This ensures children are receiving the appropriate level of SEND support in school
- Referrals to outside agencies as needed
- Use of standardised testing
- Use of baseline assessments
- Discussions with teaching staff, colleagues, Head Teacher, parents-carers.
- Recording of pupils' voice and parents/carers' voice.
- Access to Wednesday clubs, to after-school clubs and to trips for Pupils with SEND under the condition that fully trained staff are present during these activities.

10. EVALUATING THE SUCCESS OF PROVISION

SEND provision at SIS-LPEBL is evaluated against the stated objectives in this policy. Staff, parents/carers and children are all involved in the evaluation process.

Evaluation is ongoing which means that the SEND provision is always the subject of continuous assessment and review.

- The teaching for all pupils is regularly reviewed, including for those children at risk of underachievement. This includes giving teachers access to a range of strategies to identify and support vulnerable pupils
- The SENCo will be consulted for support and advice and may wish to observe the pupil in class
- The teacher will consider all the information gathered about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessments.
- If a pupil has recently been removed from the SEND Support list they may also fall into this category as continued monitoring will be necessary
- Parents will be fully informed of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school
- The child is recorded by the school as being under observation due to concern by parent or teacher, but this does not place the child on the SEND register. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference
- Regular pupil progress meetings will be used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and the progress being made

11. IN-SERVICE TRAINING (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

Our school offers a range of training opportunities including:

- [SEND Code of Practice January 2015](#): whole staff training
- Safeguarding children with SEN /Educare
- Specialist sensory processing
- SENCo training (University of Bedfordshire NASENCO)
- Selective mutism training with xxx LA

The SENCo attends relevant SEND courses and facilitates/signposts relevant SEND focused external training opportunities for all staff.

The SENCo, with the senior management team, ensures that training opportunities are matched to school development priorities and those identified using provision management

12. LINKS TO SUPPORT SERVICES, OTHER AGENCIES AND VOLUNTARY ORGANISATIONS

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The school continues to build working relationships and links with external support services in order to support our SEND pupils.

Sharing knowledge and information with external support services is key to the effective and successful SEND provision within our school.

The following services will be involved as and when is necessary:

- Educational Psychology
- Speech and Language Therapy Service
- NHS, Health Services
- Health Visitors
- Occupational Therapists
- Social Services
- Parents-carers can find more information about the [Borough] Local Offer on <http://www.localoffer.xxx.gov.uk/>
- Several agencies are available to support parents with advice and dispute resolution. · SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) previously known as the parent partnership service (PPS) offer impartial advice and information. SENDIASS can be reached on 020 7974 6264 .
- Other specialist services in Camden:
- TOPS-The Tavistock Outreach programme: Child/ family/parent therapy. Group therapy sessions/Consultation for staff
- MOSAIC Multi agency assessment, diagnosis and support for disabled children and their families 0-18
- Families in focus, [Borough]: Support wellbeing in the community, work with families

- Example Evidence for Objective 4: Support from outside agencies.
 - Referrals made by SEND team following consultation with parents/carers
 - Use of standardised assessment to assess needs and provision
 - Recommendations/programmes followed and included on Support Plans
 - Reasonable adjustments made across school
 - Multi-agency meetings
 - Relevant training for specific staff and children arranged by SEND team

13. WORKING IN PARTNERSHIP WITH PARENTS

SIS-LPEBL has always believed that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND pupils, leading to the correct intervention and provision
- Continuing social and academic progress of pupils with SEND
- Personal and academic outcomes are set and met effectively

The importance of parental involvement is highlighted in the principles underpinning the [SEND Code of Practice January 2015](#), which must have regard to:

- The views, wishes and feelings of the child or young person, and the child's parents
- 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

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- 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 welcomes feedback from parents all year round and parents can make a confidential appointment to speak to any member of staff including the Head Teacher or the SENCo at any time on request.

Parents will be kept up to date with their child's progress through progress reports in January and in June, during parent-teacher meetings (in November and March each year), informal conversations with staff and at SEND review meetings. Parents will always be able to speak to school staff privately about confidential issues.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

If an assessment or referral indicates that a pupil has additional learning needs, this will always be discussed with the parents and the pupil (if appropriate). Inclusion on the school's SEND register and future provision will be agreed together.

Parents will be invited to attend any meetings with external agencies regarding their child and will be encouraged to play a central part in discussions that are held regarding the provision for their child.

Evidence of pupils' knowledge from home is warmly welcomed (videos from home etc) and pupils' views, preferences as well as parents-carers' views and opinions are recorded and included in all strategies used in school.

Parents are invited to the school to participate in some of the interventions, when needed.

Parents are welcomed to the schools to lead some assemblies, workshops and other events.

Example Evidence for working in good partnership with parents-carers.

- Invitations to review meetings
- Informal conversations, including telephone conversations
- Drop-in meetings
- Parents' evenings
- Collection of parent views
- Sharing targets, assessments and provision
- Support with transition
- Provision of annual progress reports
- Monitoring before review meetings
- Child is present and encouraged to actively participate during review meetings
- Work as part of Pastoral team to ensure the physical and emotional welfare of pupils.

14. TRANSITION WITH OTHER SCHOOLS

Upon admitting new children with known SEND, the SENCo will contact the previous school to collect information and request paperwork to be transferred and arrange a meeting with the parents.



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If a child with SEND transfers to another primary school, SIS-LPEBL SENCo will contact the SENCo at the receiving school to share information to aid a smooth transition.

Upon allocation of secondary schools for children with SEND, the SENCo will arrange a formal meeting to share information and hand over documents. This is an ideal meeting for parents to attend to begin to develop relationships with new staff.

15. COMPLAINTS PROCEDURE

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head teacher, the coordinators or the SENCo, who will be able to advise on formal procedures for complaint.

Borough Mediation Service can help with resolving disputes and offers a mediation service that parents can access. <http://www.kids.org.uk/Event/SEND-mediation-service>

The school asks all parents to complete an annual survey and write down their level of satisfaction and what they suggest the school could do even better.

Date of adoption of this policy	4 November 2022
Date of last review of this policy	4 November 2022
Date for next review of this policy	1 November 2024
Policy owner (SLT)	DSL
Authorised by	DSL, Headteacher and Proprietor