

La Côte International School Special Educational Needs Policy

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Revised: July 2010

This document is designed to outline the policy of the La Côte International School for children who have special educational needs. It also sets out the systems and practices, which encourage and enable the integration of children with special educational needs.

The policies and practices of the La Côte International generally follow the English National Curriculum and consequently we follow the UK S.E.N. Code of Practice as far as is appropriate to the context of our school.

We recognise that we are a small, English-speaking school and therefore the support we offer is limited by the amount of expertise we can hold and the relative isolated nature of the school in relation to other English speaking services and agencies to assist us.

Definition of Special Educational Needs

A child may be considered to have special needs if his or her progress is affected by one or a combination of the following:

- Specific learning difficulties (e.g. dyslexia, dyscalculia),
- General learning difficulties (e.g. comprehension, attention, memory),
- Communication difficulties,
- Physical difficulties,
- Social or emotional difficulties,
- Behavioural problems,
- Underachievement,
- Persistent illness or medical problems,
- Several changes of school, leading to gaps in general education,

At the La Côte International School we are also committed to meeting the needs of children who are English Language Learners and require extra support to fully access the English National Curriculum. We recognise the special needs of children who are gifted and talented and, within the constraints of a small school, appropriate challenge and provision is made within the daily activities of the school. These particular needs are not generally defined as 'Special Educational Needs'.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty regarding individual progress, teachers will look carefully at all aspects of a child's performance across the different subjects in order to establish whether the difficulties they are experiencing in the classroom are due to limitations in their command of the language used or arise from special educational needs.

Fundamental Aims and Principles of the LCIS Special Educational Needs Policy

Aims

- To meet the needs of a child with special educational needs;
- to positively promote inclusion and endeavour to meet the special educational needs of each individual child within our capacity;
- to offer full access to a broad, balanced and relevant education and to make the school curricular appropriate to each individual child;
- to listen to and take into account the views of the child;
- to recognise that parents have a vital active role to play in supporting their child's education;
- to build confidence and self-esteem to enable all children to work to their full potential;
- to work together to identify children with special educational needs early and to continually assess and monitor progress and difficulties;
- to ensure a smooth transition through the school and ensure high expectations are set that can be attained;
- to ensure that teaching and learning materials are matched to the needs of the individual;
- children with special needs vary enormously in their strengths, their needs and their curriculum requirements. Central to this is the acknowledgement that needs may change over time. Therefore, support should be well coordinated by being adaptable to individual needs and flexibly organized.

Principles

- Children with special educational needs should be, as far as possible, integrated into the mainstream class. Learning support should be in line with mainstream work, whilst meeting individual needs.
- The schooling of children within the mainstream classroom should not affect the progress of fellow peers.
- Identification and referral of difficulties should be made as early as possible so that children are able to receive the help they require quickly and effectively.
- A close liaison with parents should be encouraged so that school and home may work in partnership, to the full advantage of the child.
- Where possible additional staff may be used to support pupils in small groups or individually. They should be informed about the children's difficulties and be aware of the strategies formulated to meet individual needs.

Identification, Assessment and Review Arrangements for Children with Special Educational Needs

The importance of early identification, assessment and provision for any child with special educational needs cannot be over-emphasized. The earlier the action is taken, the more responsive the child is likely to be.

It is important to recognise that provision for children with special educational needs is a matter for the school as a whole and that all staff have a responsibility.

The continuous cycle of planning, teaching, learning and assessment already takes into account the wide range of abilities, needs, aptitudes and interests of the children.

Children who fail to learn and progress within these arrangements and children whose overall attainment in particular areas of the curriculum fall significantly outside the expected range may have special educational needs.

Identification of Special Educational Needs

Children can be identified as having special educational needs by:

- ❖ professional judgement
- ❖ informal discussions with colleagues
- ❖ parental concerns
- ❖ evidence from outside agencies or specialists
- ❖ assessment tools including results from summative assessments.

Communication is key to early identification of special educational needs and any action that results from these concerns. All information that can be shared by school staff, parents and other agencies involved help to shape appropriate provision.

Levels of Intervention

Levels of intervention are based on need and are decided by the Special Needs Coordinator (SENCo) and class teacher/s, in consultation with parents and other professionals as required.

The levels are Early Years/School Action, and Early Years/School Action Plus. We also have children recorded as an informal expression of concern prior to early years/school action.

❖ Expression of Concern

Children may be recorded as an expression of concern with the SENCo and are kept under review each term with no additional intervention required at that stage. Their needs are met through the planned, differentiated curriculum offered to all children in the class. This is often true of children just starting school or when adjusting to a change in circumstance. These children are not included on the school's SEN register.

❖ Early Years/School Action

Those whose need has been identified as requiring support that is additional to or different from those provided for all through the differentiated curriculum are then placed at **School Action** on the SEN register. An IEP is drawn up to support their needs. The parents, class teacher, teaching assistant and SENCo are involved in the drawing up of the IEP and appropriate targets are set to address the child's needs.

Typically provision at School Action is made through carefully differentiated curricular tasks or programmes in the classroom, often with small group or individual support within the classroom by a learning support worker or the class teacher.

Support may not require additional adult time but may require additional learning materials or equipment or peer support. Support at this stage may also include some planned intervention or tuition with the learning support worker or teacher to address particular target areas on the IEP.

The main emphasis however is to support individual children within the classroom so that they can access the curriculum at an appropriate level. Regular timeslots will be recorded in the teachers planning to ensure coverage of IEP targets.

If the child is in the Foundation One, this support is referred to as **Early Years Action**.

❖ Early Years/School Action Plus

Where a child continues to be a cause for concern after several reviews at School Action, or where the initial need is felt to be considerable, outside agencies may be contacted to provide advice regarding the targets for the IEP and assessment of the child's individual needs. Where other agencies are informing the IEP the child is moved to **School Action Plus**.

Provision for children typically at this stage is aimed at providing support that is additional to or different from that provided for the rest of the class. Support may be for longer

periods during the school week, or more frequently within the school day, and may involve withdrawn help from specialists such as for speech therapy. At LCIS we aim for the child to be in the classroom for as much as possible to access a broad and balanced curriculum.

If the child is in Foundation One, this help is called **Early Years Action Plus**.

Individual Educational Plan (IEP)

An IEP is a planning, teaching and reviewing tool that underpins the process of planning intervention of the individual pupil.

The Individual Education Plan sets out 'SMART' targets and highlights action needed to help to progress from the most recent assessment.

The format for an Individual Education Plan at LCIS is included in the appendix.

The IEP includes the following information:

- ❖ details about the child's areas of strength and need;
- ❖ assessment data and summary of results;
- ❖ three or four short term SMART (specific, measurable, achievable, relevant, time-bound) targets set for the child;
- ❖ teaching strategies and resources to be used;
- ❖ assessment criteria and planned outcomes/objectives in reference to review;
- ❖ provision and support to be in place;
- ❖ review date.

The IEP will only record that which is additional to, or different from, the differentiated curriculum. The IEP will be regularly reviewed on a termly basis. The delivery of the interventions recorded in the IEP will continue to be the responsibility of the class teacher. They are to be seen as working documents that are jargon free and comprehensible to staff and parents.

Additional support

A child may require additional support when:

- ❖ A child needs specific help and support to be able to access a part or the whole of the curriculum.
- ❖ A child's learning difficulties are not being met by active, relevant and purposeful measures taken within school.
- ❖ Special educational provision required is greater than the resources normally available.

In these cases, educational provision for a child will require further support through the funding of specific resources, equipment and tutoring from a member of the Learning Support Team or other educational or medical professional. Parents are fully involved in the

school's discussions about the specific needs of their child and their views are always taken into account. In cases where additional support is required the school may make such provision a condition of ongoing enrolment. Where parents, relevant professionals and the school have differing views on the specific requirements of a child and the need for and level of additional support, the views of all stakeholders are considered. Parents or other nominated fee paying representatives are responsible for providing the funding to meet the costs of such additional support. However, the school may cancel the enrolment of a child if additional support is not funded.

At LCIS we recognise the role that both the school and home play in providing such support. As a consequence a model has been introduced which determines that any additional costing is to be shared by the school and fee-payer and which sets out the contributions to be provided by the fee-payer. This fee structure only applies where support is provided by a member of the LCIS Learning Support Team. Other medical or educational professionals will have a different fee structure.

Please refer to the document '**School SEN Fees 2010/2011**' which is available from the school's website, or through contacting the school directly.

The Director has the right to refuse admission to any child whose needs cannot be adequately met by the school. The Director also reserves the right to review the continued registration of any child whose circumstances change significantly during their time at the school, should there be an adverse impact on either the school's ability to provide a satisfactory level of care or education or where funding provided for additional support is withdrawn or reduced. The Director may also review a child's continuing registration in the school where it becomes apparent that not all relevant information was made available to the school at the time of admission. In exceptional circumstances, LCIS may accept a child for a defined period of time, for example, during the Foundation Stage, where a child's needs may be more easily be incorporated within the class structure.

Options may include:

- Regular individual support for the child during the school week. It may be provided by a qualified learning support teacher, if available, or a Classroom Assistant.
- Tutoring after school.
- Alternative or supplementary schooling (for example Oak Hill School).

The same principles apply to target setting, liaising and reviewing as were laid out in the previous stages.

Review of SEN provision

Provision and support for a child is reviewed through an annual cycle. This involves regular termly meetings to discuss and review Individual Education Plans and a regular check to ensure any additional support is used effectively and well.

Copies of all documents are given to parents, one copy is kept in the teacher's SEN folder and one is held by the SENCO.

Upon request reports, IEPs and other documentation shall be sent to a child's new school when they move on from LCIS.

Communication

Please refer to the school's SEN Communication Policy, which sets out the processes and procedures to ensure appropriate interaction and consultation regarding special educational needs provision.

The Role of the Special Educational Needs Co-ordinator

The Special Educational Needs Co-ordinator (SENCO) is a member of the school's Senior Management Team.

The role of the SENCO involves:

- Overseeing the SEN policy;
- co-ordinating provision and support for children with special educational needs within the school;
- liaising with class teachers and Learning Support staff to advise, inform and support them in their role;
- overseeing and collating the records of all children with special educational needs;
- contributing to discussions and liaising with parents of children with special educational needs alongside the class teacher;
- arranging formal termly reviews for all children at Early Years/School Action and Early Years/School Action Plus.
- contributing to training and support of school staff in meeting the needs of children with special educational needs;
- making contact and liaising with external specialist agencies.

The Role of the Headteacher

- To maintain an overview of the SEN provision in the school;
- to monitor SEN provision within the school, in particular its impact on individual children;
- to manage the budget for support assistants and resources.

The Role of the Class Teacher

All teachers are teachers of SEN; this must be at the forefront of teacher's minds when planning, assessing and recording children's work and delivering the curriculum. Teachers are responsible for:

- The day-to-day teaching of all children in their class including those on the SEN register;
- identifying initial concerns regarding those children who potentially have SEN and bringing them to the attention of the SENCo for further assessment;
- reporting ongoing concerns or concerns that cannot wait until the termly reviews;
- writing and updating IEP's for each child during their termly reviews in their class on the SEN register at early years/school action and early years/school action plus, alongside the SENCo;
- devising strategies and identify appropriate methods of access to the curriculum for those with special educational needs;
- preparing for and attend termly reviews for each child on the SEN register;
- setting appropriate targets for each child on the SEN register;
- planning an appropriate differentiated curriculum to meet the needs of these with special educational needs and to address the targets on their IEPs;
- continually keeping the children's IEPs under review;
- liaising with the support workers/external agencies and the SENCo so that provision is seamless and everyone knows what they are doing for each particular child.

The Role of Learning Support Workers and External Agencies

Additional support individuals should:

- Be aware of the children's IEPs and provide feedback to the class teacher and SENCo;
- deliver the curriculum under the direction of the class teacher for those children with SEN;
- deliver additional teaching/catch up programmes of work as appropriate under the direction of the class teacher;
- liaise with the class teacher as to the progress of the children they have worked with in each session;
- plan and prepare appropriate materials;
- prepare for and attend termly reviews for each child on the SEN register;
- continually keep IEPs under review, with the class teacher;
- assist the class teacher and SENCo in the setting and updating of appropriate targets for each child on the SEN register.

Appendix

- I. Record of Concern
- II. Individual Education Plan (IEP) templates
- III. IEP Review Template
- IV. Involving the child with target setting and reviews
- V. List of the LCIS Learning Support Staff;
- VI. List of Outside Agencies (updated annually);

List of Current Learning Support Staff 2009 - 2010

List of Outside Agencies

Name	Role	Year Groups
Melanie Gentles	SENCo	FS1 – 9
Nicole Ellis	Learning Support Worker	FS1 – 9
Jane Franklin	Learning Support Worker	FS1 – 9

Name	Role
Susie Ghiandoni	Occupational Therapist
Kristine Jaccoud	Occupational Therapist
Bethan Gollut-Jones	Educational Psychologist
Anita Godson	Speech Therapist
Oak Hill School	Provides support for students who are experiencing difficulties and have been diagnosed with dyslexia and/or attention deficit disorder (ADD/ADHD).

ASK: All Special Kids, Geneva	Support group
SGIS: Special Needs Group	Support group

La Côte International School	INDIVIDUAL EDUCATION PLAN
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Name: D.O.B.: Class :	Date of Action Plan: Date of Review No. previous IEPs:
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<i>Areas of Strength</i>	<i>Areas of Need</i>

<i>Assessment Data/Source</i>	<i>Date</i>	<i>Summary of Results</i>

<i>Learning targets</i>	<i>Teaching Strategies and Support</i>	<i>Resources</i>	<i>Assessment Criteria</i>
<i>Supported in school by:</i>		<i>Frequency:</i>	
<i>Outside agency support:</i>		<i>Frequency:</i>	
<i>Parental/Home contribution:</i>			

