

Evolution International School  
Special Educational Needs Policy  
April 2018  
Reviewed 14<sup>th</sup> February 2019

## Rationale

This document is designed to outline the policy of Evolution for students who have special educational needs. It also sets out the systems and practices, which encourage and enable the integration of students with special educational needs into mainstream education.

## Definition of Special Educational Needs

A student 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 Evolution we also recognise the special needs of students who are gifted and talented and make provision for their needs within the daily activities of the school. These particular needs are not defined as 'Special Educational Needs'. However, in identifying, acknowledging and supporting these needs the school and its team work closely with students and their parents.

## Identification, Assessment and Review Arrangements for Students with Special Educational Needs

The importance of early identification, assessment and provision for any student with special educational needs cannot be over-emphasized. The earlier the action is taken, the more responsive the student is likely to be. It is important to recognise that provision for students with special educational needs is a

matter for the school as a whole and that all staff have a responsibility to the students. The continuous cycle of planning, teaching, learning and assessment already takes into account the wide range of abilities, needs, aptitudes and interests of the students. Students who fail to learn and progress within these arrangements and students 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 Students 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 helps to shape appropriate provision.

### Levels of Intervention

Levels of intervention are based on need and are decided by the Special Needs Coordinator (SENCO) and teacher/s, in consultation with parents and other professionals as required. The levels are (1) Expression of Concern, (2) School Action, and (3) School Action Plus.

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

(2) School Action - those whose needs have 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 Individual Education Plan is drawn up to support their needs. The parents, teachers, teaching assistants and SENCO are involved in the drawing up of the IEP and appropriate targets are set to address the student'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 the SENCO 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 SENCO or the class teacher to address

particular target areas on the IEP. The main emphasis however is to support individual students within the classroom so that they can access the curriculum at an appropriate level.

(3) School Action Plus - where a student 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 student's individual needs. Where other agencies are informing the IEP the student is moved to School Action Plus. Provision for students 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. 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 student and the need for and level of additional support, the views of all stakeholders are considered. Parents are responsible for providing the funding to meet the costs of such additional support. The school director has the right to refuse admission to any student whose needs cannot be adequately met by the school.

#### Review of SEN provision

Provision and support for a student is reviewed through an annual cycle. This involves regular meetings to discuss and review Individual Education Plans and a regular check to ensure any additional support is used effectively and well. All documents are available through the Gateway to all parties. Upon request reports, IEPs and other documentation can be forwarded to a student's new school should they move.

#### The Role of the Special Educational Needs Co-ordinator

The role of the SENCO involves:

- overseeing the SEN policy
- co-ordinating provision and support for students 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 students with special educational needs
- contributing to discussions and liaising with parents of students with special educational needs alongside the class teacher
- arranging formal semester reviews for all students at School Action and School Action Plus.
- contributing to training and support of school staff in meeting the needs of students with special educational needs
- making contact and liaising with external specialist agencies.

### The Role of the School Director

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

### The Role of the Class/Subject Teacher

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

- The day-to-day teaching of all students in their class including those on the SEN register
- identifying initial concerns regarding those students 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 regular reviews
- writing and updating IEP's for each student during their semester reviews in their class on the SEN register at school action and 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 semester reviews for each student on the SEN register
- setting appropriate targets for each student 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 students' 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 student.

### The Role of Learning Support Assistant and External Agencies

Additional support individuals should:

- be aware of the student's IEPs and provide feedback to the class/subject teacher and SENCO
- deliver the curriculum under the direction of the class/subject teacher for those students with SEN

- deliver additional teaching/catch up programmes of work as appropriate under the direction of the class/subject teacher
- liaise with the class/subject teacher regarding the progress of the students they have worked with in each session
- plan and prepare appropriate materials
- prepare for and attend regular reviews for each student on the SEN register
- continually keep IEPs under review, with the class/subject teacher
- assist the class teacher and SENCO in the setting and updating of appropriate targets for each student on the SEN register.

### SEN and the IBDP

The school values inclusivity and diversity and seeks to help all students access the IB Diploma wherever possible. The school's policy of 10% special needs and its development of a learning support department endeavours to ensure that all students get the opportunity to access the full programme at Evolution. All students are expected to enter the DP unless otherwise counseled during the middle years and IGCSE programme. Weekly support is given to students who have learning needs and students are given the opportunity to learn and show the outcomes of their learning in diverse ways. The DP encourages the development of communication skills, social skills, self management skills, research skills, and thinking skills in line with the Learner Profile. Scaffolding provided by teachers attempts to provide access and success for all students within the curriculum.

The school's Learning Support team will consult with parents and students before entry into the Diploma Programme to ensure that all learning and physical disabilities can be catered for. The IB coordinator will apply for any necessary provision for each student using the appropriate forms D1/D2. The school will provide the following:

- Support for its students with learning/ special educational needs and support their teachers
- Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.
- Teaching and learning differentiates instruction to meet students' learning needs and styles.

All additional provision for candidates must be in line with IB policy. The school maintains a register of special needs and, together with parents, strives to develop appropriate documentation from medical professionals for each student on the special needs register. Students also receive training in how to overcome their particular difficulties in exam conditions.

The school is aware of the following requirements by the IB to provide assessment arrangements for SEN students:

1. Psychological/psycho-educational/medical report written by medical, health, educational or psychological professionals with appropriate qualifications and/or professional licenses in their country of residence.
2. Educational evidence can be a letter/observational report from the coordinator and/or the candidate's subject teacher(s) outlining any difficulties which may be apparent in class plus a brief summary about the arrangements provided to the candidate in order to access learning and assessment. Educational evidence can also be provided by way of a detailed individualized educational plan for the student or a sample of work done under timed conditions without the assessment arrangements that are being requested

In exceptional circumstances a student on the SEN register may be considered by the SMT and SENCO for an alternative pathway which consists of studying eight IGCSEs for two years in grades 9 and 10 with examinations staggered over the four years from 9-12. Then on entering the IBDP taking all subjects at standard level and complete the CAS requirement but on the assumption that they will not enter for the examinations but will use the two years to take their remaining IGCSEs and retakes in their own time