

2.3 – Special Educational Needs (SEN)



Rationale

At The British School, Alexandria we aim to offer an education of the highest quality; we believe that each and every pupil should be given the opportunity to achieve their best. This policy outlines the way in which such support is provided, so that all pupils can be included in, and benefit from, a broad and diverse curriculum.

The British School models this policy on the principles of the English educational guidance document entitled “Special Educational Needs Code of Practice (revised 2011)” as well as the more recent SEND code of practice January 2015, which amongst several ideas, promotes the principle that a child with SEN should have their needs met and that there should be high aspirations for SEN students. It is also important that there is early identification of SEN, followed by early intervention and that the student themselves is involved in decision making in relation to any special provision.

The areas of need are usually defined as:

- Communication and interaction – speech and language disorders, autistic spectrum.
- Cognition and learning – learning difficulties, including dyslexia, dyspraxia.
- Behaviour, emotional and social development – isolated, disruptive, hyperactive behaviour; lack of concentration; immature social skills, eating disorders; challenging behaviour.
- Sensory/physical needs – visual/hearing/multi-sensory impairment; physical disability; medical conditions

Key features

1 Areas of Support

At The British School, each student is seen as an individual and the initial support is provided within the classroom as teachers differentiate work and teach to the highest standard. When a student is not making the expected progress teachers will write an individual education plan (I.E.P.). This provides additional support from the class teaching assistant and the Class teacher; students may then be selected to work in a target group which would focus on the student’s specific area of weakness.

The British School, Alexandria has several students who are identified as being ‘able and talented.’ These students often display thinking skills, academic skills or sporting abilities which we would expect to see in older students.

2 Individual Education Plan (I.E.P.)

An I.E.P. is a document created by the teacher(s), teaching assistant and is shared with the parents and the student. It outlines specific strategies that will be put in place to enable the student to achieve their best.

I.E.Ps are reviewed at least three times a year with parents. However, these are working documents for teachers and as such are reviewed more often and the targets are referred to in planning. A register is kept of students with an I.E.P.

An I.E.P. can be written for a student with a specific learning difficulty (which is long term, e.g. dyslexia or a physical disability) or an additional educational need (which is shorter term, e.g. E. A. L., behavioural, social or emotional).

The Heads of School are responsible for ensuring the maintenance and review of the register together with the provision and use of I.E.P.s where applicable. To a large extent, quality teaching should help address the needs of students with SEN and teachers are expected to differentiate in their normal course of teaching. We therefore try and avoid lots of students having I.E.P.s – we only issue I.E.P.s for students with more severe SEN. We are fortunate to have a number of staff who have particular expertise in SEN and so Heads of School can consult these members of staff where needed.

3 More Able and Talented (A & T)

These students' needs are met through differentiation and the highest standard of teaching. We have a More Able and Talented register and teachers are made aware of these students and their additional needs. In addition, there are some opportunities for them to attend booster groups where they can further develop their understanding. These students are monitored through the More Able and Talented register and they are selected to attend the CIBSA events in the appropriate subject areas.

4 English as an Additional Language (E.A.L.)

Over 90% of the students at The British School have English as an Additional Language. All staff are therefore expected to use EAL friendly strategies in all of their lessons. While most students confidently access the curriculum in English, others have more difficulty. These students are supported by class teaching assistants and may also have an IEP written to provide specific support as well as accessing the ELDP (English Language Development Programme). Students who have particular difficulties are identified through NGRT tests.

5 Pastoral Support

Behavioural, social and emotional difficulties have an impact on a student's academic progress and at The British School we believe in educating the whole person. The pastoral system is based around the class teacher and in Senior School the Form Tutor. In cases where more support is needed, the class teacher/form tutor would ask for the support of the Head of School and in some cases a TA will be used to help. PSHCEE and assemblies also look at a range of pastoral issues.