



SPECIAL EDUCATIONAL NEEDS & LEARNING SUPPORT POLICY

The BSM aims to offer excellence and choice to all pupils taking into account their ability and needs and removing the barriers to learning and participation in the School community. Some children will have specific barriers to learning that will require particular action by the School and this policy outlines the procedures.

The aims of the Policy are to:

- ensure children with additional learning needs (ALN)/special educational needs (SEN) are identified, assessed and provided for;
- create a learning environment suitable for each child;
- ensure all pupils have access to the curriculum in an inclusive way;
- make clear the expectations of all partners in the process;
- ensure that parents are able to play their part in supporting their child's education.

The Role of the Special Educational Needs Coordinator

The Head of Special Educational Needs/Special Educational Needs Coordinator (SENCo) is the Head of the Learning Support Department (LSD) and manages the day to day operation of the policy and team. S/he:

- co-ordinates the provision for and manages the responses to children's needs;
- supports and advises colleagues;
- oversees the records of all pupils with special educational needs;
- acts as the link with parents;
- manages a wide range of resources, material and staff to enable appropriate learning provision.

The Role of Learning Support Teachers

Teachers working as part of the LSD support the identification, assessment and implementation of learning support across the School, and ensure differentiation strategies are implemented in the classroom setting.

Learning Support at the BSM

The BSM provides a broad and balanced curriculum that meets the specific needs of all individuals and groups of pupils. During lesson planning teachers set suitable learning challenges and respond to children's diverse learning needs. Some pupils, however, may have barriers to learning or additional learning needs (ALN) that will require additional action by the School to ensure that they are able to meet the demands of the mainstream curriculum.

The need for learning support may arise at any time throughout a child's education. It may persist for brief or much longer time periods and require assessment and a possible plan of action to be formed and recorded as targets on the primary School report cards or the Senior School Learning Support Summaries (LSS).

The LSD operates across the whole school. Its objective is to work together with teachers to provide an optimum learning environment that assists all pupils to access the mainstream school curriculum. Identification and assessment of learning difficulties is a collaborative effort, as experienced teachers highlight issues that may be barriers to a child's learning. Assessment by the LSD allows for a comprehensive profile of a pupil's strengths and areas for development to be collated. This information is then used to develop a Learning Support Summary which



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is shared with teachers, parents and the pupils themselves. Additional learning support may include consultation with teachers on classroom management, in-class support, withdrawal small group work, 1:1 support, monitoring of pupils or ensuring special exam arrangements are in place (internal exams and (I)GCSE or IB Diploma exams).

Educational Inclusion

At the BSM we aim to offer excellence and choice to all of our pupils, irrespective of ability or learning needs. We have high expectations of all our pupils. We aim to achieve this through the removal of barriers to learning and participation. It is integral to our school ethos that all pupils feel that they are a valued part of our school community.

A difficulty with some aspect of learning can be identified as a cause of concern at any point throughout a pupil's academic career. A pupil's diverse needs are planned for and differentiated for as they progress within the educational setting. Given their age, young learners are quite likely to commence at the BSM with no identification of any special learning needs. However, over time specific issues may emerge which require identification, assessment and support. New pupils seeking enrolment at the BSM with an identified special needs issue are offered a place based upon the ability of the School to ensure that the pupil's learning needs are able to be met. This may include a combination of classroom differentiation strategies together with individual or group support by the LSD.

Access to the Curriculum

All our pupils have an entitlement to a broad and balanced curriculum. Some of our pupils will require a curriculum which is differentiated in order to:

- understand the relevance and purpose of learning activities
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Class and subject teachers use a range of strategies to meet pupils' individual learning needs. Lessons have clear learning objectives, work is differentiated within the classroom setting allowing pupils to achieve success and assessment is used to inform the next stage of learning. Learning support teachers assist class and subject teachers to deliver a more specific intervention and to assist parents to better support their child outside of school.

Identification, Assessment and Planning Procedures

When seeking admission for their child, parents are required to disclose to the School whether their son/daughter has an existing or suspected special educational need, whether diagnosed or not. Failure to reveal relevant information may not only compromise the quality of a child's education, but may result in the forfeiture of a place in the School. Disclosure of learning needs is essential to ensure that the School is able to meet the needs of every pupil and hence promote their learning.

Some pupils will only have a learning difficulty identified as their learning progresses. The LSD has a key role in identification of learning needs, the subsequent provision of support and the recommendation of additional support provided by external



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providers. Where possible, using existing resources, the School will seek to meet the needs of a child with an additional learning need.

Identifying an Additional Learning Need

Where parents have concerns they should first discuss these with the subject or class teachers or Heads of Key Stage, who then gather relevant information and discuss this with the SENCo where appropriate.

Teachers make careful observations of all pupils in their class. If there are issues of concern, teachers may seek further information from other teachers, may discuss the issues with the SENCo, Heads of Key Stage or Deputy Head teacher. The issues of concerns are then discussed with parents and permission is sought from parents by the class teacher (Primary School) or Head of Key Stage (Senior School) for the pupil to be assessed by the LSD.

In addition to parental disclosure (either via the admissions process or once the pupil is on roll) or ad hoc referral from a member of staff, CEM data may be used to identify an additional learning need. At least annually, all staff are invited to identify any students with additional learning needs.

Assessment

Once a referral form has been completed from Primary School or an email has been received from Senior School, samples of work providing evidence for the difficulty are collated and an assessment plan has been formulated, a series of assessment sessions are then arranged during the school day.

All assessments undertaken at the BSM use materials that are approved for use in the educational setting. Should we require assessment that can only be undertaken by a specialist (such as an educational or child psychologist, audiologist, speech therapist, ophthalmologist, etc.), we first discuss this with parents and provide a range of contact details where possible. These professionals can be contacted privately or sometimes through the National Health Service (usually Italian only). We have some links with English speaking practitioners in Milan.

Assessment is an individual process, usually taking between 1-4 lessons, and is conducted during the School day. This usually occurs over a 1-2 week period. Where external assessment has been requested, the time span can vary.

Feedback of Assessment Results

Once testing is completed and an assessment report is written, parents are then contacted for an appointment. This appointment usually takes place with the parent/s, SENCo and the class teacher and/or Head teacher in the Primary School, and with the parent/s, SENCo, Head of Key Stage and/or subject teacher and often with the pupil themselves in the Senior School. Where an external referral is recommended a written referral report will be provided.

Provision for Identified Additional Learning Needs

Once assessment has been completed and shared with parents, and pupil (at an appropriate level for their level of understanding), a summary report is written and made available to all teachers working with that pupil. This report outlines the presenting difficulty and specific strategies for the classroom. A Learning Support Summary is developed to address



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the specific areas of learning difficulty and records short term targets and teaching strategies to be used to encourage successful progress in the Primary School with more general classroom strategies that can be employed across subject areas in the Senior School.

Learning Difficulties within the School

A large part of the LSD's work in the Primary School is working with pupils who do not have a *diagnosed* learning support need. Learning support needs within the School are varied and the specific nature of the pattern of difficulties is unique for each pupil. Many pupils do not have a diagnosed learning need, but may be experiencing difficulties in the following areas:

- Literacy (reading, writing, spelling, comprehension)
- Numeracy (organisation, sequencing, memory)
- Communication (articulation or in social communication)
- Behaviour (concentration, organisation)
- Physical (hearing , sight, co-ordination affecting fine or gross motor control)
- Memory or speed of processing information.

Some pupils will have a diagnosis of a Specific Learning Disorder (dyslexia, dysgraphia, dyspraxia, dyscalculia, specific visual, hearing or physical difficulties, language and communication disorders or attention related disorder, etc.). Formal diagnosis of a Specific Learning Disorder is undertaken by a professional external to the School.

Learning Support Strategies

Some issues will coincide with English as an additional language and in this case the LSD works closely with the English as an Additional Language Department (EAL) to understand how best to manage the difficulties.

Pupils may have a combination of the following targeted support strategies to address their needs:

- Teacher consultation
- In-class task differentiation
- In-class support by the LSD
- Withdrawal group support
- Withdrawal individual support
- Home-support programme as parents are encouraged to support their child
- Special exam arrangements.

Continuity of support



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- The Learning Support teachers are available to discuss progress at student-teacher-parent's evenings or by individual appointment at any point throughout the School year. Reports are frequently made available to parents and a referral report is always provided in the case of a request for external assessment.
- A Learning Support/SEN register and LSS are available to all teachers on the shared teacher folder.
- The School MIS is updated regularly with pupils with individual learning needs.
- The LSD attends end of Year 6 transition meetings with Senior School form tutors.
- Members of the LSD attend Key Stage Senior School monthly pastoral care meetings to ensure continuity of care and identification of learning issues.
- The SENCo meets monthly with the Deputy Heads of the Senior School to review pupil need provision.
- The SENCo meets termly with the Head and Deputy of Primary to review pupil need provision in pupil progress meetings
- Termly updates of assessed pupils are sent to the Deputy Head of the Primary School.

Reviews occur at the end of each term in the Primary School and regularly in the Senior School with the IEP adjusted according to the progress a pupil has made. Pupils are also encouraged to take responsibility for their learning (where developmentally appropriate) and are involved in setting targets. In recognition of the important contribution parents have to offer in helping to support their child, we encourage the active partnership of parents through on-going dialogue.

Related Policies

- Academic
- Teaching & Learning
- English as an Additional Language
- Disability Discrimination Policy