



THE BRITISH SCHOOL OF MILAN

LEARNING TO EXCEL SINCE 1969

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) & LEARNING SUPPORT POLICY

Vision/Statement of Enrichment

The BSM aims to offer excellence and choice for all pupils. Aspiring to meet individual needs and enable all pupils with Additional Support Needs (ASN), Special Educational Needs and Disabilities (SEND) to overcome barriers to learning, to reach their full potential and to be fully included in the school community.

Legal Framework

This policy is written in line with and responding to the requirements of the UK Special Educational Needs and Disability Code of Practice 0-25, including:

- Special Educational Needs and Disability (SEND) Regulations 2014
- Special Educational Needs Code of Practice (SEN CoP) 2014
- Statutory guidance of Supporting Pupils with Medical Conditions 2014
- Teacher Standards 2012
- Equality Act 2010

Aim

The British School of Milan is committed to raising the aspirations and expectations of all pupils with ASN/SEND by providing a safe, supportive and inclusive learning environment with a clear focus on positive outcomes through tailored support that aids progress. We aim to ensure all pupils are happy and supported in school to achieve positive academic outcomes, whilst ensuring their personal development and well-being.

Objectives

- Create a safe, happy and nurturing learning environment suitable for each child
- Enable all children to thrive and attain high levels of achievement
- Provide effective, high quality teaching relevant and differentiated for individual children
- Ensure all children receive appropriate educational provision and learning experiences to access to the curriculum
- Identify a child's special educational need, disability or additional support need as early as possible in their school life
- Identify, assess and support children's needs through a graduated approach and the four-part process of 'assess, plan, do and review'; ensuring careful monitoring and assessment of children throughout their time at school
- Enable children to participate in discussions and express their views, to be involved as fully as possible in the information gathering, review process and decision making that affect them
- Build partnerships and work with parents to involve them as fully as possible in supporting their child's education
- Engage with a range of specialists, professionals and outside agencies to provide effective targeted support



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Definitions of SEND

SEN

A learning difficulty or disability which requires for special education provision to be made for the young person.

A child or young person has a learning difficulty if they have a;

- Significantly greater difficulty in learning than the majority of others of the same age
- Disability or health condition which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Areas of SEN

Many children will have inter-related special educational needs; these four broad areas of need defined by the SEN Code of Practice (2014) provide an overview of the range of needs we plan for:

- Communication and Interaction (CI)
- Cognition and Learning (CL)
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical (S&P)

Disability

Many children and young people who have SEN may also have a disability defined under the Equality Act (2010) and SEN Code of Practice as:

A physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out moral day-to-day activities.

- Long-term being defined as 'a year or more'
- Substantial being defined as 'more than minor or trivial'

Barriers to learning

Whilst the four areas of SEN broadly identify the primary support needs of the child, we consider the additional support needs of the whole child; areas which may impact on a child's progress, attainment and their ability to thrive including:

- Attitude and motivation
- Attendance and punctuality



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- Health and welfare
- English as an Additional Language (EAL)
- Displaced children and families
- Different style of previous education
- Being the child of a service woman/man

Additionally, challenging behaviour alone is not identified as a category of special educational need. However, we ensure that any concerns relating to a child's challenging behaviour will be identified and may be considered an underlying response to a need which we work with the child and parents to clearly identify and support appropriately.

Identification of Additional Support Needs

The BSM provides a broad and balanced curriculum that meets the specific needs of all individuals and groups of learners. The identification of individual barriers to learning and additional support needs is built into the overall approach to monitoring the progress and development of all children. Each child's strengths, skills and areas of development are identified on entry through; admission CEM assessments, teacher observations and parent and child interviews. Class teachers make ongoing formative and summative assessments of learning for children termly and across the academic year. The school leadership track, monitor and review the progress of all children throughout their time in school.

Graduated Approach

High quality differentiated teaching is in place across the school and is the first step in responding to the individual needs of all children. Through regular assessment and termly progress reviews we identify where a child is not making progress and may have emerging barriers to learning or additional support needs.

Class teachers will put in place, if necessary, relevant and timely in-class interventions and support aimed at raising attainment. The class teacher will also meet with parents to ensure there is a shared understanding of the child's needs and gain a parental perspective on any areas of strength and/or emerging barriers to learning.

Where a child's needs are persistent, the class teacher will complete a SEND referral form in Primary School, in discussion with their head of key stage, in Senior School the specialist teacher will complete a SEND Referral on iSAMs and arrange to meet the SENDCo. The need for additional observation and assessment will be discussed and arranged to decide if additional provision or intervention is required to meet the child's needs, this stage may also involve the senior leadership team depending on the nature of the child's area of need. The class teacher and SENDCo will then arrange to meet parents to discuss the need for SEN intervention and/or additional specialist support.

Action to remove barriers to learning will be implemented and effective provision will be put in place following a 'graduated approach' in the form of a four-part cycle of 'access, plan, do and review';



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Assess

- Carry out child observations, hold discussions with key staff and parents to identify and analyse the child's needs
- Note the child's strength and areas for development

Plan

- Hold discussions and meetings with parents, colleagues and specialists who are involved to plan for what support will be put in place
- Make the plan (Learning Support Summary) 'outcome focused' – what will the child improve, develop or achieve?
- Identify the interventions and support required and the expected impact on progress, development and behaviour
- Make Learning Support Summary/ies readily available in a secure format (Students Individual Learning Plans are saved on SharePoint, in the SEND file/icon on the SS teachers landing page)
- Set a clear date for review

Do

- Implement the support as planned with class teachers, specialist teachers, support staff and any other staff members working together with support from the SENDCo
- Continue with observations to see how the child responds to the support

Review

- Discuss the effectiveness of the support and the impact on the child's progress in line with the review date
- Check back against previous observations and outcomes
- The next steps should be carefully planned with key staff, the child and their parents. Consider consulting other colleagues or specialists before the cycle begins again.

Specialist Assessment

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.



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Assessment Feedback

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, SENDCo and the class teacher and/or Head in the Primary School, and with the parent/s, SENDCo, 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.

Learning Support Provision at BSM

The provision made for each child is specifically related to their individual area of need and may include a combination of classroom accommodations together with individual or group support from the Learning Support Department. The range of provision may include:

- Teacher consultation
- Modifications to the learning environment
- In class accommodations
- Intervention programs
- Use of assistive technologies
- One-to-one in class or withdrawn support
- Small group in class or withdrawn support
- Learning Support Summary (LSS)
- Pupil Profiles
- Access arrangements for (I)GCSE and IB for internal and external assessments
- SAT access arrangement applications
- CPD - Teacher education and training

Continuity of support

- 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 SEND register is updated monthly and individual LSS are available to all teachers on the shared teacher folder.
- The School MIS is updated regularly with pupils with individual learning needs.
- The attends end of Year 6 transition meetings with Senior School form tutors.
- Members of the LSD attend Key Stage Senior School mid-termly pastoral care meetings to ensure continuity of care and identification of learning issues.
- A member of the LSD attends Key Stage Primary meeting to ensure continuity of care and identification of learning issues.
- The SENDCo meets mid-termly with the Head and Deputy Head of Primary School to review pupil need provision



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- The SENDCo meets monthly with the Head of the Senior School to review pupil need provision.
- The SENDCo meets monthly with the School Counsellor to review the support needs of children with SEMH concerns

Reviews occur at the end of each term in the Primary School and regularly in the Senior School with the LSS adjusted accordingly to the progress a pupil has made. Pupils are encouraged to take responsibility for their learning.

Roles and Responsibilities

Head of Learning Support/ Special Educational Needs and Disability Coordinator

The Head of Learning Support/ Special Educational Needs and Disability Coordinator is the Head of the Learning support Department across the whole school. Key responsibilities of the SENDCo include;

- Oversee the day-to-day operation of the SEND and Learning Support Policy
- Maintain whole school SEND register
- Co-ordinates the provision for and manages the responses to children's needs
- Support and advise colleagues
- Oversees the records of all pupils with ASN/SEND
- Learning Support Summaries are up to date and shared – with proactive reminders of who is on the register eg through briefings or via email
- Ensure that students receive the support identified via quality assurance
- Liaise with parents of children with ASN/SEND
- Liaise with external agencies and specialist services
- Manages a wide range of resources, material and staff to enable appropriate learning provision
- Support the admissions department with the enrolment of children with SEND
- Ensure external assessment access arrangements are in place with appropriate evidence
- Regular meetings with SLT of Primary and Senior
- Regular mechanism operated to identify those with additional support needs

Learning Support Teachers

Learning Support Teachers support the identification, assessment and implementation of learning support across the School, and ensure differentiation strategies are implemented in the classroom setting. Key responsibilities include;

- Provide one-to-one in class or withdrawn support
- Provide small group in class or withdrawn support
- Plan, prepare and implement interventions



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- Support class teachers differentiate planning and implement learning support strategies
- Liaise with Class teachers, Teaching assistants and Specialist professionals as appropriate
- Maintain students' progress records and identify next steps in learning
- Provide termly reports and meet with parents during parent-teacher meetings

Related Policies

This policy should be read in conjunction with all other relevant school policies including:

- Academic
- Teaching and Learning
- English as an Additional Language
- Behaviour
- Disability Discrimination
- Equal Opportunities Policy