



St. Paul's School

St. Paul's School Special Educational Needs and Disabilities Policy

Reviewed April 2023

Mission Statement

St. Paul's provides a high quality British and Brazilian education for the personal and academic development of pupils and students within a framework of a caring and united community. We share the core values of Aspiration, Adventure, Resilience, Responsibility, Inclusion and, above all, Kindness.

¹ Special education needs and disability (SEND)



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Philosophy

St. Paul's is an all-ability school, where all children are valued and achievements are celebrated through a caring, positive and stimulating approach. We are committed to providing the best possible environment for learning to achieve each child's full potential. Our policy for pupils with special educational needs is therefore an integral part of our whole school ethos. We believe that all children should have access to a broad and balanced curriculum and we provide a differentiated curriculum appropriate to the pupil's individual needs and ability. We believe that it is the collective responsibility of the school to provide a consistent approach in meeting the needs of all children and that each child's special educational needs are identified. This policy should be read alongside the following policies:

- Admissions
- Equality Diversity and Inclusion
- Assessment

The SEND aims of the school

To provide high quality provision to meet the needs of children with special educational needs and/or disabilities, we aim to:

- Identify all pupils requiring SEND provision as early as possible in their school journey.
- Raise the aspirations of, and expectations for all pupils with SEND.
- Foster positive attitudes towards learning, enabling pupil appreciation of their personal and academic achievements.
- Create an environment that enables pupils to increase their independence and engagement/commitment to the learning process
- Ensure that pupils who have SEND can participate as fully as possible in all school activities
- To make reasonable adjustments to support the learning and wellbeing of pupils with SEND
- Keep parents of pupils with SEND informed of their child's progress and attainment. Involve pupils with SEND, where practicable, in decisions affecting their future SEND/academic provision.
- Ensure that communication about the needs of pupils with SEND is up to date and accessible to those who need it.
- Ensure collaboration between the team around the child which



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includes the pupil themselves (when able), parents, teachers, the Learning Support team and external specialists.

Adherence to local, national and international guidance regarding inclusion and SEND

At St. Paul's we believe that pupils with learning difficulties and disabilities have a right to enjoy a full entitlement to the curriculum and other opportunities, such as extracurricular activities and pastoral activities. As a British School Overseas (BSO) we make reference to the UK Government's Equality Act 2010 and adhere to the UK Government's SEND code of practice, January 2015 (published by the Department for Education). We also adhere to all Brazilian laws [Lei Federal nº 13.146 de 06/07/2015](#).

Moreover, by the Federal Law 9394/96, for a school to receive official authorisation to function, physical mobility has to be available in all areas: access to wheel chairs and disabled individuals. Our school was authorized by DRECAP-3 January 4, 1983, published in the São Paulo Official Gazette on January 6, 1983, and now by Portaria COGSP, published in the São Paulo Official Gazette on September 10, 1985. St. Paul's got the International Bilingual School certification, published in the São Paulo Official Gazette on December 22, 2021.

Definition of SEND

"A child or young person has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available for pupils of the same age"

*SEND Code of Practice: 0 to 25 years,
January 2015: 6.15*



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This can be characterised by progress that:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

*SEND Code of Practice: 0 to 25 years,
January 2015: 6.17*

The SEND Code of Practice (2015) categorises SEND into four broad areas of need:

- Communication and interaction
e.g. Difficulty in communicating (speaking or understanding) or using the social rules of communication
- Cognition and learning
e.g. moderate/severe/profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia or dyspraxia
- Social, emotional and mental health
e.g. anxiety, depression, eating disorders or substance misuse. Underlying mental health difficulties may result in different types of behaviour such as becoming withdrawn/isolated, or displaying challenging, disruptive or disturbing behaviour
- Sensory and/or physical needs
e.g. vision impairment, hearing impairment, multi-sensory impairment, physical disability, difficulties with gross/fine motor skills

Admissions policy and the role of the Learning Support Unit (LSU) in admission procedures

The admissions process and entrance tests are carefully designed to recognise and understand applicants' abilities and their potential (see Admissions Policy and website for details). The school requests to disclose any special educational needs and/or disability to enable the school to adapt the admissions assessment, and to plan provision for new pupils to the school to ensure a successful transition. The learning support coordinator works alongside the Executive regarding prospective pupils' learning needs.

Identification of pupils with SEND

Regular and continual assessment throughout the school year helps to flag pupils who are underachieving or not making the expected progress (for more details see the Assessment Policy for each school). Class or subject teachers may also request learning support by raising a concern via CPOMS.

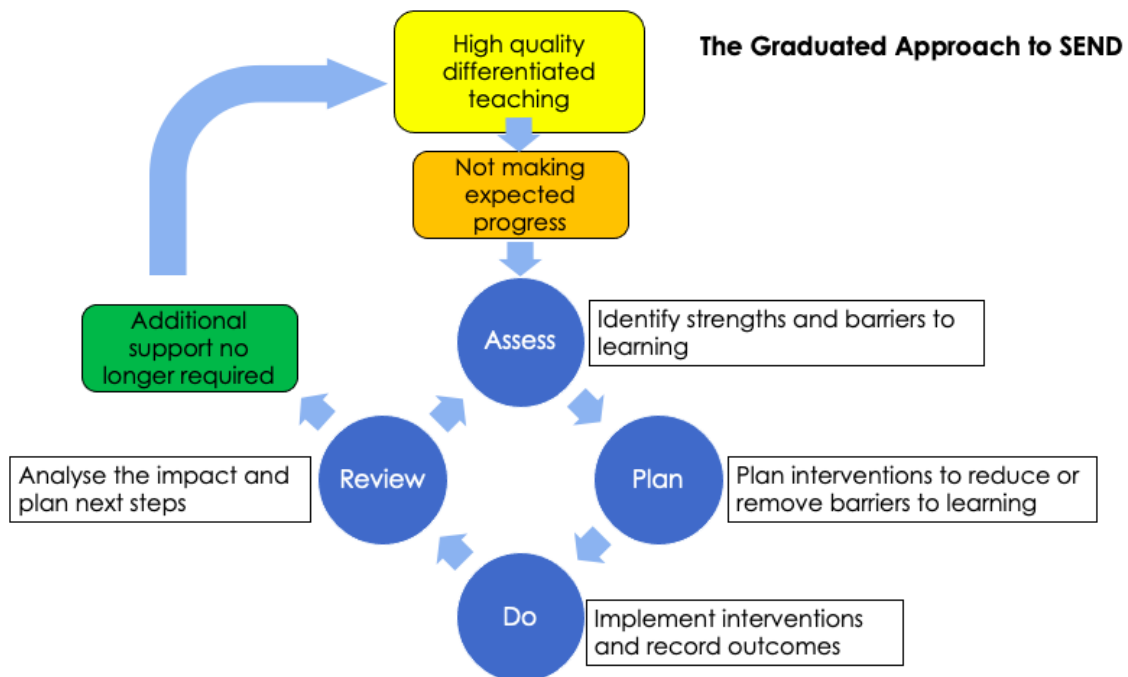


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If any pupil, parent or teacher is concerned about learning, they are advised to discuss this first with their class teacher in Junior school, or the form teacher in Senior School. This will then be reviewed through our internal processes and a plan put in place to support the child.

Learning support provision at St. Paul' School

All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff (SEND code of practice: 6.36). When a pupil is identified as not making expected progress, the learning support team, class/subject teachers and the leadership of each section of the school work closely together to reduce barriers to learning and put specific provision in place. This takes place through a four-part cycle called the graduated approach. The assess, plan, do review cycle aims to respond to each child's individual need by putting support in place and reviewing this frequently (SEND code of practice: 6.44)



We offer three types of provision at St Paul's:

Universal provision (Wave 1): High quality teaching which is differentiated or adapted for pupils is always the first response when a child has or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching." (SEND code of practice: 6.37).



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Targeted provision (Wave 2): In addition to universal provision, some pupils will receive targeted support to help them to develop specific skills or to catch up. This may involve 1:1 or small group interventions.

Specialist Provision (Wave 3): Children that have specialist intervention and more complex needs will receive universal, targeted and specialist provision and will have an Individual Education Plan (IEP) that is regularly reviewed by the Team Around the Child (teacher/tutor/Head of Year; parents; learning support team; external specialists) and shared with parents.

The learning support team

The learning support team consists of the learning support coordinator, learning support teachers and intervention assistants. The learning support coordinator is responsible for coordinating provision across the whole school for pupils who are identified as having a potential or diagnosed special educational need. Learning support teachers and intervention assistants work in conjunction with class or subject teachers supporting identified pupils to achieve short- and long-term targets, which are reviewed regularly.

Typical learning support interventions include (but are not limited to):

- 1:1 or small group interventions designed around skill development
- In class support for lessons

Access arrangements

We provide access arrangements for pupils who require them to reduce or remove barriers to learning, teaching and examinations. Access arrangements for examinations are requested from the relevant exam board when there is substantial educational evidence as well as standardised cognitive testing or medical documentation from a certified specialist. Access arrangements must always reflect a pupil's normal way of working. We follow the guidelines outlined in 'Cambridge Handbook (International)' for Cambridge Assessment International Examinations and the 'Candidates with assessment access requirements' for the International Baccalaureate.

If a pupil or parent has a concern regarding access arrangements, they must contact the Learning Support Coordinator who will assess the situation and advise the family on the next steps.



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Collaboration

The learning support coordinator meets with relevant members of the senior leadership teams of all schools (academic and pastoral) at least once every two weeks.

The learning support team work closely with class/subject teachers, the pastoral teams, the school counsellor and the SEL coordinator.

Documentation

SEND register

There is a central database of pupils with additional needs which describes any special educational needs or disabilities. This is called the SEND register. Only the learning support coordinator is able to update this, however all staff are able to access this.

Individual Education Plans (IEP)

An IEP is a written document that is designed to meet a pupil's unique educational needs. The document is written by the LSU teacher, LSU coordinator or class teacher, with contributions from parents and pupil where applicable. It contains information about the pupil's strengths, areas of concern, strategies that should be used when teaching the pupil and specific short-term targets. It is reviewed yearly, but can be reviewed more frequently if required (e.g. if the pupil's needs change significantly). These are stored centrally so all staff may access them.

Specialist reports

Assessments and evaluations from external specialists are stored centrally on the school database, CPOMS. These reports are kept confidential and only members of staff with elevated access (leadership or the safeguarding team) may view the full reports. All documentation outlining a pupils' need must be written or translated into English.

Transition

The learning support staff are involved in supporting transition between Pre-Prep to Prep and Prep to Senior School, in addition to the scheduled series of transition events organised by the heads of each school. Transition meetings are held in Term 2 for any pupils moving from the following stages of learning, to discuss a plan to support the pupil in the transition from:

- PP3 to Prep 1
- Prep 5 to Form 1
- Form 5 to Sixth Form



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All pupils will have up to date Individual Education Plans for new teachers to acquaint themselves with at the start of the new year. In certain circumstances, transition meetings will be held for pupils moving to a new year group within the same school, as decided between the head of the school and the learning support coordinator.

Continuous professional development

In addition to informal development of staff with regards to teaching particular pupils with SEND, the learning support team contribute to the CPD programme . An induction is completed for all new staff who join the school, which outlines the information included in this policy.



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British Schools Overseas (BSO) Standards

This policy has been written in the context of the UK Government's BSO standards and should be read together with the information available on our school website at www.stpauls.br.

Policy review

Reviewed annually and presented to the Chairman of the Board of Governors for final consideration and approval.

Approved by the Board of Governors
Signed:

Philip Reade
Chairman of Board of Governors

Titus Edge
Headmaster

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