



# Oporto British School

*Established 1894*

## Special Educational Needs and/or Disabilities Policy

### Policy Purpose

This Special Educational Needs and/or Disabilities (SEND) Policy details how Oporto British School will ensure that all necessary provision is made for any student who has special educational needs or disabilities. It will further ensure that a relevant summary of those needs is made known to all who are likely to teach them or work with the student at the OBS.

The Oporto British School is committed to raising the standards of attainment for all students with Special Educational Needs and Disabilities through a broad, balanced and accessible curriculum. All staff are responsible for the progress of students with SEN/D and plan their lessons accordingly with effective differentiation to overcome any potential barriers to learning.

The OBS will ensure that teachers are able to identify and provide for those students who have special educational needs and disabilities (SEND) to encourage these students to join in the activities of the OBS, so far as is reasonable and practical taking into account the needs of the student and of the overall student body.

The Oporto British School encourages all students to value their achievement and to be independent in their learning. A key aspiration is that all students should develop self-confidence, build self-esteem and develop as aspirational young people able to become responsible members of the community.

### Policy Aims

The aims of this Policy are to ensure that:

- teachers are aware of the importance of early identification of needs and of providing effective support for the students with SEND they teach;
- Students with SEND have their needs met;
- the views of the students are sought and taken into account and that support is provided to develop self-advocacy skills;
- there is effective partnership with parents/guardians to support student's education, enabling them to achieve their potential;
- there is a smooth transition at each transition stage for the student and that the OBS supports parents effectively through the process of transition and adjustment;
- Students with SEND are offered full access to a broad, balanced curriculum throughout the different stages of education;
- Students with SEND have full access to all OBS activities so far as it is reasonably practical and aligned to the student's needs;
- The OBS establishes effective partnership working with all relevant external agencies to meet the needs of current and potential students; and
- all Students with SEND have the opportunity to access relevant progression into higher education and careers.



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## Key Principles

Students have special educational needs and/or disabilities (SEND) if they have a difficulty or condition that calls for special provision to be made for them, for example provision that is in addition to or different than the provision made for all students in accessing the curriculum. This will require judgement on a case by case basis, but in general the Oporto British School will regard students as having SEND if they:

- have a significantly greater difficulty in learning that could reasonably be expected to lead to them making significantly slower progress than their peers; or
- have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for students/young people of the same age.

Students will not be regarded as having a learning difficulty solely because the language or form of language of the student's home is different from the language in which they will be taught. Nor will they be regarded as having a learning difficulty solely because the behaviour they exhibit is persistently disruptive or withdrawn.

## Legal Framework

This policy has been developed in accordance with the principles established by:

- SEND code of practice: 0 to 25 years; DFES; June 2014  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

It also shows due regard to the Identification and Assessment of Pupils with Special Educational Needs. It also complies with the Equality Act 2010, Statutory Guidance on Supporting Pupils with Medical Conditions, April 2014, Safeguarding Policy, Accessibility Plan and Teachers Standards 2013 and has also been designed in line with the following publications:

- SEND: guide for schools and alternative provision settings  
<https://www.gov.uk/government/publications/send-guide-for-schools-and-alternative-provision-settings>
- Implementing the 0 to 25 special needs system: further education  
<https://www.gov.uk/government/publications/implementing-the-0-to-25-special-needs-system-further-education>

## Identification and Assessment

### Graduated response

The OBS will adopt a graduated response to meeting special educational needs that requires the initial use, and if necessary, adaptation, of classroom and OBS resources before bringing in external specialist expertise to alleviate the difficulties that a student is experiencing. When a student is identified as having special educational needs and/or disabilities, the OBS will intervene appropriately. Interventions are defined as any active step or adjustment to help the OBS and parents/guardians match provision to the individual student's needs.



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## The Oporto British School model of intervention

**Stage 1:** Effective, inclusive teaching for all. Teaching that uses a range of differentiated strategies to enable all students to make progress no matter what their starting point or needs.

**Stage 2:** Targeted small group intervention using a short-term programme that enables students to make progress and catch up with their peers before re-entering Stage 1.

**Stage 3:** Where stage 1 and 2 have not enhanced a student's progress sufficiently, specifically targeted SEND support will be put in place that is more intensive, involves individual support and/or specialist expertise and potentially has a longer timescale before re-entry to Stage 1.

## Early concerns

The progress made by all students is regularly monitored and reviewed by teachers. Concerns registered by teachers, parents or other agencies will initially be addressed through appropriate differentiation within the classroom and a record will be kept of strategies used.

Where a student is found to be making insufficient progress, despite high quality and differentiated teaching (Stage 1), the Head of Learning Development will lead a pro-active dialogue with teachers and parents to assess whether the student has SEN. With the agreement of parents this will include gathering evidence and potentially engaging with relevant external sources of expertise.

## Identification of need

A conclusion that the student should be considered to have SEND may result from one or more of four broad areas of need.

- i. **Communication and interaction:** speech, language and communication needs (SLCN) that lead to difficulty in communicating with others. This may be because they:
  - experience difficulty communicating feelings or verbal cues;
  - experience difficulty understanding what is being said to them; or
  - experience difficulty understanding or using social rules and cues of communication.
  
- ii. **Social, emotional and mental health difficulties:** difficulties understanding or maintaining healthy behaviours or physical/mental well-being. This includes, but is not limited to, situations where students are exhibiting (or have been diagnosed by a professional as having) behaviour related to underlying mental health difficulties such as:
  - anxiety or depression;
  - self-harm including self-neglect;
  - deliberately unsafe actions;
  - substance misuse;
  - eating disorders or related but medically unexplained physical symptoms;
  - attention deficit disorder;
  - attention deficit hyperactive disorder; or
  - attachment disorder.

This may result in students being withdrawn or isolated or in them displaying behaviour perceived as challenging, disruptive or disturbing.



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**iii. Cognition and learning:** where students are appropriately assessed as experiencing one or more of the following:

- moderate learning difficulties (MLD);
- severe learning difficulties (SLD);
- profound and multiple learning difficulties (PMLD); or
- specific learning difficulties (SpLD)

**iv. Sensory and/or physical:** a disability that prevents or hinders students from making full use of the range of educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Students will be considered to have a sensory or physical disability if they experience:

- vision impairment (VI);
- hearing impairment (HI);
- multi-sensory impairment (MSI); or
- physical disability (PD)

## **Provision**

When a student is identified as having SEND, they will receive support appropriate to their areas of need. The support will follow a four-point course of action;

### **1. Assess**

In identifying a child as needing SEND support, the Head of the Learning development, working closely with other members of the team (Educational Psychologist and/or support staff) and with the class or subject teacher, will carry out a clear analysis of the student's needs, drawing on:

- information passed on from feeder nursery schools and/or preliminary contacts made by the school's induction teachers;
- recommendations and observations from transfer documents from previous schools (in the case of older students);
- assessment and experience of the student (as the result of the day-to-day delivery of the curriculum) from teachers/support staff;
- referral forms sent by staff;
- discussions with the student's teachers;
- evidence from the OBS's core recording of student progress, attainment and behaviour;
- the individual's development in comparison to their peers and national data;
- the views and experience of parents;
- the student's own views and, if relevant:
- advice from external support services.



## Referral process:

It is very important that if teachers or other members of the staff are concerned about a student, they follow the referral process indicated below:

- a) Teachers/staff fill in a **record of concern form** and email it to the Head of the learning development team;
- b) The Head of the learning development team will then observe the student and arrange a full consultation in order to get more information (this might involve requesting information from other teachers, support staff, the Educational Psychologist and/or academic coordinators);
- c) The Head of the learning development team will contact the parents to request permission for further assessment;
- d) If permission is given by the parents, the student will be initially assessed by the Head of the learning development team through formal **diagnostic testing** (CoPS testing for younger students and/or LASS testing for primary and/or secondary).
- e) The Head of the learning development will meet with the parents and provide them with the report and recommendations (i.e. interventions and/or further testing by an external agency). In all cases, parents would be expected to agree to recommendations made as the intention of this would be to ensure that the support in place for the pupil remains appropriate and effective. Should they choose not to agree to recommendations, a note will be made of this for future reference.

## 2. Plan

Where it is decided to provide a student with SEND support the following action will take place:

- The student's name will be added to the Learning Register.
- The parents will be formally notified.
- The teachers and the Head of the learning development will agree in consultation with the parent and the student the adjustments, interventions and support to be put in place.
- The expected impact on progress, development or behaviour will be recorded.
- A clear date for review will be established and logged.
- All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required and:
- parents will be made aware of the planned support and interventions and, when appropriate, opportunities to enhance or reinforce the support at home.

## 3. Do

Class or subject teachers will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, the teacher will still retain responsibility for the student. The teacher will work closely with any teaching and learning assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Additional support to students may be provided in the following ways:

- **In-Class Support:** a specialist teacher (either by virtue of expertise in Language Teaching (TESOL) and/or teaching pupils with Learning Difficulties) would support the class teacher by giving advice on appropriate strategies for teaching and learning, and/or assisting with specific pupils or small groups deemed as requiring help.



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- **Withdrawal from Mainstream Lessons:** as for the above point, except that identified pupil/s would be withdrawn to receive specialist assistance in a 1:1 situation or in a small group.

#### 4. Review

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the previously agreed date with parents, student and any external agencies (if necessary).

The review will involve the evaluation of:

- the impact and quality of the support and interventions and:
- the views of the student and their parents.

Individual Education Plans (IEPs) and/or students' learning profiles may be devised for selected students. They should have input from Form teachers, the LSC and/or LS staff, the pupil and parents/guardians. The LSC will ensure with/in admissions, discipline and other procedures (school trips, examinations etc) take account of pupils' learning difficulties or disabilities. These need to be reviewed on a regular basis.

#### **Review and Evaluation of the Policy**

In the first instance, the Head of the learning development will be responsible for the monitoring and review of this Policy every 3 years.

**Date policy updated and review:** January 2020