

ST. CONSTANTINE'S INTERNATIONAL SCHOOL

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# **SPECIAL EDUCATIONAL NEEDS POLICY**

July 2019

**TYPE OF POLICY:**

**PRIMARY / SECONDARY / WHOLE SCHOOL**

## **Introduction**

A child has a special educational need (SEN) if they have a learning difficulty which calls for special educational provision to be made for them.

*A learning difficulty* means that the child either:

- a) has significantly greater difficulty in learning or adjusting to the learning environment than the majority of children of the same age or
- b) has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in the school

*Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school.*

## **Objectives of the Policy**

In order to meet the special educational needs of our children at St. Constantine's International School we must:

- ✓ Identify those children who have SEN as soon as possible,
- ✓ Provide intervention at a suitable level when a child is identified as having SEN,
- ✓ Use a variety of teaching styles, and cater for different learning styles to allow children with SEN to access all curriculum areas,
- ✓ Use resources effectively to support children with SEN,
- ✓ Assess and keep records of the progress of children with SEN,
- ✓ Liaise with outside agencies who provide specialist support and teaching for children with SEN,
- ✓ Inform and involve the parents of children with SEN so that we can work together to support our children,
- ✓ Encourage active involvement by the children themselves in meeting their needs, and
- ✓ Provide ongoing training for all staff working with children with SEN.

## **Responsibility for Co-ordination of SEN Provision**

### **The School SENCOs (SEN coordinators)**

The two SENCOs have the overall responsibility of coordinating Special Education Needs across the whole school (primary and secondary), they are assisted by the Child Study Team. Assistant Heads of the 5 Key Stages are automatically members of the Child Study Team (CST). The CST will meet every half term and is responsible for the following:

- ✓ Overseeing the day to day operation of the SEN policy
- ✓ Leading strategy and continually researching best practice
- ✓ Receiving, discussing, and acting upon SEN referrals

- ✓ Overseeing the SENCOs about specific students, including all relevant parties, so as to develop educational plans (these meetings will not require all members of the team as they will be primary or secondary focused).
- ✓ Maintaining a register of children with SEN, and ensuring that the records on children with SEN are up-to-date
- ✓ Working closely with the Principal, and the Senior Management Team, the teaching and support staff in coordinating provision for our SEN children
- ✓ Collaborating with Teaching Assistants, School Counselor, Boarding staff, Nurse, and any other staff involved with students with SEN
- ✓ Working closely with the parents of children with SEN
- ✓ Liaising with outside agencies to gain advice and support for children with SEN
- ✓ Providing regular, high-quality in-service training for staff on SEN issues

### **SENCOS also act as our English as an Additional Language (EAL) Coordinator**

This is about the responsibility of working with students whose first language is not English. They will:

- ✓ Conduct assessments of new students when English language fluency may be lacking
- ✓ Provide push-in and pull-out services for students needing ongoing EAL support
- ✓ Liaise with all relevant staff in regards to students' progress in English and provide strategies to teachers for EAL students

### **Admission Arrangements**

Applications to St. Constantine's of students with specific requirements or who have an SEN assessment or referral, including suspected cases, will be considered with regard to the following:

- ✓ Do the parents wish the child to attend the school?
- ✓ Can the child's Special Educational Needs be met by the school?
- ✓ Will other pupils be disadvantaged by the admission?
- ✓ Can our resources be used efficiently and effectively to help the young person?

The school will consider each application on its individual merits and the final decision will be taken by the Head of Primary or Secondary in liaison with the SENCOs and where required the Principal. Conditional admission or trial admission are possible options open to them if necessary. Parents who are unhappy with the initial decision may write to the Headmaster within seven days of the original decision being taken.

### **Facilities for Vulnerable Pupils, those with SEN or who are disabled**

The school is not wheelchair accessible in most areas.

Each room is also fitted with a projector and audio system to allow students with mild visual and hearing impairments to access the curriculum. School policy also allows students to bring ICT devices, such as laptops, tablets, etc, to school to assist with note taking etc.

The CIE examinations board, which is currently used by the school, does make accommodations for students of different specific needs. With proper documentation the school is committed to working with CIE to provide these accommodations. Our SENCOs can assess pupils for extra time.

### **Allocation of resources for vulnerable pupils, those with SEN or who are disabled**

All children with Individual Provision Maps (IPMs) receive termly “core” visits from a member of the Child Study Team (CST), usually a SENCO. These are scheduled at a mutually convenient time and involve the child, CST member, class teacher, parent and any other relevant parties. This termly meeting monitors the provision made for the child in school and makes further recommendations where appropriate. In addition the school is able to contract locally available educational psychologists to carry out assessments or offer advice to staff, at the parents’ expense.

Resources to help with the provision for SEN at St. Constantine’s are funded according to a budget led by the Principal and Director of Finance. This funding covers the cost of the staffing, resources and training needs for SEN across the whole school.

A school counselor is available to assist students with emotional and behavioural difficulties. There is also an external counselor who parents can access at a fee.

### **A graduated approach:**

#### **Quality First Teaching**

- ✓ Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored. ALL staff will be part of the periodic PUPIL REVIEW meetings.
- ✓ Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- ✓ The child’s class teacher will take steps to provide ***differentiated learning opportunities*** that will aid the pupil’s academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- ✓ The SENCOs will be consulted as needed for support and advice and may wish to observe the pupil in class.
- ✓ Parents will be fully informed of every stage of their child’s development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- ✓ The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school’s SEN register. Any concerns will be discussed by the SENCOs with parents.

## **SEN Support**

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the pupil will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- ✓ **Assess**
- ✓ **Plan**
- ✓ **Implement**
- ✓ **Review**

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staffs are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, SENCOs and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **Implement**

The class teacher/Form tutor remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCOs.

## **Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCOs will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

## **Access to the Curriculum, Information, and Associated Services**

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCOs will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEN, and SEN teaching, are provided in school. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

## **Inclusion of Vulnerable Pupils, those with SEN or who are disabled**

The Principal and CST oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils.

This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services.

Advice will be sought from the school counselor for children who have behavioural concerns.

## **Evaluating the Success of Provision**

In order to make consistent continuous progress in relation to SEN provision, the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form parents-teachers conference and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis.

SEN provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the CST. These reflect information passed on by the SENCOs at the beginning of an academic year and are adapted

following assessments. These interventions are monitored and evaluated termly by the CST and information is fed back to the staff, parents and Principal. This helps to identify whether provision is effective.

The success of the policy will result in the needs of all children with SEN being met by:

- ✓ having the systems in place to identify children with SEN as early as possible.
- ✓ making use of good practice in planning for, teaching and assessing children with SEN .
- ✓ regularly reviewing of the child's progress against targets set.
- ✓ providing additional intervention if progress is not adequate.
- ✓ considering the wishes of the child at an appropriate level.
- ✓ having a positive and effective partnership with parents.
- ✓ encouraging a multi-disciplinary approach whenever possible.

### **Complaints Procedure**

St. Constantine's International School supports parents and guardians to participate actively in their children's education. There may be a time when parents are not content with their children's learning progress or attainment. In these circumstances, parents are encouraged to set up a meeting through the Head of Primary or Head of Secondary. Meetings may include the CST, class teachers, or other relevant parties' at the parent's request and the Head's approval.

### **In-service training**

To improve services to all students at St. Constantine's International School, the CST will put together whole staff in-service trainings on specific topics throughout the school year to teachers and/or parents as scheduling and workloads allow.

### **Links to Support Services**

Because a number of students with special education needs may require outside services such as counseling, speech therapy, occupational therapy and/or medical services, St. Constantine's will work with parents through the provision of referrals to these services as necessary and as available. Any services students require outside of school or during school that are not provided to the student population as a whole, however, will be at parents' expense.

### **For Review in:**

December 2021