



'Flying High'
Working Together to Build a Successful
Future for All

Special Educational & Additional Needs Policy

Updated November 2016



Working together to build a successful future for all

Our multicultural school values and promotes a happy, safe and caring environment that is committed to helping all children experience success, whatever their background or abilities, and to ensure they achieve the highest standards in all they set out to do. The health, safety and well being of every child is our paramount concern.

INTRODUCTION

Hornbill School has a named Inclusion Leader / SENCo, Mrs. Elizabeth Measom, who can be contacted by phoning in to the school (673-3224101 ext 3892) or through email (liz.measom@scschools.org). Mrs. Measom is also the Assistant Head responsible for Phase 2 and a member of the Senior Leadership Team.

At Hornbill School, we recognise that all children have unique educational needs that have to be met during their time at school: however, there are some children whose pattern of development and learning indicates that special educational provision is required. We say that these children have Special Educational Needs (SEN).

Provision for pupils with SEN is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEN in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs, and for following the school's procedures for identifying, assessing and making provision to meet these needs.

As a school we adhere to the principles and practice of a fully inclusive education. However, due to the unique posting of Brunei and the limited support services and resources available to ensure adequate provision for some children with specific educational and medical needs, SCE policy on admissions will need to be followed.

The purpose of this policy is to clarify and monitor the systems which enable our school to meet these children's needs and was produced after consultations with all the stakeholders of the school. It has been shared through meetings and discussions within the various groups of stakeholders and reflects the SEND Code of Practice, 0-25 guidance.

Safeguarding Children

The School's legal responsibility for safeguarding the welfare of children goes beyond basic child protection procedures.

The duty is now to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports the Safeguarding Policy.

It falls into the following sections:

Section A: Definition and Aims

Section B: Identification, Assessment and Provision

Section C: Supporting Pupils and Families

Section D: Evaluating Success

Section E: Training and Resources

Special Educational & Additional Needs Policy

Section F: Roles and Responsibilities

Section G: Reviewing the Policy

Section H: Dealing with Complaints

Section I: Bullying

Appendices

A DEFINITION AND AIMS

At Hornbill School we believe that each pupil has individual and unique needs. However, some pupils require more support than others. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of pupils will have special educational needs at some time in their school career. Many of these pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. Hornbill School aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim:

- to enable every pupil to experience success
- to promote individual confidence and a positive attitude
- to ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- to give pupils with SEN equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- to identify, assess, record, and regularly review pupils' progress and needs
- to involve parents/carers in planning and supporting at all stages of their pupil's development
- to work collaboratively with parents, other professionals and support services including the Educational Psychology Service
- to ensure that the responsibility held by all staff for SEN is implemented and maintained.
 - To provide support and advice for all staff working with special educational needs pupils
 - To work within the guidance provided in the SEND Code of Practice, 2014.

B. IDENTIFICATION, ASSESSMENT AND PROVISION

B.1. Identification of Special Educational Needs

A child or a young person has special educational needs if he or she has a learning difficulty that calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means provision that is additional to or otherwise different from that which is made generally for pupils of the same age in mainstream setting in England...Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. **(SEND Code of Practice, 2014).**

Pupils are grouped in classes according to age and/or ability. As there is a wide range of ability in each class, all staff provide a differentiated curriculum suitable for all the pupils, to ensure access at all levels.

Any pupils with particular needs are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is adjusted. Sometimes it may be appropriate to withdraw a pupil sensitively, to work individually with an LSA or the SENCo in order to acquire, reinforce or extend skills more effectively. For some pupils, withdrawal sessions may be used to improve motor skills or application or to give support in a particular area e.g. spelling. Withdrawal programmes are normally time-limited and criteria for inclusion in such programmes are clearly specified.

Provision for pupils with SEN is intended to enable them to make the greatest possible progress in the context of the National Curriculum and in their personal development.

B.2. Assessment of Need

Special education provision is implemented in response to the four areas of need identified in the new Code of Practice (September 2014).

- Communication and interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory/physical

At Hornbill School we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child. As such the school recognises that there are other factors that may have an impact on progress and attainment which may not necessarily be categorised as Special Educational Need, such as

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under the current Disability Equality legislation-these alone do not constitute SEN)
- Attendance and punctuality
- Health and Welfare
- EAL
- Being in receipt of a Pupil Premium Grant
- Being a Looked After Child

- Being a child of a Serviceman/woman

The school regularly reviews the quality of teaching for all pupils, and where necessary provides support and training to improve teacher' understanding of strategies to identify and support vulnerable pupils including those at the risk of underachievement and strives actively to enhance the staff's knowledge of the SEN most frequently encountered.

B.3. PROVISION

B3.1. A Graduated Approach to SEN Support

The Code of Practice (2014) outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies.

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not making expected progress. In such circumstances we apply the ASSESS-PLAN-DO-REVIEW cycle whereby an initial concern is raised by the class teacher and discussed with parents following reasonable Quality First Teaching and actions agreed. These will then be reviewed and the teachers might need to consult the SENCo or the Inclusion Team to consider what other actions might need to be taken. The review might lead to the conclusion that the particular pupil requires support that is over and above that which is normally available within the particular class or subject. At this point the child will be added to the school's special educational needs register with parental permission. Where concern is expressed that a pupil may have SEN, the class teacher and support staff take early action to assess and address the difficulties. This early action may include information gathered about the child from his/her teachers and Assistant Heads, a look at her/his books and reading diary, ongoing formative assessments alongside national data and expectations of progress.

The key test of need for action is that the current rate of progress is inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his/her peers from widening
- Closes the attainment gap between the child and his/her peers
- Better the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates the improvement in self-help, social or personal skills
- Demonstrates improvement in the child's behaviour

The school uses a SEN action record to maintain information about the identification, assessment and provision for each pupil. A register is kept of pupils with SEN and circulated to all staff.

We believe that additional intervention and support cannot compensate for the lack of good quality teaching. However this is not to say that we do not value the impact of additional interventions which are monitored and reviewed rigorously by the class teacher and the SENCo and if the school feels that the impact is not

making a significant difference it would lead us to seek specialist assessments from external agencies such as the Medical Reception Service Brunei and Pupils and Families Services(SCE) and professionals such as the Speech and Language Therapist, the Educational Psychologist and Senior Advisory Teachers.

The school will record the steps taken to meet the needs of individual children through the use of specific forms that reflect the graduated response to the individual child's need, including review sheets and provision maps and the SENCo will have responsibility for ensuring that records are kept and available when needed.

Parents and pupils will be involved in all stages of the discussions and decision making once a cause for concern has been flagged up by the class teacher.

B.4 Statement

Only a small proportion of pupils require a Statement of SEN. These pupils are likely to have severe or complex needs that require more specialist advice and support. As Hornbill School is an SCE school the Service Children's Assessment of Need (SCAN) process replaces the Statutory Assessment and Statement of SEN.

C. Managing Pupils on the SEN Register

Children identified as having SEN will have targets and actions to support those targets documented in our _____ forms. These forms establish and document a plan of action and the responsibilities of the pupil, the parents, the teachers and the learning support assistants with clear criteria for expected outcomes which will then be reviewed within an agreed time frame not exceeding half a term. When the plan of action is reviewed and found to have been successful the class teacher along with the parents may agree on ceasing support or continuing with another cycle of actions. Should the outcome be favourable and support that is 'additional to and different from those provided to other children of similar age' be ceased then at this point the pupil's name will be taken off the SEN register.

If on the other hand the agreed plan of action has had limited success at the time of reviewing, the SENCo will be informed by the teacher and will support further assessment of the child where necessary assisting in planning for future actions in discussion with colleagues and parents and pupils where appropriate. This plan of action will be reviewed at a pre agreed date. If upon review the plan has worked, the class teacher along with the SENCo and the parents and pupils where appropriate may decide to continue with another cycle of actions or cease support altogether in which case the class teacher would continue to monitor the pupil very closely until such a time as he/she can evidence that the pupil does not need any extra educational provision to be made for him/her.

C.1.Co-ordinating and Managing Provision

At Hornbill School:

- sharing of expertise is welcomed and encouraged
- Special educational needs is a part of the school development plan
- the SENCo/Inclusion Leader ensures that regular meetings are held, normally once a term, to review IEP's and provision, and that parents are invited
- there is daily informal contact between all staff to monitor individual pupils and to discuss concerns
- pupils are involved as far as practicable in discussions about their targets and provision

- the SENCo ensures that the following information is easily accessible to staff:
 - the school's SEN policy
 - the SEN register
 - the school's internal arrangements for SEN, including a clear description of the responsibilities of all staff
 - a class SEN file giving the names of all pupils in the class on the SEN register, and copies of the pupil's IEP's, moderation descriptors and other relevant information.

C.2. Involvement of outside agencies

If a pupil continues to make little or no progress despite considerable adaptations and input, the pupil, with parental permission, will be referred to external agency professionals. They will use the pupil's records in order to establish which strategies have been employed and which targets have been previously set. The specialist may act in an advisory capacity, or provide additional specialist assessment and set individual targets for the children which will then inform the strategies for supporting the child's progress. These will be implemented within normal classroom settings as far as possible.

Outside agencies may become involved if the pupil:

- Makes little or no progress in specific areas over a long period.
- Continues working at levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the pupil's own learning or that of the class or group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the pupil continues to fall behind the levels of his/her peers.

C.1.3.Review

Reviews of pupils on the SEN register takes place one a Term or more frequently depending on the level of support required by the child. Pupils are fully involved. Parents are invited, and if they cannot attend, they may arrange to meet the class teacher at a later date. Normally, LSA's are invited to provide brief written input prior to the meeting or attend in person when appropriate. Copies of the review, and the new targets, are sent to parents who are unable to attend.

For pupils with for whom the SCAN process has been in place, regular multiagency reviews will be dependent on the decision of the relevant professionals based on the needs of the pupils. At this meeting, consideration is

given to whether the SCAN process should continue, and whether provision/strategies should be maintained or amended. Where different or additional provision is required or if resource gaps have been identified, the Senior Educational Psychologist/Chain of Command is invited to attend the review meeting and contribute to the planning.

D.SUPPORTING PUPILS AND FAMILIES

D1.1.Local Offer

- The local offer for Brunei is published by the Brunei Garrison.

D1.2.SEN Information Report

The school website contains details of our policy for special educational needs or the special educational needs information report including made for the children in our school with the arrangements made for children in our school with special educational needs.

D1.3. Admission Arrangements

Hornbill School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with SEN, in accordance with the SCE admissions policy and the limitations of posting in Brunei. Registration forms and information on registration can be found on the following link on the school website <http://www.hornbillschool.com/html/registration.html>

D1.4.Partnership with parents

The staff at Hornbill School will continue to forge home-school links and encourage parents to be partners in the education process. Parents are involved from the outset and encouraged to discuss any concerns with class teachers as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress.

Parents will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour at school. They are consulted before outside agencies are involved and are included as far as possible in strategies instigated. Parents have the right to access any records of their child's progress and are encouraged to contribute to these records.

Parent consultation meetings are held throughout the year, but parents are welcome to visit the school or arrange meetings at other times to discuss any aspect of their child's progress with the class teacher or SENCo/Inclusion Leader. We are happy to make arrangements, wherever possible, for interpreters to be present for parents with a first language other than English.

The school website contains details of our policy for special educational needs, the special educational needs report including arrangement made for children in our school with special educational needs

D1.5.The voice of the child

All pupils should be involved in making decisions where possible right from the start of their education. The ways in which pupils are encouraged to participate should reflect the pupil's evolving maturity. Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter. Confident young pupils, who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during the school years.

In Hornbill School, we encourage pupils to participate in their learning by:

- contributing to reviews and targets (formally or informally)
- talking to LSA's and teachers about their learning
- whole school, class and individual reward systems

D2.Links with other agencies, organisations and support services

The school has access to a wide range of education, health and social services professionals and has visits from the Educational Psychologist, Senior Advisory Teacher and the Speech and Language Therapist. We are committed to using the expertise and advice provided by other professionals. The school website contains details of our policy for special educational needs, the special educational needs information report including the arrangements made for children in our school with special educational needs.

D3.Access to assessments

Where appropriate we match assessments so that the child has the best chance of success and that the time and venue is conducive. We also work closely with external partners to ensure that every child has access to assessments.

D4.Transition

D4.1.Within School

- teachers liaise closely when pupils transfer to another class within the school
- meetings are arranged wherever possible between the staff involved in monitoring the pupil's progress
- there are close links between the school and the Foundation site; teaching staff meet to discuss pupils with SEN when they are about to start school

D4.2.To another school

Provided that the pupil's needs can be met by the new school the SENCo liaises with the new school and ensures that all the SEN records are transferred to facilitate a smooth transition. Where there are identified additional needs that need to be clarified then the Headteacher will start the MoD Assessment of Supportability (MASO) which will involve the Pupils and Families Services (P&FS), Children's Educational Advisory Service (CEAS), Health, social care and the commands. In such a scenario the 'educational clearance' at the end of the MASO process will be issued by the individual Command.

D5. Managing medical conditions

The fact that Hornbill School is part of an isolated detachment means there are limited support services available, however because the MASO process is followed prior to the child joining the school it is established that a child's medical needs can be met when the educational clearance is issued by the individual Command. The school's medical policy is available on the school website.

D6.School request for the Service Children's Assessment of Need.

Hornbill School is a Service Children's Education(SCE) school, so although our policies with regard to SEN follow the guidance in the 2014 Code of Practice on Special Educational Needs and Disability (SEND), for reasons due to different legal and financial commissioning arrangements overseas, Ministry of Defence services do not produce Education, Health and Care Plans. In its place we have a document called the Service Children's Assessment of Need or the SCAN.

'When considering provision for Service children with SEN or disabilities, (a local authority should) use all relevant evidence including statements made for Service children in Wales and Northern Ireland, as well as Co-ordinated Support Plans made for them in Scotland and the Service Children's Assessment of Need (SCAN) completed for them by SCE.' (Code of Practice on SEND(2014), Page 219,10.104, para 5)

A request will be made by the school through the chain of command if a pupil has demonstrated significant cause for concern. The chain of command will be given information about the pupil's progress over time and any other documentation in relation to the pupil's special educational needs and actions taken to deal with those needs, including any resources or special arrangements put in place triggering the 'SCAN' process.

E.EVALUATING SUCCESS

The success of the school's SEN policy and provision is evaluated through:

- monitoring of classroom practice by the Senior Leadership Team, SENCo/Inclusion Leader, Teachers and SCE
- analysis of pupil tracking data and test results;
 - for individual pupils
 - for cohorts and particular groups of children
- value-added data for pupils on the SEN register
- school self-evaluation
- the School Improvement Plan, which is used for monitoring provision in the school
- visits from SCE personnel and OFSTED inspection arrangements, which also enable us to self-evaluate the success of our provision
- regular meetings of parents and staff, both formal and informal, to discuss individual educational plans and targets, revise provision and celebrate success.

Monitoring and evaluation of SEND is a continuous process because the Inclusion team is constantly working with parents, children and teachers to ensure the quality of provision. The Inclusion Team have regular

strategic meetings and also review individual children on the SEN register, use the school tracking data to monitor their progress and the impact of provision. There are regular meetings between a member of the Inclusion Team and the link Governor for SEN.

The SENCO monitors the movement of the children within the SEN system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

F.TRAINING AND RESOURCES

At Hornbill School:

- all teaching staff are experienced teachers who are able to teach pupils with SEN. Additional training for teachers and LSA's is made available when necessary and appropriate, particularly training to meet the specific needs of an individual pupil
- differentiated resources are used to ensure access to the curriculum; resources are easily accessible in Hornbill School and in each classroom
- all staff are kept well informed about the strategies needed to manage pupils' needs effectively, and we try to ensure that other pupils understand and respond with sensitivity
- pupil support aims to encourage as much independence as possible within a safe and caring environment
- we have access to the expertise of other agencies if it is required

F 1.1.Staff development and appraisal

- the school is committed to gain expertise in the area of SEN
- there are regular training sessions for LSA's
- whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school
- reading and discussion of documentation, and SENCo/teacher meetings are considered to be part of staff development, as well as a time to share information
- the SENCo/Inclusion Leader and other staff attend INSET when relevant
- newly appointed teaching and support staff meet the SENCo/Inclusion Leader to discuss SEN procedures in the school.

F1.2.Allocation of Resources

Hornbill School receives funding for pupils with SEN in several ways:

- the base budget which covers teaching and curriculum expenses, as well as the cost of the SENCo/Inclusion Leader
- the delegated SEN budget that funds the additional support required

- The Headteacher and SENCo/Inclusion Leader of the school regularly monitor the needs of pupils with SEN. Resources are allocated according to need. The resources available include ancillary help, teacher time and materials, and these are dependent on the school's SEN budget. Any money allocated as a result of statutory assessment is spent according to the terms outlined in the resulting statement of SEN. The school has a continuing commitment to purchase appropriate resources for pupils with SEN.

G. ROLES AND RESPONSIBILITIES

The Headteacher has a legal responsibility for determining the policy and provision for pupils with special educational needs.

G1. The Headteacher has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- working closely with the special educational needs co-ordinator/ Inclusion Leader
- the deployment of all special educational needs personnel within the school
- S/he also has overall responsibility for monitoring the implementation of the schools' SEN policy and the effects of inclusion policies on the school as whole, e.g. through Monitoring Quality review meetings

G2. The Special Educational Needs Co-Coordinator (SENCo)/Inclusion Leader is responsible for:

- overseeing the day to day operation of the school's SEN policy
- co-ordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify pupils with special educational needs
- carrying out detailed assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, drawing up Individual Education Plans (IEP's), setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs, and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEN, so that they are aware of the strategies that are being used, and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's SEN register and SEN records
- assisting in the monitoring and evaluation of progress of pupils with SEN through the use of existing school assessment information, e.g. Early Learning Goals, class-based assessments/records, end of year QCA tests. SATs.
- contributing to the in-service training of staff
- liaising with the SENCo's in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other

G.3. Class Teachers are responsible for:

- including pupils with SEN in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCo for advice on assessment and strategies to support inclusion
- making themselves aware of the school's SEN Policy and procedures for identification, monitoring and supporting pupils with SEN
- ensuring the delivery of interventions/ provision recorded in the IEP
- giving feedback to parents of pupils with SEN

G4. Learning Support Assistant's (LSA) work as part of a team with the SENCo/Inclusion Leader and the teachers, supporting pupils' individual needs, and helping with the inclusion of pupil's with SEN within the class. They play an important role in implementing IEP's and monitoring progress. They contribute to review meetings and help pupils with SEN to gain access to a broad and balanced curriculum. LSA's should:

- be fully aware of the school's SEN policy and the procedures for identifying, assessing and making provision for pupils with SEN
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies

H. REVIEWING THE POLICY

Our SEN Policy is reviewed regularly by all the stakeholders and reflects our practice on the ground and complies with the statutory requirement laid out in the SEND Code of Practice 0-25(2014) and should be read in conjunction with the following policies published on the school website:

- Safeguarding the Children Policy
- Behaviour Policy
- Equal Opportunities Policy

I. ARRANGEMENTS FOR COMPLAINTS

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class/form teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCo/Inclusion Leader. For a problem that might need time to explore fully, parents/carers should make an appointment rather than rushing the discussion early in the morning before school.

In the event of a formal complaint parents are advised to contact the Head teacher.

J. BULLYING

Children, staff and families at Hornbill School are in a privileged position where, due to our strong values based ethos and the prevailing culture of our environment 'bullying' is not a common occurrence. We recognise behaviours that can build in to serious issues and address them quickly with the support of strong home school partnerships. Our stance on bullying is detailed on our school website (http://www.hornbillschool.com/Information_for_parents_-_Hornbill_Behaviour_and_bullying_3_2_3_.pdf) and our Behaviour Policy.

K: APPENDICES

- Handbook for Staff