



BRITISH SCHOOL OF GENEVA

SEN POLICY

Introduction

Special Educational Needs (SEN) refer to any circumstances resulting in an individual pupil requiring additional or different help in order to take full advantage of the educational opportunities offered to pupils of the same age. These include physical, emotional, behavioural and specific learning difficulties and can also refer to gifted and talented pupils.

Admission Policy

The School's Admissions Policy makes provision for the disclosure of disability and special needs and the commitment of the school to deal appropriately and supportively in the admissions assessment process. Parents are actively encouraged to full disclosure of known SEN and failure of a parent to divulge SEN/disability at this time constitutes a justification for the school to revise its offer of a pupil place. Where a parent requests confidentiality regarding a SEN/disability this request would limit what the school could provide in making reasonable adjustments. Under these circumstances the school has the right to decide the balance of confidentiality and possible and reasonable adjustments for inclusion.

No child should be discriminated against on entry into the School, because of their individual needs. BSG accepts pupils who have mild to moderate Learning Difficulties and those for whom English is not their first language (EAL).

Access to out of classroom activities

The School will wherever possible make reasonable adjustment to allow SEN/disabled pupils to access the full educational and learning experiences that the school provides. However, the school would also have to consider:

- the need to maintain, academic, sporting and other standards
- the financial resources available to the school
- the health and safety requirements
- the interests of the other pupils and persons who may be admitted to the school as pupils.

Accessibility Strategies: Buildings

The school has a planning duty to audit access to buildings and facilities. Such an access audit has been completed and incorporated in the School's plans for future development.

INSET

The School recognises the needs for staff INSET on issues of SEN provision and incorporates this within the plans for full staff INSET. In addition, an awareness of SEN issues is part of all new staff induction and addressed appropriately at regular staff and pupil assessment meetings.

Review

BSG is committed to reviewing both admissions procedures, policies and issues of access to learning to ensure that a continuous responsibility is exercised. Other areas of policy and provision should in addition where appropriate, be reviewed with SEN in mind.

Claims of unlawful discrimination

Any claim for unlawful discrimination under SEN must come from the parent not the child. In the first instance the complaint should be made to the school and follow the school's parental complaints policy.

Educational Inclusion

The School is an educationally inclusive School, where the teaching and learning achievements, attitudes and well-being of every pupil matter.

Through appropriate curricular provision, we recognise that pupils have different educational needs and abilities. They learn and acquire knowledge in different ways and at varying rates. Accordingly, teaching provision is adapted to the individual's needs, those with special educational needs, those from all cultural backgrounds and pupils with English as an additional language.

All pupils may have special needs at different times and therefore a wide variety of strategies are used to meet these needs as they arise. Learning diversity is recognised and planned for, any barriers to learning and participation will be challenged and removed and all pupils will be provided with equality of opportunity. Parents will be fully involved in the education of their children and they will be fully informed when special education provision is made for their child.

Aims and Objectives of the Policy

- To create a learning environment that meets the special educational needs of each child
- To ensure that the special educational needs of children are identified, assessed and provided for
- To make clear the expectations of all involved in the process
- To identify the roles and responsibilities of staff in providing for these children with special educational needs
- To enable all children to have full access to all elements of the school curriculum

Broad Guidelines

- To recognise and record students' strengths and successes to encourage a positive self-image.
- To ensure that there is no victimisation, discrimination either direct or indirect against disabled pupils, pupils with SEN or on racial grounds.
- To ensure that all pupils receive entitlement to a broad, balanced and relevant curriculum and that provision for pupils with SEN is central to curriculum planning.
- To ensure that everyone in the School is familiar with the requirements of best practice for SEN, Disability and Race and that best practice underpins all aspects of our work.

Organisation of Provision

At the beginning of the academic year a Register of Pupils requiring additional support, who have received support in the past years, or who give cause for concern, is collated and circulated. This is regularly updated throughout the year in consultation with the appropriate staff, parents and pupils. Regular meetings are held for this purpose to discuss cases, and to impart information.

The timetable is organised at the beginning of the Autumn Term, after discussion with pupils, parents and teachers. Every endeavour is made to accommodate each pupil without encroaching on other lessons. Wherever possible, children remain within their mainstream classroom environment. However, there is opportunity as necessary for small group withdrawal for specialized support or one to one support.

Our timetable is not rigid and, when necessary, will be altered to suit the pupil and teachers, where possible. The needs of pupils with mild difficulties are met within the normal class situation. Where necessary, teachers can consult the SENCo and will receive advice and materials to help.

Teacher Provision

When a pupil is identified as having mild educational needs the class/subject teacher will provide a differentiated curriculum for that pupil. An IEP (Individual Education Plan) may be provided for that pupil to provide a framework for progress and target setting. These IEPs are reviewed on a termly basis on consultation with teaching staff, external child care professionals, parents and any other party involved in the well-being of the child.

School Action

When a pupil is identified as having SEN, class/subject teachers, in consultation with the Head of LS, devise interventions to support success.

School Action Plus

When a pupil is identified as having more extreme needs, the SENCo in conjunction with academic and pastoral staff devise more individualized programmes, and will work with the support of appropriate outside agencies and experts.

Individual Educational Plans (IEPs)

Each pupil who receives individual help from the SEN department will have an IEP drawn up by the SENCo. This will happen after information has been gathered from an assessment, from teachers, from parents and from the pupil. The IEP will set out the nature of the difficulty, the action that will be taken and details of recommended programmes to follow.

Any further information about the pupil will be disseminated to the appropriate staff, thereby helping staff to understand and meet the needs of each pupil.

Integration of SEN Pupils and Access to the Curriculum

It is the Policy of the School that any pupil with any type of special need should be as fully integrated into the school as possible. SEN pupils will have full access to the curriculum unless special arrangements have been made, in full consultation with all concerned. It is recognised that all pupils have something to offer to the School and that pupils have strengths and weaknesses in different areas.

It is our policy to recognise those areas of strength and to enhance them, exploiting them to the full, thereby building a feeling of worth and self-esteem in each pupil. Concurrently, areas of weakness are targeted, in order to remedy problems.

Pupils are encouraged to recognise their problems, to face and to tackle them, but not to hide from them. Difficulties are not an excuse, and empowerment is the solution.

Differentiation of work or task may take place to ensure full access and, when possible, approaches will be varied or modified to take into account the different learning styles and levels of ability of individual pupils.

It is occasionally felt to be in the interests of a pupil to drop a subject. This decision is not made lightly. It is only done after consultation with the Heads of School, the Tutor, the parents and the pupil. This strategy does sometimes reduce pressure for the pupil. The School is able to offer and arrange exam accommodations and concessions after appropriate child evaluation.

Provision during injury:

- All pupils will be encouraged to attend lessons as much as is physically possible
- If the pupil is mobile a 'buddy' will be allocated to help him/her move from location to location, carry books, have lunch etc.

- If the pupil is not mobile, he/she will remain at home until he/she is able to negotiate the site.
- If the pupil is not mobile, and needs to remain in school, an appropriate member of staff, (class teacher, Tutor, HoY) will over-see school work.
- All relevant staff will be informed

Assessment and Review

Throughout the School, pupils' progress is assessed and monitored on a regular basis. Early identification of any difficulties is vital. Parents are immediately informed of any concerns, and active support in helping their child is sought. An assessment to identify areas of weakness may be offered and to suggest a remedial course.

Where it is felt necessary, pupils will be offered specific support. Frequency and times of sessions will be discussed with all concerned parties. Regular meetings, to review progress, will take place with parents, class teachers and pupils. Parents are welcome to contact the LS Department.

Regular liaison involving appropriate staff takes place. The Heads of School, Senior Management, Tutors, teachers, parents and pupils are all kept informed of developments, as and when necessary.

Pupils at all stages are gently weaned off support when it is felt to be appropriate. This decision is reached in consultation with all relevant teachers, the pupil and parents. A close vigil is kept throughout the pupil's academic life. His or her name remains on the register along with the details of difficulties which have been experienced. An open door policy is maintained with ad-hoc assistance being offered.

Gifted and Talented Pupils

The School recognises gifted and talented pupils as having special educational needs. The needs of those pupils are met by individual teachers within the classroom setting and by the offer of a wealth of other experiences outside the classroom.

The role of the Head of Learning Support (LS)

The Head of Learning Support has, along with a teaching timetable, the following duties:

- To write and update the school's SEN policy document, taking into account changes in national educational policy document and new initiatives
- To oversee the day to day running of the school SEN policy, including all administration and correspondence.
- To draw up, update and monitor the school's SEN register identifying pupils who have specific special needs and placing them accordingly.
- To oversee and maintain all pupil files relating to SEN
- To write up and review on a termly basis the Individual Educational Plans (IEPs) for SEN pupils.
- To liaise with the exams officer to ensure that the SEN pupils have additional time in public exams and to co-ordinate the necessary arrangements requires for documentation.
- To correspond and communicate with both pupils and parents with regards to the child's SEN provision on a regular basis.
- To liaise with external agencies relating to pupils with SEN including Educational Psychologists if required.

Partnership with Parents



At all stages of the special needs process, the school keeps parents fully informed and involved with the progress of their child. We take into account the wishes, feelings and knowledge of the parents at all times and aims to share the process of decision making.

We inform the parents of any tests, additional assessments or outside intervention that may occur and we provide clear information relating to the child and their particular learning requirements.

Allison Witts
Special Education Needs Co-ordinator

To be reviewed: September 2017