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THE ENGLISH SCHOOL
A SECOND CENTURY OF EXCELLENCE

Special Educational Needs and Disabilities (SEND) Policy

The English School

The person responsible for Policy	Maria Papagapiou – Inclusion officer Anne-Marie Tellalis – Assistant Head
Ratified by	David Lambon, Headmaster
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Rationale

The English School is committed to Inclusion, ensuring that ALL students are equally valued and have access to all aspects of a broad, balanced and differentiated curriculum.

We believe that every child has unique characteristics, interests, abilities and learning needs. We accommodate the wide diversity of characteristics and needs through an inclusive child centred pedagogy. We encourage and facilitate the participation of parents / guardians, teaching staff and specialists in the setting of appropriate targets for the student's learning and the reviewing of the student's progress. We also ensure that, in the context of systematic change, teacher educational programmes are available within school, for them to be able to identify and address the needs of all students in an inclusive environment.

Definition of Special Educational Needs and Disabilities

In the context of this policy, the term 'special educational needs' refers to all those students whose needs arise from learning differences (sometimes difficulties, disabilities) as well as those students who are gifted and talented. The English School is currently developing provisions for a range of needs, including:

Communication and Interaction – e.g. Autistic Spectrum Disorder, Obsessive Compulsive Disorder, Asperger's Syndrome.

Cognition and Learning – e.g. Dyslexia

Social, Emotional and Mental Health Difficulties – e.g. Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder, Depression.

Sensory and/or Physical needs – e.g. Visual Impairments, Epilepsy, Diabetes, Tendinitis, Joint Hypermobility Syndrome

Gifted and Talented – The term 'gifted' refers to learners who perform, or who are potentially able to perform, extremely high in one or more subjects in the statutory school curriculum. The term 'talented' refers to learners who excel, or who are potentially able to excel, in one or more specific fields such as Art, Music, Physical Education or performing arts.

Roles and Responsibilities

Key personnel

The English School's Inclusion Coordinator [Special Educational Needs and Disabilities Coordinator (SENDCO) and Gifted and Talented Coordinator (GATCO)] is Ms. Maria Papagapiou and may be contacted by email maria.papagapiou@englishschool.ac.cy. The designated SEND Line -Manager is Mrs. Anne – Marie Tellalis and may be contacted by email anne-marie.tellalis@englishschool.ac.cy.

The **Board of Management** has a responsibility to:

- Hold the school leadership and the Inclusion Coordinator accountable to the content of this policy and particularly to ensure that all SEND students are given appropriate support for them to make progress in line with their peers.

The **Head Teacher** has a responsibility to:

- Have an overall responsibility for the provision and progress of SEND students;
- Work with the Inclusion Coordinator and SEND Line – Manager to determine the strategic development of the SEND policy and provision in the school;

- Keep the Board of Management informed about the SEND provision made by the school.

The **SEND Line – Manager** has a responsibility to:

- Work with the Inclusion Coordinator and Head Teacher to determine the strategic development of the SEND policy and provision in the school;
- Monitor the quality and effectiveness of SEND provision within the school and update the Head Teacher on this.

The **Inclusion Coordinator** has a responsibility to:

- Oversee the day – to – day operation of the school’s SEND policy;
- Liaise with feeder schools so that support is provided for students as they prepare to transfer;
- Co-ordinate and develop school strategies for the identification of SEND students;
- Collaborate with parents / guardians, teaching staff and outside specialists to set appropriate targets for the student’s learning and the reviewing of the student’s progress;
- Liaise with teaching staff to support transition of SEND students after Year 3, Year 5 and Year 6;
- Liaise with the potential future providers of education to ensure that the SEND student and their parents/ guardians are informed about options and smooth transition is planned;
- Ensure the records of all SEND students are up – to – date;
- Monitor the progress of SEND students through regular classroom observations;
- Implement and monitor the impact of timely and appropriate interventions if SEND students are not making appropriate progress;
- Inform the Head and the SEND Line – Manager of the progress of SEND students and the impact of intervention support;
- Produce a SEND development plan which links to the whole school development plan;
- Contribute to the in-service training of staff to ensure effective classroom support for SEND pupils;
- Advise on the deployment of the school’s delegated budget and other resources to meet student’s needs effectively;
- Review yearly the SEND policy and make necessary amendments approved by the Head Teacher and the SEND Line – Manager;
- Liaise with the school Counsellor, Nurse, Exams Office, Careers Office, Heads of Year, Pastoral Heads and Heads of Department;
- Liaise with external agencies including educational psychology services, health and social services, national services and Ministry of Education;
- Attend local, national and international SEND training;
- Achieve the National Award in Special Educational Needs Coordination within three years of appointment (2023).

Subject teachers have a responsibility to:

- Devise strategies and identify appropriate differentiated methods to enable all students to access the curriculum.
- Recognise that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Ensuring targets arising from Individualised Education Programs (IEPs) are considered in lessons.
- Monitoring progress of students with SEND.
- Be fully aware of the school’s procedures for SEND.

- Raising individual concerns to Inclusion Coordinator.

Entrance Examination

Parents / guardians are requested to provide reports justifying the needs of the student at the time of registration for the Entrance Examination at The English School.

All requests for extra time or special exam access go to the Inclusion Coordinator who in conjunction with the Exams Office will decide, based on evidence of need, what arrangements need to be put in place for the day of the examination.

Identification

Provision for SEND students is a matter for the whole school. The Board of Management, the Head Teacher, the Inclusion Coordinator, the SEND Line – Manager and all other members of staff, particularly subject specialists have important day-to-day responsibilities in the identification of potential needs and in the support for SEND students.

If a student joining The English School already has an identified special educational need, the Inclusion

The coordinator uses this information to:

- Identify and manage any potential barriers to learning;
- Identify and focus attention on action to support the pupils within classes;
- Provide clear guidance for all teaching staff on the needs of the student and strategies that should be adopted to support him/her through SIMS.

The English School recognises that SEND can develop at a later stage in a student's education. The list below may trigger assessment of need:

- Little or no progress, even when teaching approaches are targeted particularly in a student's identified area of weakness;
- Signs of difficulty in developing literacy or mathematical skills;
- Signs of potential sensory or physical problems;
- Communication and / or interaction difficulties;
- Persistent emotional or behavioural difficulties.

If there are any concerns that a student may have SEND that have been undetected, teaching staff report by emailing the Inclusion Coordinator. It is important that in this email, subject teachers evidence the use and impact of relevant differentiation strategies already attempted by the teacher, and the extent to which the student has been responsive. Examples of such strategies include

- assigned seating
- clarify the three key points of the lesson, teach these, and recap at the end
- break up new learning into small steps (chunking)
- put up a list of vocabulary for a particular topic or lesson and teach meanings
- relate new concepts to prior learning and student's real-life experience
- use short simple instructions. Give one at a time and check for understanding. Write down and leave up instructions after saying them
- assess student's learning in a form other than writing such as oral responses before written, PPT presentations, posters, mind maps, matching exercises etc
- re-teaching / tutoring at break or after school
- extra time or fewer questions on an assessment
- parent communication

Depending on the nature of the report, the following further steps may be required (to be taken by Inclusion Officer):

- further consultation and information gathering from other teachers of the same student
- observation and meeting with the student
- and/or conversation with parents to recommend an external evaluation by a registered Child Educational Psychologist which would then form the basis of a programme of targeted support and goal setting/ review specific to the student's needs.

Parents / guardians may also make referrals on behalf of their children, or students may refer themselves at any stage. Parents / guardians and students are encouraged to contact the Inclusion Coordinator if they have any concerns with regards to a potential SEND need.

Profiles for all SEND pupils are created and shared with teaching staff as soon as possible after SEND pupils start at The English School or after a SEND need is detected. These profile documents are linked on SIMS to the student's confidential files that teachers may view, and they share information on the student's potential barriers to learning and outline the appropriate recommendations to teacher for the most relevant support strategies for that student. Profiles are reviewed and if necessary amended on a termly basis.

Reviewing provision

The progress of SEND students is internally reviewed termly in close collaboration with Pastoral Teams.

- Information is gathered from a range of sources as appropriate: attendance/behaviour records, lesson observations, observation of students during unstructured time, common assessment, exam / mock exam performance;
- Teaching staff are asked to give feedback on students' progress and areas of concern. They are also asked to give feedback on the impact of strategies in place to support the student.

The above information is scrutinised to assess the progress the student is making and is used to inform the annual review meeting where appropriate.

The annual review meeting involves the student and always seeks the input of the parent/guardian and where appropriate external specialists will be asked to also attend. Student progress and well-being are the focus of the review meeting; strategies in place to support the student are amended or refined as appropriate and additional provisions may change.

Supporting students

Times of change can cause great anxiety for SEND students and so we plan for the transition period at different phases to be as smooth as possible. Transition plans depend on the needs of the individual student, but they are developed in conjunction with both the student, their parents/guardians, teaching staff and outside specialists if needed.

Transition Arrangements from feeder schools to The English School:

- Discussions taking place between the feeder schools and The English School for SEND students and the Inclusion Coordinator visits the students and their teachers at school;
- SEND students and their parents / guardians are invited to The English School whilst school is in session and then after school hours to make the transition less stressful.

- Depending on the needs of individual students with SEND further meetings are arranged with the student, parents / guardians and external specialists.

Transition Arrangements from Year 3 to 4, 5 to 6 and 6 to 7:

- SEND students are given advice and support in choosing their IGCSE and AS /A – Level subjects based on their personal strengths and aptitudes. They are informed about the structure of the courses and aspects that may prove challenging. Pre – course visits may be arranged.

Transition Arrangements from Year 7 to adulthood:

- SEND students are guided through their choices on University and gap years. All SEND students are offered an early appointment with the Career Advisor (Ms. Natasa Ashioti) and Universities Administrator (Ms. Stella Nicolaou) where career guidance support is provided as well as support and advice are given with university application forms and personal statements. The school also liaises with potential future providers of education to ensure that the SEND student and their parents / guardians are informed about options and smooth transition is planned.

Emotional Support

School based counselling services are provided by a qualified and trained counsellor (Ms. Olivia Kyriacou), who in collaboration with the Pastoral Team works for the well – being of the referred students. Students meet with the counsellor following an appointment arranged directly through the Head of Year. Parents' / Guardians consent is required before accessing counselling unless a student is over 18.

Prescription Medication

In the case that a SEND student has been prescribed medication, The English School Nurse (Ms. Despina Giannikouri) needs to be informed through a specialist report stating the prescription. The Nurse will keep a record of this on SIMS.

The Nurse then informs the appropriate teachers of the SEND student on the prescribed medication and briefs them on the effects the medication has on the student and his / her learning.

It is recommended that medication be given at home whenever possible. If a child must take prescription medication during the school day, the following procedures will be followed:

- The school Nurse needs to be provided with a doctor's note stating the prescribed medication and the dosage needed.
- The school Nurse can only accept prescribed medication if they are in – date, labelled, provided in the original container as dispensed by a pharmacist with clear instructions for administration and storage.
- The school Nurse will keep a record of all medicines administered to individual students, stating the amount of the prescription medication held in the school, and how much was administered and when. The school will store the medication in the Nurse's station.
- The school Nurse is the only individual who will have access to the medication and will administer it.
- If a student refuses to take their medication, the school cannot use force. The parents / guardians should be informed so that alternative options can be considered.

- When no longer required, the prescription medication should be returned to the parent / guardian to arrange for safe disposal.

Temporary Disability

Where students sustain injuries, which prevents their movement around the school site, The English School requests a medical note to be provided to the Inclusion Coordinator. To support the injured student the following arrangements are made:

- Room changes are arranged to ensure that the student's registration and lessons are held in accessible rooms on the ground floor.
- Students can leave lessons early to allow them to avoid congestion at the end of lessons.
- Other, identified, students are delegated to help the injured students move around the site.
- Special arrangements are made for assembly, breaks, Physical Educational Lessons and school trips.
- Members of staff are notified of the student's condition, changes to normal routine and the name/s of students responsible for helping the injured student.
- Students are instructed to use the elevator in the Science Building.

In more serious cases, such as wheelchair user:

- Room changes are arranged to ensure that the student's registration and lessons are held in accessible rooms on the ground floor.
- Ramps are put in place to allow access to rooms on the ground floor.
- Students can leave lessons early to allow them to avoid congestion at the end of lessons.
- Other, identified, students are delegated to help the injured students move around the site.
- Special arrangements are made for assembly, breaks, Physical Educational Lessons and school trips.
- Members of staff are notified of the student's condition, changes to normal routine and the name/s of students responsible for helping the injured student.
- Students are instructed to use the elevator in the Science Building.

Examination arrangements: public and internal

The SEND register indicates where specific provision is made so that SEND students are not unfairly discriminated against when undertaking examinations. JCQ's guidance for access arrangements are followed and documentation is kept on all SEND students to provide a history of need. Modifications such as the awarding of extra time, rest breaks, or other modifications are made according to each student's need. The arrangements are continuously reviewed.

Complaint and Appeal by parents / guardians

All complaints will be treated seriously and will follow the process outlined in the school complaints procedure that can be accessed. If necessary, the SEND Line – Manager will act to mediate between the parents and the school. Continued failure to resolve concerns will lead to a referral to the Head Teacher (Mr. David Lambon) to access support and advice.

Publication and Review

This policy is included in the school's welcome pack and added on the school website. The provision of SEND is extremely important to the community of The English School and the policy will be reviewed yearly and updated.