

THE BRITISH SCHOOL OF BAHRAIN



Special Educational Needs, Disability, and Accessibility (SENDA) Policy

DOCUMENT CONTROL	
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1. Introduction

- 1.1. The BSB believes that any child with special educational needs and/or disabilities (SEND) should be included in every aspect of school life. Our mission statement acknowledges the individuality of every child, and our obligation to help them achieve excellence. We are committed to inclusion and the engenderment of a sense of equality, safety and community for all.
- 1.2. The BSB utilises the definition for SEND students outlined in the UK Department for Education's [SEND Code of Practice](#) (2015).

2. Objectives

- 2.1 To ensure that any SEND are identified, assessed and provided for;
- 2.2 To ensure that all students have access to the school curriculum;
- 2.3 To increase the self-awareness and self-confidence of SEND students;
- 2.4 To improve the attainment and attitude to learning of students with SEND;
- 2.5 To ensure that school staff, parents and the wider school community are able to play their part in supporting their child's education.

3. Roles and responsibilities

- 3.1. The 'responsible person' for SEND is Mr John Maguire, Executive Headteacher. The Board member with responsibility for SEND is Mr John O'Connor. The persons responsible for the day-to-day provision of education and support for SEND students are as follows:
 - 3.1.1 SEND Coordinator (SENDCo) for Infant and Junior Schools: Mr Peter Orde
 - 3.1.2 SENDCo for Senior School: Mr Nick Belcher
 - 3.1.3 A specialist team of Learning Support Assistants
 - 3.1.4 School counsellors
 - 3.1.5 School nurses
 - 3.1.6 Every teacher is a teacher of SEND students

4. Facilities, resources and accessibility

- 4.1. The BSB provides dedicated facilities for students with SEND. It also invests in equipment, resources and subscriptions that are deemed important for SEND students.
- 4.2. A significant aspect of the development of the school's physical site has been accessibility. The school provides elevator access to all floors; access ramps to key buildings; dedicated nurses' stations; and improved-accessibility toilets.

5. Admissions

- 5.1. The school does not discriminate against students with SEND, so long as they meet the criteria set by the school that ensures they will be able to access the curriculum and enjoy every aspect of school life. Through application forms, testing and interviews, the school identifies potential SEND students and introduces them and their families to the relevant SENDCo.
- 5.2. The school's Admissions Policy outlines the application principles and process in more detail.

6. Identification, assessment and provision

6.1. Identification

The school may identify existing students as potential SEND students, through attainment data or teacher observation. The school utilises a referral process that alerts the relevant SENDCo, who will then take additional steps to ascertain what SEND may be applicable in this instance.

- 6.2. Before any conversation with the student, or any additional test, the SENDCo will contact parents to introduce his/herself, outline the referral and initial observations, and gain approval for initial assessment and support measures. Support for SEND students is generally more successful when parents are involved, engaged and supportive.

6.3. Assessment

The school utilises a number of different assessment methods to ascertain what SEND may be applicable to a student. Some of these are administered by the school, while others require outside involvement, for instance an Educational Psychologist.

The SENDCo will explain the nature of any assessment to parents, along with the rationale for the test. Some assessments incur additional costs, which are borne by the parents.

6.4. Provision

The school utilises a graduated approach to provision for SEND students

LEVEL 1:

Differentiated teaching in the classroom - teachers, having been made aware of the needs of every SEND student, adapt their lessons accordingly to encourage involvement and attainment;

Students are judged as being able to navigate the school site and involve themselves in activities without help.

LEVEL 2:

Within the classroom, learning support is provided through dedicated Learning Support Teachers and Learning Support Assistants;

Students may be taken out of particular lessons to receive dedicated support from a member of the Learning Support teams;

Students may be provided some guidance and/or assistance to help them navigate the school site and involve themselves in activities.

LEVEL 3:

Students will be provided with adapted timetables and/or curriculum to support their learning, their attainment and their wellbeing;

Students will be provided with individualised schedules and processes to help them navigate the school site and involve themselves in activities.

6.5. ACCESS ARRANGEMENTS:

6.5.1. For standardised assessments, students may receive support that helps them achieve success if there is sufficient evidence to justify the support. Such support is called an 'access arrangement';

6.5.2. In some cases the decision to provide an access arrangement is the school's alone, based on an established picture of need; in others, further evidence may be required by exam boards, who will make the final decision.

6.5.3. Any documents provided by outside agencies must be provided in English, with the relevant qualifications of the prescribing professional clearly stated.

6.6. SUPPORT 360

6.6.1. In the Senior School, it is regularly observed that academic issues go hand-in-hand with pastoral issues. Therefore, the school employs a 'Support 360' programme that integrates learning support with school counselling.

7. SEND data storage and use

- 7.1. The school acts with the utmost integrity concerning student data. SEND data is stored on the school's Management Information System (MIS), in secure admissions folders, and in secure Learning Support files. It is stored in line with the school's robust data handling policy/procedures and its Data Protection Policy.
- 7.2. The school has a variety of data that it may use to inform SEND provision, such as:
- 7.2.1 Standardised application tests;
 - 7.2.2 Standardised assessments that form part of the school curriculum;
 - 7.2.3 Teacher referrals;
 - 7.2.4 Pupil Passports;
 - 7.2.5 SEND registers;
 - 7.2.6 Individual Education Plans
 - 7.2.7 Educational Psychologist reports
 - 7.2.8 Medical reports

8. Outside agencies

- 8.1. The school has worked with the following outside agencies in the past. As a policy, the school does not recommend any particular outside agencies but requires that any outside agencies are formally accredited for the service that they provide:

Educational Psychologist	<i>None in Bahrain with whom school has previously worked</i>
Clinical Psychologist	Anne Mostafa
Speech and language therapist	Talk, Play, Grow Therapeutic Interventions for Kids
Occupational Therapists	Therapeutic Interventions for Kids

Contact details for these agencies may be requested from the school.

9. In-service SEND training

9.1. All school staff have access to SEND related training courses, and for some staff such training is mandatory:

9.1.1 Educare package of recognised courses, including *The SEND Code of Practice* and *Equality and Diversity*.

9.1.2 Whole school training sessions

9.1.3 Teaching staff training sessions

9.1.4 Learning Support-specific training sessions

10. Evaluating the school's SEND provision

10.1. The school evaluate its SEND provision as follows:

10.1.1 In regular meetings of members of the learning support and counselling teams

10.1.2 In weekly meetings between the individual school senior leadership teams and SENDCo

10.1.3 In termly meetings between the SENDCos and the Executive Headteacher

10.1.4 Through evaluation of the school's provision at Board meetings

10.2. The school uses a variety of data to inform judgments, and takes corrective and proactive action to further improve the quality of SEND provision.

10.3. All opportunities for improvement that are identified are added to the school's SENDA Action Plan (SENDAAP).