

# THE BRITISH SCHOOL OF BAHRAIN



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

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## 1. Aims

1.1 Our SEN policy and information report aims to:

- 1.1.1 Set out how our school will support and make provision for Student with special educational needs (SEN)
- 1.1.2 Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

1.2 The British School of Bahrain (BSB) is committed to ensuring that the necessary provision is made for every Student. BSB is passionate about Inclusive education for all and welcomes a diversity of culture and intellectual ability, striving to meet the needs of all young people from 3-18 with a learning difficulty, disability, disadvantage or special educational needs.

1.3 The new Code of Practice (2014), states that all children and young people are entitled to an education that enables them to make progress so that they:

- 1.3.1 Achieve their best
- 1.3.2 Become confident individuals living fulfilling lives, and
- 1.3.3 Make a successful transition into adulthood, whether into employment, further or higher education or training.

1.4 BSB believes that all children with a Special Educational Need (SEN) must have their needs identified and assessed, with appropriate and timely intervention put in place. All staff have due regard to general duties to promote disability equality. BSB strives to deliver appropriate curriculum to:

- 1.4.1 Provide suitable learning challenges
- 1.4.2 Meet the students diverse learning needs
- 1.4.3 Remove the barriers to assessment and learning

## 2. Legislation and guidance

2.1 This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- 2.1.1 [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- 2.1.2 [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

## 3. Definitions

3.1 A student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

3.2 They have a learning difficulty or disability if they have:

- 3.2.1 A significantly greater difficulty in learning than the majority of others of the same age, or
- 3.2.2 A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

3.3 Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **4. Roles and responsibilities**

### **4.1 The SENCO**

4.1.1 The Senior School SENCO is Susan Coppard

4.1.2 The Junior School SENCO is Peter Ort

4.1.3 The Infant SENCO is Sarah Downs

4.1.4 They will:

4.1.4.1 Work with the Head of Schools, Executive Headmaster and Board members to determine the strategic development of the SEN policy and provision in the school

4.1.4.2 Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN

4.1.4.3 Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching

4.1.4.4 Advise on the graduated approach to providing SEN support

4.1.4.5 Advise on the deployment of resources to meet pupils' needs effectively

4.1.4.6 Be the point of contact for external agencies and their support services

4.1.4.7 Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned

4.1.4.8 Work with the Head of Schools, Executive Headmaster and Board of Directors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

4.1.4.9 Ensure the school keeps the records of all pupils with SEN up to date

### **4.2 The Board of Directors Member with SEN responsibilities**

4.2.1 The Board of Directors Member with SEN responsibilities will:

4.2.1.1 Help to raise awareness of SEN issues at governing board meetings

4.2.1.2 Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this

4.2.1.3 Work with the Executive Headmaster to determine the strategic development of the SEN policy and provision in the school

### **4.3 The Executive Headteacher**

4.3.1 The Executive Headmaster will:

4.3.1.1 Work with the Head of Schools to determine the strategic development of the SEN policy and provision in the school

4.3.1.2 Have overall responsibility for the provision and progress of learners with SEN and/or a disability

#### **4.4 Head of School**

4.4.1 Each Head of School will:

4.4.1.1 Work with the SENCO to determine the strategic development of the SEN policy and provision in the school

#### **4.5 Class teachers**

4.5.1 Each class teacher is responsible for:

4.5.1.1 The progress and development of every pupil in their class

4.5.1.2 Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

4.5.1.3 Working with the SENCO to review each pupil's progress and development and decide on any changes to provision

4.5.1.4 Ensuring they follow this SEN policy

## **5. SEN information report**

### **5.1 The kinds of SEN that are provided for**

5.1.1 Our school currently provides additional and/or different provision for a range of needs, including:

**5.1.1.1 Communication and interaction**, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

**5.1.1.2 Cognition and learning**, for example, dyslexia, dyspraxia,

**5.1.1.3 Social, emotional and mental health difficulties**, for example, attention deficit hyperactivity disorder (ADHD),

**5.1.1.4 Sensory and/or physical needs**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

### **5.2 Identifying pupils with SEN and assessing their needs**

5.2.1 We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

5.2.1.1 Is significantly slower than that of their peers starting from the same baseline

5.2.1.2 Fails to match or better the child's previous rate of progress

5.2.1.3 Fails to close the attainment gap between the child and their peers

5.2.1.4 Widens the attainment gap

5.2.2 This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

5.2.3 The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the Head of Year and then the SENCO. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the

support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **5.3 Consulting and involving students and parents**

5.3.1 We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

5.3.1.1 Everyone develops a good understanding of the student's areas of strength and difficulty

5.3.1.2 We take into account the parents' concerns

5.3.1.3 Everyone understands the agreed outcomes sought for the child

5.3.1.4 Everyone is clear on what the next steps are

5.3.2 Notes of these early discussions will be added to the student's record.

5.3.3 We will formally notify parents when it is decided that a pupil will receive SEN support.

### **5.4 Assessing and reviewing pupils' progress towards outcomes**

5.4.1 We will follow the graduated approach and the four-part cycle of **assess, plan, do, review** (APDR)

5.4.2 The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

5.4.2.1 The teacher's assessment and experience of the pupil

5.4.2.2 Their previous progress and attainment and behaviour

5.4.2.3 Other teachers' assessments, where relevant

5.4.2.4 The individual's development in comparison to their peers and national data

5.4.2.5 The views and experience of parents

5.4.2.6 The pupil's own views

5.4.2.7 Advice from external support services, if relevant

5.4.3 The assessment will be reviewed regularly.

5.4.4 All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **5.5 Supporting pupils moving between phases and preparing for adulthood**

5.5.1 We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.5.1.1 Records and information are passed onto the new teachers and across Key Stages.

### **5.6 Our approach to teaching pupils with SEN**

5.6.1 Teachers are responsible and accountable for the progress and development of all the pupils in their class.

5.6.2 High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

5.6.3 Interventions will be tailored to suit the needs of the child and delivered by class teacher, TA and or SENCO.

## **5.7 Adaptations to the curriculum and learning environment**

5.7.1 We make the following adaptations to ensure all pupils' needs are met:

5.7.1.1 Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

5.7.1.2 Adapting our resources and staffing

5.7.1.3 Using recommended aids, such as technology, coloured overlays, visual timetables, larger font, etc.

5.7.1.4 Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## **5.8 Additional support for learning**

5.8.1 Learning support assistants in each classroom will selectively support pupils on a 1:1 basis or in small groups as deemed appropriate by the class teacher and SENCO.

5.8.2 If a child is unable to access the mainstream curriculum due to their additional needs (educational, physical, behavioural, emotional); parents will be requested to provide a 1:1 personalised learning coach. Authorised by the Head of School, and at the cost of the parents.

5.8.3 The acceptance of pupils with SEN is in agreement with SENCO, the Head of School and Executive Head. Upon application, it is important that parents disclose all information regarding their child's learning needs including any professional assessments and/ or medical records. Failure to do so may risk the loss of school place once the child has joined our school if we are not fully equipped to best assist and support the child's development. As a child's profile of need changes and develops over time conditional places are reviewed each year, to ensure we continue to meet the changing needs of the individual.

## **5.10 Securing equipment and facilities**

5.10.1 Physical Accessibility plan (SDP) access etc

## **5.11 Evaluating the effectiveness of SEN provision**

5.11.1 We evaluate the effectiveness of provision for pupils with SEN by:

5.11.1.1 Reviewing pupils' individual progress towards their goals each term

5.11.1.2 Reviewing the impact of interventions half termly

5.11.1.3 Using pupil questionnaires (pupil voice)

5.11.1.4 Monitoring by the SENCO

## **5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

5.12.1 All of our extra-curricular activities and school visits are available to all our pupils, including after-school clubs.

5.12.2 All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

5.12.3 No pupil is ever excluded from taking part in these activities because of their SEN or disability.

## **5.13 Support for improving emotional and social development**

5.13.1 We provide support for pupils to improve their emotional and social development in the following ways:

5.13.1.1 Pupils with SEN are encouraged to be part of the school council/ house captains

5.13.1.2 Pupils with SEN are encouraged to take part in all extra-curricular activities and clubs

5.13.2 We have a zero tolerance approach to bullying.

#### **5.14 Working with other agencies**

5.14.1 The school is keen to work alongside formally accredited outside agencies to ensure effective support and provision for its pupils. The school does not operate in partnership with any agency. Any documentation and reports should be shared with the school so that recommendations may be incorporated into the setting where possible. The school is open to agencies attending on site where appropriate.

## **6. Monitoring arrangements**

6.1 This policy and information report will be reviewed by the SENCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Executive Head.

## **7. Links with other policies and documents**

7.1 This policy links to our policies on:

7.1.1 Behaviour, Rewards & Sanctions Policy

7.1.2 Supporting Students with medical conditions (medical lists from Nurse)