



SHREWSBURY INTERNATIONAL SCHOOL

BANGKOK • CITY CAMPUS

Policy Title:	Special Educational Needs and Disability (SEND)
Policy Section:	Section E – The Student’s Learning and Wellbeing
Policy Number:	E9
Approval:	SMT O72
Publish to:	Policy Compendium Website Parent Portal Staff Handbook Thai Translation

Introduction

Shrewsbury International School’s Special Educational Needs and Disability (SEND) Policy is predicated upon the School’s Guiding Statements and operates in conjunction with the Admissions Policy, the Child Protection Policy and the Reporting to Parents Policy. “Careful selection” is highlighted in the School’s Mission and, as an academic selective School, Shrewsbury understands that although it does not provide the right learning environment for every child, its commitment to those students in our community with SEND.

The School welcomes many students with SEND and acknowledges that every student has a right to have those needs recognised and met either by the School and/or by outside agencies. By recognising those needs and differentiating our resources and practice, the School aims to give all students access to the National Curriculum for England and the opportunity to succeed and make progress to the best of their ability.

The School is aware of the need for parental involvement in the support of our students and seeks to involve sensitively and fully parents and carers in the SEND process and provision.

All of the students on the SEND Register are integrated fully into our classes and supported by all staff members. The School adheres to a staged strategy.

Key Principles

1. The academic nature of our School is particular and may not suit all student needs, therefore careful screening on point of entry and through regular assessment will determine admission and progression through the School. Parents will be fully consulted at all stages;
2. The School acknowledges that a student may present a mixed profile of talent and special need and every effort will be made to accommodate these students;
3. Where additional staffing support for a student is required the cost will be met by the parent;
4. Where external assessments or individual resources are required the cost will be met by the parent;
5. The School may strongly recommend outside agency involvement if a student's needs cannot be met and where this could affect a student's progression through the School;
6. The School will endeavour to meet the needs of all students who may have SEND throughout, or at any time during, their school career;
7. There is a range of needs and an equally wide range of support to meet those needs;
8. Students with SEND require the greatest possible access to a differentiated, broad and balanced curriculum and much pastoral support as they can be more at risk from prejudice;
9. The needs of the majority of students will be met in regular classes, but some withdrawal may be necessary;
10. The knowledge, views and experience of the parents and carers are considered vital;
11. The student view will be highly regarded.

Meeting the Principles

1. The School's Admissions Policy and SEND policy will be readily available to prospective families hosted on both the School website and the Parent Portal;
2. Entry and progression assessment criteria will be robust and consistently applied.
3. Progression through the School will be monitored by the SENCO and the Academic SMT;

4. All students who present with SEND concerns will be identified and assessed as soon as possible;
5. Opportunities to gather parent, previous school reports and the student view will be sought;
6. External agencies will be consulted, where appropriate;
7. Parents will be advised of alternative support and schooling if progression through the School is not possible.

Objectives

To achieve these aims, the School has the following objectives:

1. The SEND Register, which contains the names of students with Special Educational Needs, will be updated at least once a term, or as students are added, or removed from the register and will clearly state:
 - 1.1. Referral tracking
 - 1.2. Area of concern / Learning difficulty;
 - 1.3. Communication and interaction indicators;
 - 1.4. Cognitive observations and notes;
 - 1.5. Sensory and / or physical indicators;
 - 1.6. Behaviour, social or emotional indicators;
 - 1.7. Outside agencies involved

Students with SEND will be identified as soon as possible and in accordance with the staged approach (SEND referral system) of the School. They will be given the status of Additional Support, School Support or Monitor.

2. Students on the 'children to be aware of' list will be identified by class teachers, pupil progress meetings and/or through academic tracking. The SENCo will liaise with the class teacher, the parents and the student to identify the specific concerns before deciding the appropriate response. Further assessments may be completed at this stage and classroom observations made. Teachers will be given feedback on the student and careful monitoring of the pupil will be undertaken through Year Team Leader (YTL), the SENCO and where appropriate the Vice Principal/Assistant Principal. The student's name will be placed on the SEND register.

3. Students on School Support will be given an Pupil Passport (PP). These documents will clearly state the child's SEND need, strategies to support them and may include specific developmental targets. These targets will be agreed with the student, the class teacher and the student's parents. These documents are reviewed termly with, wherever possible, students, teachers, parents and involved agencies in attendance. At this stage some adaptation to the curriculum, withdrawal and additional support may be incorporated into the student's school life.
4. These strategies may include academic interventions, adjusting and refining required resources, social support groups, home work support and speech and language therapy.
5. Students who require Additional Support are carefully monitored by the SENCO in conjunction with the YTL to ensure that the curriculum is being accessed. At this stage one-to-one support and/or specialised provision is provided. Outside agencies are often involved and they will give advice on meeting the child's needs and provide detailed reports and guidance. At the Full Support stage it may be necessary for parents to meet with the SENCO, Principal/Vice Principal to discuss the suitability of the School for the student and recommend alternative education. This will be handled with a high degree of confidentiality and sensitivity;
6. Parents and carers will be kept informed at all times and at every stage;
7. Clear and up-to-date records will be kept at every stage;
8. All who teach the student will be kept fully informed and have their views sought.

SENCO

The SENCO will report to the Board of Governors annually on the implementation of the SEND Policy. The Vice Principal will work closely with the SENCO.

The SENCO is responsible for the day to day implementation of the provision including:

1. Liaising with and advising colleagues;
2. Co-ordination of the provision for students with SEND;
3. Maintaining the SEND Register;
4. Overseeing the records of students with SEND, including pupil passports;
5. Liaising with parents and carers of students with SEND;
6. Dealing with SEN administration;
7. Liaising with and co-ordinating external agencies;
8. Managing the Learning Support Assistants (LSA);

9. Contributing to the in-service training of staff.

The Class Teacher / Subject Specialist

The class teacher or subject specialist has responsibility towards the students with SEN in their class as below:

1. Planning and delivering a differentiated curriculum and collecting and gathering information;
2. Liaising with parents and carers at all stages as well as external agencies, TAs and LSAs, other support staff and colleagues, where necessary; Planning, monitoring and evaluating PP targets;
3. Responsible for the progress of SEND pupils;
4. Attending INSET and training sessions;
5. Learning Support Assistants who are directly involved with a student or group of students will liaise with the class teacher and SENCO to plan for and meet the needs of that student;
6. Regular support and monitoring will be provided by the SENCO;
7. Regular records will be kept by the LSA and reports made to parents on an agreed cycle;
8. Communication with parents will be monitored by the class teacher.

Admissions arrangements

Students, as part of the School's academic selective process, are assessed before entry. Where needs cannot be met or where access to the curriculum is limited, the School may decide to inform parents that admission is not achievable. The School will provide feedback and advice.