

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

This policy supports the development of structured and cohesive student support and inclusion within the school group.

Definition

The term 'special educational needs and disabilities' (SEND) is difficult to define. We adopt the UK government's working definition that refers to: children who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age.

Many children will have special needs of some kind at some time during their education.

Policy Statement

Our vision is to be an inclusive school, where the needs of all our students are met, including vulnerable learners, those from potentially disadvantaged backgrounds, those with special educational needs and/or disabilities, and also the most able.

Our approach to curriculum is inclusive and built on the premise that all students have an entitlement to knowledge and to an excellent education.

Teachers are trained regularly to understand and adapt their teaching to students with any special needs, this way ensuring that all learners can access the curriculum and some possible additional support and arrangement.

At the basis of this vision is our approach to championing both equality and diversity, ensuring our school being a place where difference is celebrated.

Our school offers the students pastoral support and assistance for their development and wellbeing, to ensure they are able to achieve their potential.

We promote independence and responsibility, and so encourage them to take ownership of their learning.

We believe in a learning environment where every student can participate and achieve irrespective of their barriers. We empower students to overcome such barriers and reach their full potential.

Roles & Responsibilities

All pupils at Townshend have the right to access an inclusive learning environment. It

is the responsibility of every member of academic staff to ensure that this is facilitated.

At the moment the role of the SENCO is fulfilled by the School Counsellor/Psychologist, assisted by another psychologist who performs psychological assessments whenever these seem to be relevant and needed.

The School Counsellor is responsible for:

- * Ensuring that all students with (potential) SEND are identified and assessed. * Identifying and assessing students with (potential) SEND.
- * Coordinating provision for pupils with SEND
- * Providing professional guidance to colleagues and for working with teaching staff, parents and/or dorm parents, to ensure that students with special needs receive appropriate support.
- * Ensuring, with the support and input from homeroom teachers and also from dorm parents, that the emotional state and well-being of such students are cared for through meetings/sessions to follow up on their development

The Assistant Psychologist is responsible for:

- * Preparing an Individual Educational Plan for every student with special needs, to help and guide their teachers to provide the best educational support. * Assessing students, where signs of a potential learning disability is observed by the teaching staff, and where no assessment report is available.
- * Supporting the School Counsellor in providing professional guidance to colleagues and for working with staff, parents and/or dorm-parents, to ensure that students with special needs receive appropriate support.

The Homeroom teachers:

- * Are responsible for overseeing the progress and development of each and every student in their class.
- * They will work closely with the School Counsellor and her assistant, and with the teaching staff, to implement any program and intervention that will help the student of special needs develop positively.

The Exam Officer/curriculum coordinator is responsible for:

- Ensuring the school's curriculum is provided in a way that complies with this policy.
- Ensuring that the recommended resources are in place for facilitating an inclusive learning environment.
- Advising on approved exam support measures and ensuring appropriate exam support is given (e.g. computer or extra time)

The School Director:

* Will have the overall responsibility for the provision and progress of students with special needs, and will ensure that the policy is followed.

All teachers are responsible for:

- Teaching in a manner that is in alignment with this policy.
- Referring pupils with (potential) SEND to the School Counsellor and the Assistant Psychologist for further assessment, as appropriate.

Referral & Assessment Process

When a potential SEND student is referred to the School Counsellor, a step-by-step plan will be followed:

1. The student is referred to the School Counsellor by either the subject teacher, homeroom teacher, or parent.
2. The School Counsellor or her assistant will observe the student in class to identify a possible need for assessment.
3. Subject teachers are requested to send their feedback about any observation they have made in their encounter in class or outside class with the student.
4. Based on such observations, the School Counsellor will (or will not) request an assessment to be done by the Assistant Psychologist, by some local psychological centre -if the student speaks fluent Czech language- or through the parents by some psychologist in their home country.
5. Based on the assessment report that is sent to the School Counsellor, and copied to the Assistant Psychologist, the latter creates an **Individual Education Plan** (IEP) for the student.
6. The School Counsellor sends the **Individual Education Plan** to the homeroom teacher and to all subject teachers of the referred student, so the necessary provisions are met in their class.
7. Where possible, the School Counsellor (and/or the Assistant Psychologist) contacts the parent/guardian of the student to share the content of the assessment report with them and to inform them about the measures the teaching staff will take to support their child.

These steps may require sometimes that pupils be taken out of a small number of lessons; when this occurs, every effort should be made by the subject teachers to ensure that any work missed is provided to the pupil concerned.

Examinations

The School Counsellor together with the Assistant Psychologist will communicate with the exam officer and liaise with the school community about extra time or appropriate provisions for the exams.

Teachers must try to meet these arrangements in class exams as well.

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This policy is a living document. It is reviewed continuously to keep it up-to-date with statutory and non-statutory guidance and legislation revisions/releases. This policy document is subject to at least one plenary review every three years.

Last Plenary Review Date	Responsible Person
10_2023	V. Williams