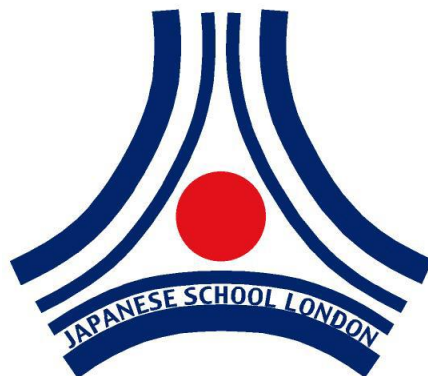


SEN/D Policy

Japanese School Limited



Approved by: The Governing Board

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1. Aims

Our SEN/D policy aims to:

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

The SEN and DISABILITY Act 2001 extended the Discrimination Act 1995(DDA) to cover education. Since September 2002, the running committee has had three key duties towards disabled pupils, under Part 4 of the DDA:

- to treat disabled pupils more favourably for a reason related to their disability
- to make reasonable adjustments for disabled pupils, so that they are not a substantial disadvantage
- to plan to increase access to education for disabled pupils so that they have equal opportunity to do well

This plan sets out the proposals of the running committee (governing body) of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

2. Legislation and guidance

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

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN/D and disabilities
- [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/D policy

3. Definitions

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

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- 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

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

The SENCO responsibility are with Ms Shimizu and Ms Tanaka

They will:

- Work with the headteacher and SEN/D governor to determine the strategic development of the SEN/D policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN/D policy and the co-ordination of specific provision made to support individual pupils with SEN/D, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN/D receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN/D support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 about reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN/D up to date

4.2 The SEN/D governor

The SEN/D governor will:

- Help to raise awareness of SEN/D issues at governing board meetings
- Monitor the quality and effectiveness of SEN/D and disability provision within the school and update the committee (governing board) on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN/D policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN/D governor to determine the strategic development of the SEN/D policy and provision in the school

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

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- 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
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN/D policy

5. SEN/D information report

5.1 The kinds of SEN/D that are provided for

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

- Communication and interaction, for example speech and language difficulties
- Cognition and learning, for example, dyslexia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments
- Mutism
- Specific Learning Difficulties
- Progressing Disorder
- Support for High Achieving Learner

5.2 Identifying pupils with SEN/D and assessing their needs

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

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

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/D.

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 pupils and parents

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

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider parents' concerns

- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

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

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

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:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed termly or as individually pupils needs.

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

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.

5.6 Our approach to teaching pupils with SEN/D

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

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

Levels of provision are dependent on the assessment, diagnosis and recommendations from specialized professionals. Types of support vary from case to case.

- Japanese and English lessons provided as additional support
- Special lessons for reading and writing are offered within the timetable
- Individual support assistants support a class or on an individual, sometimes as part of individual support plans
- Having rules clearly displayed on the wall
- Establishing a daily classroom routine on the blackboard
- Displaying the day's lessons on the wall
- Use a small-steps approach
- Use of ICT
- Praise and encouragement
- Safeguarding team ensures that our pupils grow up in a safe environment and acts, if vulnerable children need protection

We also offer several extra-curricular support activities for SEN/D students, during the timetable and after school. These will be recommended by either the team or form teachers.

5.7 Adaptations to the curriculum and learning environment

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

- 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.
- Adapting our resources and staffing
- Using recommended aids, such as tablets, text book with audio, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually

5.8 Evaluating the effectiveness of SEN/D provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after each term
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with statements of SEN/D or EHC plans

5.9 Working with other agencies

School is linking with local schools and LA to give additional support for pupils where required.

5.10 Complaints about SEN/D provision

Complaints about SEN/D provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

5.11 Recording of Information

We have a file to monitor the progress and development of all pupils on the school's network server, which is only accessible to staff. This file includes all SEN/D information related to the children. Class teachers will record details of their classroom strategies and the interventions relevant to the pupil on the file. Year leaders will be responsible for ensuring that class teachers plan effectively for their pupils with SEN/D. All teachers are sharing information on the pupils with SEN/D once every term and discuss how to support the pupils carefully.

6. Monitoring arrangements

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

It will be approved by the committee (governing board).

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality policy

- Supporting pupils with medical conditions

Summary of SEN/D Support

We identify initial concerns about children through the graduated approach as outlined in The Special Educational Needs and Disability Code of Practice 0-25 (2014), following the Assess – Plan – Do - Review approach.

| Quality First Teaching: Need identified by Class Teacher/ Professional/ Parent | |
|--|---|
| ASSESS | In identifying a child as needing SEN/D support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and outside professionals from health services. This assessment should be reviewed regularly. |
| PLAN | Where it is decided to provide a pupil with SEN/D support, the parents must be formally notified. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system. |
| DO | The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. |
| REVIEW | The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. |
| Transition | SEN/D support should include planning and preparation for the transitions between phases of education and preparation for adult life. To support transition, the school should share information with the school, college or other setting the child or young person is moving to. Schools should agree with parents and pupils the information to be shared as part of this planning process. |