



British Junior Academy of Brussels

Additional Educational Needs Policy:

Includes

Part 1: Special Educational Needs
and Disability Policy
(SEND)

Part 2: English as an Additional
Language Policy (EAL)

Part 3: Challenge for All

Revised March 2022



The British Junior Academy of Brussels

Additional Educational Needs Policy Part 1 – SEND Policy

This policy is for the whole school including the Early Years Foundation Stage

Part 1: Special Educational Needs and Disability Policy (SEND)

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (April 2014)
- Schools SEND Information Report Regulations (2014) (see www.sendgateway.org.uk Hampshire's Illustrative Regulations as a guide for schools completing SEND Information Report)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stages 1, 2 and 3 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan

SECTION 1

The British Junior Academy of Brussels (BJAB) is a caring, British style, multi-cultural community in which pupils and staff share high expectations. The majority of children will learn and progress within this framework but those who have difficulty in doing so may require an additional level of support.

This policy is applicable to all members of staff and parents.

For further information relating to this document contact:

Special Educational Needs and Disabilities Co-ordinator (SENDCo)

Victoria Cowx

v.cowx@bjab.org

SECTION 2: AIM AND OBJECTIVES

The BJAB SENDCo aims to support all staff and parents in raising the aspirations of, and expectations for, all pupils with SEND. BJAB provides a focus on outcomes for children and young people and not just support. BJAB uses its best endeavours to ensure that a child with SEND has access to appropriate support.

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

BJAB identifies a child as having SEND where their learning difficulty or disability calls for special educational provision, which is different from or additional to that normally available to pupils of the same age.

All children who need Learning Support should be identified and assessed as early as possible and as quickly as is consistent with thoroughness.

Teachers assess each pupil's current skills and levels of attainment upon entry (through teacher assessment), building on information from previous settings and key stages where appropriate. For existing pupils, data and teacher assessment are used to identify those making less than expected progress given their age and individual circumstances.

Children are categorised on each year group register as either High (higher level of concern – needing specialised provision beyond a normal classroom curriculum: Individual Programmes and Educational Psychologists reports); Medium (work on identified group targets – not high risk but needing some support) or Low (children who may have low level support and be of concern in this context but perhaps not in the UK).

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. BJAB identifies the needs of pupils by considering the needs of the whole child. All children on the register follow the process illustrated in Appendix 1 in order to determine their category.

Once a child reaches 'high' they are placed on the school SEND register. As described in the SEND Code of Practice, this is split into four broad areas of need:

- Communication and Interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

BJAB understands that children often have needs that cut across these areas and that their needs may change over time. The support provided is based on an understanding of their particular strengths and needs and seeks to address them using evidenced based interventions targeted at their areas of need.

The following areas are not SEND but the school understands that they may have an impact on progress and attainment:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being a child of Servicemen/women

SECTION 4: A Graduated Approach to SEND Support

At BJAB high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

BJAB follows the model set out in the SEND Code of Practice (2014) ‘Assess, Plan, Do, Review’ when addressing the needs of a pupil with SEND. Parents, families and children are involved in this process (see appendix 1).

BJAB regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

For higher levels of need, BJAB draw on more specialised assessments from recommended external agencies and professionals.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or, when required, specialist staff.

SECTION 5: MANAGING PUPILS NEEDS ON THE SEN REGISTER

Children placed on the SEND register will have their provision reviewed three times a year, using the Individual Plan (appendix 2). This details what needs have been identified and give a time frame for them to be addressed. During the review; parents, class teachers and children will be asked to share their views and feed into the next cycle. All staff who work with the child are responsible for evidencing progress according to the outcomes described in the plan. The SENDCo will complete this. Each child will also have a pupil passport (appendix 3) and a case study (appendix 4) detailing interventions and tracking data.

In cases where BJAB cannot meet the needs of the child the SENDCo will work closely with the family to explore educational options in Brussels.

SECTION 6: CRITERIA FOR EXITING THE SEND REGISTER/RECORD

Children exit the SEND register when they do not require additional strategies or curriculum support that is different from or additional to that normally available to pupils of the same age.

SECTION 7: SUPPORTING PUPILS AND FAMILIES

- The SEND Parent Information Report; *Regulation 51, Part 3, section 69(3)(a) of the Act* (appendix 6) is available on the Parents’ Billboard on the school website
- details of admission arrangements can be found publicly on the school website
- managing medical needs – A medical list is routinely updated by Marisa Benitez and made available to all staff.

SECTION 8: TRANSITION

A range of strategies are in place to ensure a seamless transition within and across year groups.

All staff are able to access the SEND register and all related documentation through iSAMS. In addition, individual transition meetings are held to outline the needs of high concern children.

The SENDCo provides support to parents and children in preparation for the next school when they leave BJAB.

SECTION 9: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

All children should have the opportunity to learn and develop regardless of gender, race, religion or physical or intellectual ability. We will ensure that expectations do not limit pupils' achievements and that assessments do not involve cultural, social, linguistic or gender bias.

BJAB recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will endeavour to ensure they have equal access to all aspects of school life.

Some children may also have special educational needs (SEND) and may arrive from the UK with an Education, Health and Care (EHC) plan which brings together health and social care needs. In these cases, the SENDCo will work with parents to make links within the medical community, assisting in these needs being met, whilst following the SEND Code of Practice (2014) within the school.

In accordance with our Equal Opportunities Policy, we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach the highest levels of personal achievement in all aspects of their lives whether academic, physical, social or spiritual.

SECTION 10: MONITORING AND EVALUATION OF SEND

- provision offered by Learning Support is subject to the same monitoring as the rest of the school. This is done through books scrutinies, pupil interviews and Individual Plan reviews
- all staff are appraised yearly
- support offered is continually reviewed by the SENDCo to ensure that it meets the needs of the cohort and also reflect current practice
- the processes followed are reviewed annually
- the rigorous evaluation and monitoring arrangements in place at BJAB promote an active process of continual review and improvement of provision for all pupils

SECTION 11: TRAINING AND RESOURCES

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. This is within whole school staff meetings and training days. Training needs of staff are identified through reflection of the current cohort and recent developments.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENDCo is a member of Dyslexia Guild and BPS. Where possible she attends seminars and accesses webinars.

SECTION 12: ROLES AND RESPONSIBILITIES

- Victoria Cowx is the SENDCo
- Sarah White, Justine De Maertelaere and Rachael Bland have attended advanced level Safeguarding courses
- Marisa Benitez is the member of staff responsible for meeting the medical needs of pupils

SECTION 13: STORING AND MANAGING INFORMATION

When pupils leave BJAB, relevant transfer documents that contain information regarding individual children will be passed on to the parents or future school by request.

All data stored electronically is on a secure server with restricted access. These files are archived in accordance to school policy when they are no longer required.

SECTION 14: ACCESSIBILITY

Statutory Responsibilities

All information distributed by BJAB takes account of pupils' disabilities and pupils' and parents' preferred formats and is made available within a two-week period.

The SENDCo has an open-door policy. Parents are encouraged to make appointments for more detailed conversations. These can be arranged in person, over the phone or via email.

SECTION 15: APPENDICES

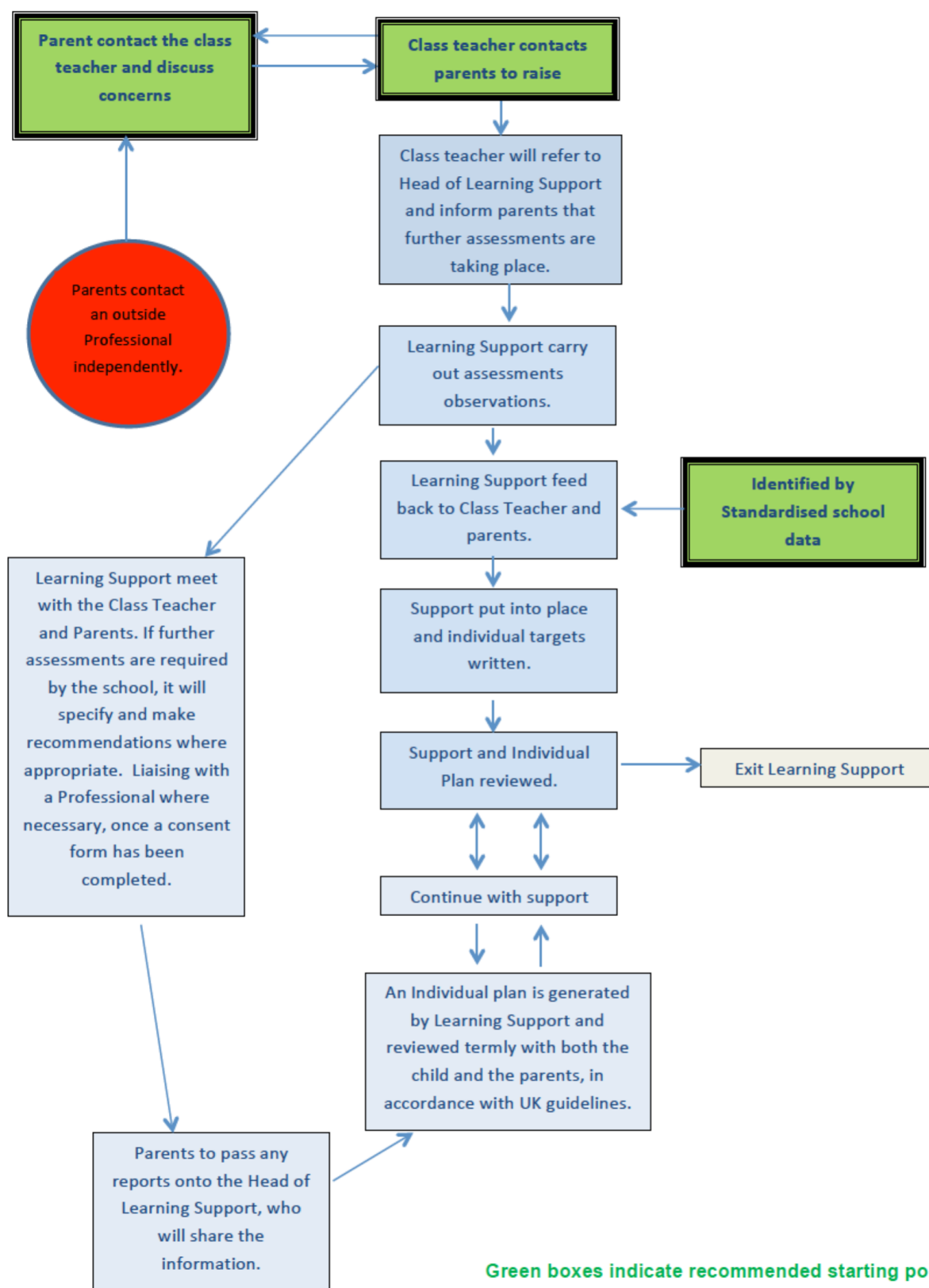
- Appendix 1 – Referral process and form
- Appendix 2 – Individual plan
- Appendix 3 – SEND Parent Information Report SEND, 2014

SECTION 16: REVIEWING THE POLICY

This policy will be reviewed annually.

This policy is the responsibility of Sarah White, Headteacher, and Victoria Cowx, SENDCo	Revised: March 2022
Sarah White Headteacher Victoria Cowx SENDCo	
To be reviewed:	March 2023

Appendix 1 – Referral process



Appendix 1A: Referral form

Childs Name	
Class	
Referred by	
Length of time at BJAB (name of previous teacher)	
Date received by LS	
Areas of concern	
Classroom strategies already in place	
Academic ability	
(Please include specific data, known phonics/number, PIPs data etc.)	
Medical History	

(e.g. Sight and Hearing tests, any medication...)	
Parental awareness (permission for Learning Support involvement, minutes from any meetings, concerns)	
<u>Checklist (please indicate which apply and where possible add examples)</u>	
Unusual use of eye contact	
Unclear of personal space/may physically intrude on others	
Unaware of the usual code of conduct, rules or expectations for their age or setting	
Unable to show emotion through facial expression	
Unable to read the facial expressions of others/ or may misread them	
Unable to recognise or regulate own feelings	
Unable to empathise with others and may misunderstand or misperceive what others are thinking or doing	
Difficulty in making, maintaining or keeping friendships with peers	
Social interaction difficulties e.g.	
Sharing / taking turns	
Appears rude or without tact	
Socially naive	
Difficulty at break times	
Relates to all adults in the same way	
Relates better to adults than peers	
Does not show joint interest	

Language and Communication

Receptive Language:

Difficulty with processing language e.g. delay in processing/missing parts of instructions/overloaded by verbal instructions etc possible EAL

Very literal in interpreting individual words or instructions/difficulties with idioms etc

Difficulties interpreting tone of voice or only interprets through tone of voice and not the instruction or content

Expressive Language:

Non Verbal makes contact by taking person or using an object and only for high desired items

Limited verbalisations – some of which are repetitive phrases or sometimes cannot recall correct word and substitutes with another possible EAL

Need based verbalisations only or mostly rather than social comments

Learnt phrases used for greetings etc

Non reciprocal verbalisations

Talks a lot but these are more like monologues on topics of interest or repetitive questioning and not reciprocal

Echolalia (immediate or delayed)

Does not know what to say when in difficulties or says something inappropriate because he/she is not sure of what to say

Verbalizes or communicates but not a person directly/lacks communicative intent

Inflexible Thinking/Imaginative Difficulties

Difficulties with change

Transition difficulties

Concept of Finish Difficulties/either a strong desire for closure or difficulty stopping a task until clear completion

Difficulties judging time/ e.g. waiting or judging how long they will be in a situation for etc

Rituals/compulsions		
Difficulties differentiating fact and fantasy		
Phobias (longstanding fears or new fears in response to accumulated stress		
Special interests which require careful management/Obsessions		
<u>Additional difficulties e.g. sensory/cognitive/thinking/learning style resulting for ASD</u>		
Sensory sensitivities or overload		
Seeking sensory feedback		
Organisational difficulties (unable to select or organise appropriate materials for a task or sequence the task etc)		
Accumulated Stress/Anxiety (build up of stress from a past change situation/too many small or large changes accumulating/demand overload/emotional vulnerability/self critical/low self esteem)		
Single attention difficulties/excessive focus on details/or inability to select		
Engagement/Disengagement		
Mistaken Beliefs or Unusual Perceptions		
Behaviour log		
This <u>must</u> be completed over a period of at least three weeks. It can take any form, Post it's, scraps of paper ensure they are dated.		
Behaviour	Frequency	Outcome

Appendix 2: Individual Plan (IP)



To deliver a broad and balanced education, which enables the individual child to develop to his or her maximum potential, in a dynamic and caring environment.

Name	Year group	Plan number

Key Barriers to learning	Effective strategies	Long and short term outcomes	Date to be achieved	Person responsible	Evaluation

Autumn Review
Parent views
Child views
Class teacher views

Appendix 5: Parent Information Report SEND



Parent Information report

What kinds of special educational needs do we make provision for in our school?

BJAB is a caring, British style, multi-cultural learning community in which pupils and staff share high expectations, learn and develop. The majority of children will learn and progress within this framework, those who have difficulty in doing so may require an additional level of support that enhances their learning abilities.

Every teacher is a teacher of every child or young person including those with SEN.

BJAB Learning Support aims to support all staff and parents in raising the aspirations of and expectations for all pupils with AEN, BJAB provides a focus on outcomes for children and young people and not just hours of support. BJAB use their best endeavours to ensure that a child with AEN gets the support they need.

How does our school know if your child needs extra help?

Parents know their children best. If you think your child may have special education needs please make an appointment to see their class teacher for a discussion about your concerns. BJAB strives to always work in a close and mutually supportive partnership with parents.

BJAB identifies a child as having AEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to pupils of the same age.

All children who need Learning Support should be identified and assessed as early as possible and as quickly as is consistent with thoroughness.

BJAB assess each pupil's current skills and levels of attainment upon entry, building on information from previous settings and key stages where appropriate. For existing pupils, year group data and teacher assessment are used to identify those making less than expected progress given their age and individual circumstances.

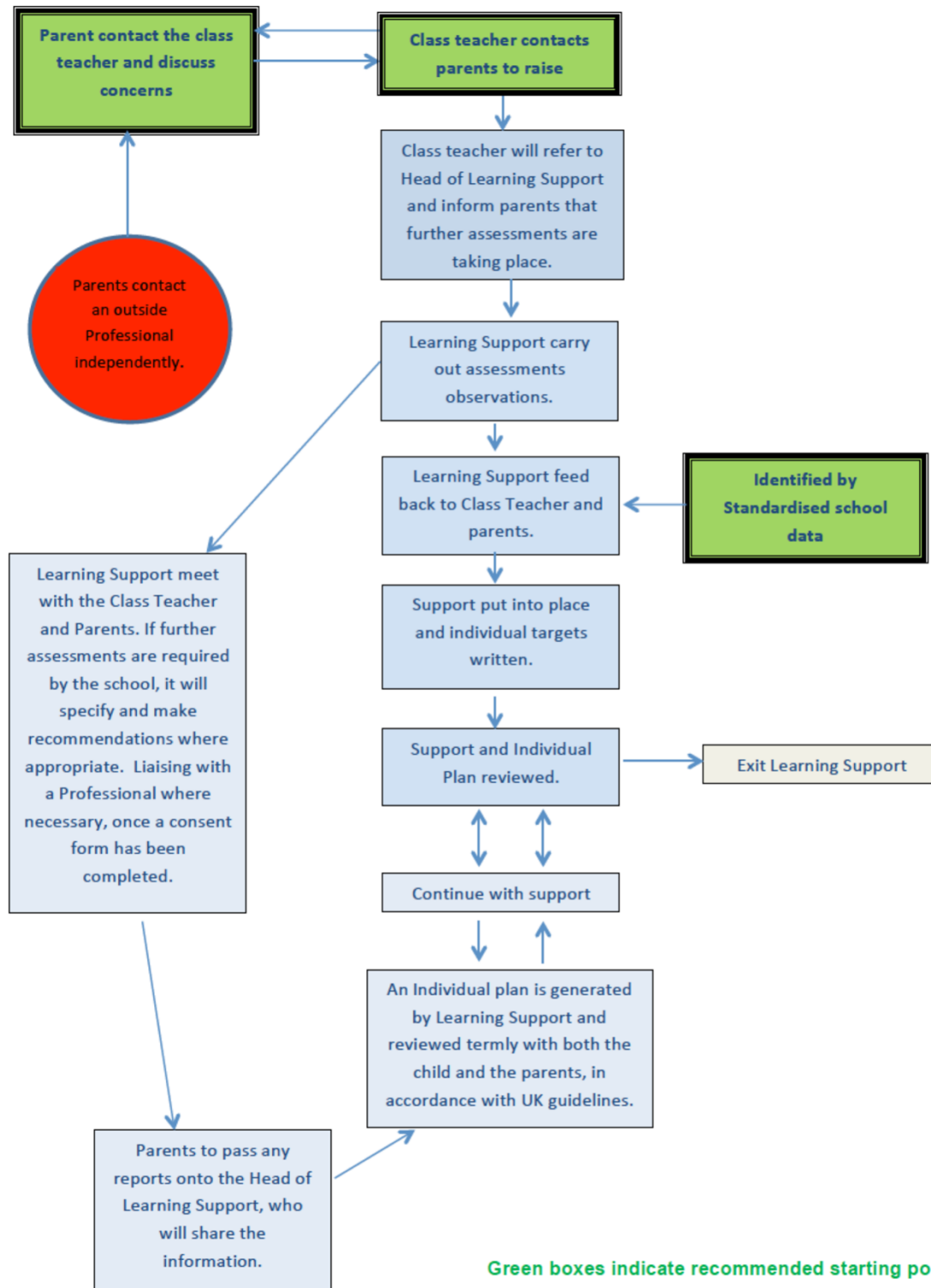
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differentiation within the classroom) or Low (children who may have low level support and be of concern in this context but probably not in the UK).

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. BJAB identify the needs of pupils by considering the needs of the whole child. All children on the register follow the process illustrated below in order to determine their category.

Once a child reaches 'high' they are placed on the school SEND register. As described in the SEND Code of Practice, this is split into four broad areas of need;

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- Sensory and/or physical needs



Who can you speak to at our school if you think your child may have special educational needs?

- Your child's class teacher
- The Special Educational Needs and Disabilities Co-ordinator (SENDCo) – Victoria Cowx (v.cowx@bjab.org)

How do we know what progress your child is making and how will we keep you informed?

Children on the SEND register will have three annual reviews a year. During this meeting the SENDCo will discuss progress made, taken from a range of data sources. Your child's class teacher will also be present. The views of your child will also be taken account of in the meeting.

Children listed as medium and low risk will be monitored by your child's class teacher.

How will our school support your child and how will the teaching be adapted to meet their needs?

The class teacher will provide teaching and activities to match the levels of learning of all children in the class. This is known as differentiation. Sometimes, additional resources will be provided to support children's learning, for example, writing slopes, pencil grips, lap tops, and visual time tables. If your child has been identified as having SEND then an Individual Plan will be drawn up that will detail how the curriculum will be tailored and the support, adaptations and aids that will be provided.

How will our school help you to support your child's learning?

We actively encourage parents to be involved in their child's learning. The SENDCo will be happy to advise you on how to support your child's learning. Resources can be borrowed on a drop-in basis. Coffee afternoons are also run throughout the year, offering advice and strategies that can be used at home.

What specialist services and expertise are available or accessible through our school?

The current SENDCo is registered with The British Psychology Society and is qualified in Educational Testing. As a school we are striving to make links with both the medical and professional associations within Belgium.

How are the staff in school supported to work with children with special educational needs and what training do they have?

BJAB regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

How will our school prepare and support your child during transition?

The SENDCo provides a handover document for each year group. These are prepared in the summer term and available either at the end of that term, or at the start of the new academic year. This document includes a photograph and information on learning styles and assessment levels. It reflects the year group registers. SMT and specialist teachers are able to access all the handover documents electronically. In addition, individual transition meetings are held to outline the needs of high concern children. The LS files are stored securely and available to class teachers in order for them to read more in-depth information on specific children.

Children arriving to our school with additional needs are identified during the admissions process by the Headteacher. The SENDCo will then contact the family and existing school to discuss individual requirements.

The SENDCo liaises with the family and new schools, providing all relevant paperwork when a child leaves BJAB primary school.

Where can you find further information?

- Contact Victoria Cowx (v.cowx@bjab.org)
- The school Additional Educational Needs Policy