



British School
of Bucharest

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Reviewed & Approved by

Senior Leadership Team

Last reviewed on

September 2018

Next review due by

September 2019



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INTRODUCTION

The Special Educational Needs Policy seeks to reflect the School's aims and to value every individual equally whilst providing opportunities for all students to:

- fulfil their potential;
- develop confidence and self-esteem enjoy and value learning;
- develop personal responsibility and respect.

AIMS AND OBJECTIVES

The fundamental objective of the school's SEN policy is to provide a supportive framework within which pupils requiring assistance are:

- identified;
- assessed;
- assisted;
- monitored.

Special Needs encompass (UK SEN Code of Practice 2014)

- Speech, language and communication Cognition;
- Sensory;
- Social, emotional and mental health.

We aim to identify and meet these special educational needs, which can be mild to severe, short or long term.

GUIDELINES

When staff identify that a pupil has Special Education Needs (SEN), teachers in consultation with the SENCO, devise interventions additional to or different from those provided as part of the school's usual differentiated curriculum:

Subject and Class Teachers in almost all cases remain responsible for working with the pupil on a daily basis and for planning and delivering an individualised programme.

The SENCO and the Primary Learning Support Coordinator could take the lead in:

- Planning future interventions for the pupil in discussion with relevant colleagues and parents;
- Monitoring and reviewing the action taken;
- Devising an Individual Educational Plan in conjunction with class teachers and specialist teachers;
- Coordinating the involvement of the school Ed Psych

EXTERNAL SCHOOL ACTION

In severe cases when a child has been identified with needs greater than the differentiated lessons planned by teachers and the IEP devised by the SENCO and Learning Support Coordinator students can be supported externally by speech therapists, other professionals or our part time Educational Psychologist as available at additional cost if appropriate. The School may also deem it necessary to employ the services of a 1:1 Teaching Assistant to support the student in and out of lessons at an additional cost which would be determined by the School and in consultation with parents.



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14 - 17.05.2015
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British School of Bucharest
Early Years Foundation Stage / Primary / Secondary
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077190, Voluntari, Ilfov County, Romania

The School is operated by Crawford House Foundation
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THE ROLE OF THE SPECIAL NEEDS DEPARTMENT AT BSB

There is one full time subject teacher with SENCO responsibility. In addition, there is also a full time Primary teacher with responsibility for Learning Support for Primary. There is also an Educational Psychologist available on Mondays to Wednesdays to provide further advice.

SENCO AND PRIMARY LEARNING SUPPORT COORDINATOR

- Identify and screen pupils with special needs with the help of the Ed Psych;
- Support identified students in class via SEN teaching Assistants, and/or in small withdrawal groups where appropriate (Accelerated Learning Classes);
- Coordinate the involvement of the Ed Psych throughout school;
- Work with classroom teachers to further develop their classroom methods of differentiation to ensure that students are suitably supported, extended and challenged;
- Provide training for staff on aspects of special needs;
- Provide advice on appropriate strategies to meet students' needs;
- Set up structures to monitor and report on the progress and development of individual students.
- Coordinate the involvement of SEN teaching assistants in Primary and Secondary;
- Work with class teachers to devise appropriate targets for IEPs;
- Meet parents as appropriate or as required.

WORKING WITH PARENTS AND PUPILS

The SENCO and all other staff have an important role in developing positive and constructive relationships with parents. It is the role of the SENCO and Learning Support Coordinator to ensure IEPs created for pupils are reviewed and discussed regularly with parents and pupils to ensure that progress towards set targets are assessed.

The SENCO, Learning Support Coordinator and class teachers should also take into account the views and wishes of the pupil in the review process and ensure that pupils fully understand their assigned targets. It is also recognised that all pupils with SEN should be offered a broad, balanced and relevant education, including all the appropriate parts of the National Curriculum.

IMPLEMENTATION OF THE POLICY

IDENTIFICATION OF SEN

Information is gathered from a variety of sources including:

- Target tracker;
- KS2 SATs / KS2 transfer information;
- All members of staff (Tutors, subject staff, teacher assistants)
- CAT test;
- SEN observation/assessment;
- Ed Psych observation/screenings.



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SEN REGISTER

The Special Needs Register, giving details of intervention, is maintained by the SENCO/ Learning Support Coordinator and it is updated regularly.

Pupils who are formally assessed as requiring support are placed on the SEN register. These pupils are monitored and their IEPs reviewed termly.

ROLE OF THE ED PSYCH

The Ed Psych is a part time (three days per week) member of the SEN Department can provide counselling support, assessment assistance or further specialist testing as part of an agreed action plan. Her timetable will be devised with the guidance of the SENCO/ Learning Support Coordinator to make sure that:

- All Key Stages are covered Observations take place;
- Feedback is given to parents
- Advice to teachers is provided.

ACCESS TO THE NATIONAL CURRICULUM

All subjects should deliver the National Curriculum to pupils of all abilities, including pupils with Special Educational Needs. Access to the National Curriculum is achieved through differentiation of Schemes of Work. All teachers are expected to teach their subject to pupils of all abilities. In Service training reminds teachers of the wide variety of strategies available to them.

INCLUSION

All pupils on the Special Needs Register are fully included in mainstream school life at BSB where appropriate. Every pupil is in a mixed ability class in Primary and form group in Secondary. All pupils are encouraged to take part in all aspects of school life; sport, drama and music competitions, educational visits and all extracurricular activities. Special needs pupils are encouraged to take part in CCAs and University courses.

Any withdrawal lessons for 1:1 tuition are carefully planned to minimise disruption to other curriculum subjects.

Students with SEN are integrated in the class and in curriculum areas where mixed ability grouping is appropriate.

ASSESSMENT SUPPORT

The Heads of Primary and Secondary, in conjunction with the Examinations Officer seek to ensure that appropriate examination concessions are granted for certain pupils across the key stages. The SENCO and Learning Support Coordinator makes sure that the students with SEN have access to support, as appropriate, for Assessment in every Key Stage.

COMPLAINTS PROCEDURE

Complaints regarding Special Educational Needs pupils will follow the same procedure as with all other pupils and will involve the SENCO, Learning Support Coordinator, Class teacher, Form Tutors and SLT.



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