

PROMOTING EQUALITY and DIVERSITY, SEND POLICY

Vision Statement and Aims

In Boyan Maga school each pupil is valued for his/her uniqueness and is encouraged to develop into the best that he/she can be.

Though we are weekend school, we recognise that the importance of SEND Policy respects its recommendations for good practice and works to integrate them. By raising awareness of all strands of diversity, how to eliminate discrimination and promote equality of opportunity, we are preparing our young people to become good global citizens and to appreciate the diverse society in which they live. We provide the foundation for the children to develop a relationship with the world, which is one of reverence, tolerance, and imagination.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age.

The broad areas of need for which we may need to plan intervention are:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

Aims and Objectives

The teaching staff will do their best to ensure that the necessary provision is made for any pupil who has Special Educational Needs or disability, including children with an EHCP, and ensure that those needs will be made known to all who are likely to teach them.

This policy aims to 'inform and guide practice and to ensure that measures are in place to be inclusive and responsive to the needs of all children and their families in an equitable way'. (Coordinating Special Educational Needs – Fitzgerald 2007)

The class teachers and all other teachers will draw up an annual report to parents, reflecting on the policy and effectiveness of the school's work with pupils with special educational needs.

No pupil should be discriminated against, harassed or victimised due to their disability or diversity based on religion, race and others.

The school will take such steps as it is reasonable to take for disabled children, to prevent them being put at substantial disadvantage. The staff will make such adjustments as it is reasonable to make to ensure that pupils with special educational needs, including children with an EHCP, participate fully in the activities of the school alongside pupils who do not have special educational needs.

Admission and Inclusion

Boyan Maga school adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment within the scope of the steps it is reasonable for the School to take.

The school operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children with an Education, Health and Care Plan, and those others with less significant problem.

Admission of children to the school with additional needs that have been identified or are becoming apparent

Treating every child as an individual is important to us, and we value diversity. We welcome pupils with special educational needs, that our staff can provide them with the support and resources they need to make progress. We will 'use our best endeavours' to make sure that a child with special educational needs gets the support they need.

Identification of children with SEND

Regular and routine observation and screening procedures take place according to an established timetable. The results provide an overview of the pattern of attainment in basic skills for each class and aim to identify the presence of specific learning difficulties. The results are used by Class Teachers to enable appropriate planning and differentiation in an inclusive classroom.

Children who show signs of possible SEND may be recommended for further assessment by an appropriate specialist in order to determine their learning needs. The cost of such assessments is expected to be met by the parents.

A trigger for this could be:

- A teacher's concern about a child's behaviour, attention or learning abilities
- A parent's concern about a child's behaviour, attention or learning abilities
- The result of a class observation

Assessments allow the pupil to show what he/she knows, understands and can do, as well as to identify any learning difficulties.

The school will advise against accepting children if, after the assessment, it is felt that the school does not have the necessary resources to educate the child, either in terms of staff expertise or practical support.

Extra support for children with special educational needs, including children with an EHCP, may be made available in the form of:

- In-class support
- Home/school reading schemes
- Alternative teaching strategies

Parent / School Partnership

The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs, including children with an EHCP, where the support and encouragement of parents is often a significant factor in achieving success.

Parents will always be kept informed about the special educational needs experienced by their children.

Communications between the parents and the school will be consistently maintained through a timetable of meetings of which detailed records will be kept.

Parents will be fully consulted before the involvement of an external specialist with their children, and will be invited to attend any formal review meetings at all stages. The school and parents may need to consider if specific remediation can be supported by the current resourcing levels of the School and that it is in line with the educational philosophy of the school.

Staff Development

In-service training needs related to special educational needs and disabilities will be identified by the staff at teachers' meetings and will be incorporated into the staff development plan. 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.

Evaluating Success

This school policy will be kept under regular review. The teaching staff, early years teachers and class teachers will gauge the success of the policy by the achievements of previously agreed targets outlined in the pupils' learning plans, progress review and/or annual review. In addition, evidence will be gathered regarding:

- Staff awareness of individual pupil need
- Success of the identification process at an early stage
- Academic progress of pupils with special educational needs
- Improved behaviour of the children, where this is appropriate
- Consultation with parents

Procedure for Managing SEN Concerns

Responsible person/SENCo/ for **SEN** is **Margarita Slavova, mob. 07754638546**
Lower, Middle school admissions; a child with known or probable SEN will have an interview with SENCo or other specialist once relevant reports are received. If the interviewing teacher has a concern about possible SEN, they will refer the child to the SENCo for further investigation. The Admissions Mandate Holder will advise against accepting a child if, after consultation, it is felt that the school does not have the necessary resources to educate the child, in terms of staff expertise or the practical support.

Recognising Special Educational Needs

- A parent or teacher's concern about a child's behaviour, attention or learning difference
- As a result of a class observation

A concern is raised and registered with the SENCo. SENCo and Class Teacher meet to make a plan for targeted differentiation in the class and support at home. Parents are informed.