

Panaga School

Policy: Special Education Needs (SEN)

(Reviewed: 2020)



Purpose	This is a Policy to outline the Special Educational Needs provision available at Panaga School.
Background	The policy recognises guidance from the Shell Handbook, BSP guidance on children with special education needs, and the schools awareness of the limited provision available in Brunei/Panaga School for children with specific learning needs.
Policy Coverage	All members of the school community

'It is unlikely that schools will have specialist facilities, expertise in all the possible areas of special educational needs, and/or easy access to specialist advice and support. Schools will not always be able to meet the needs of a particular child and this has implications on admission policy.' **Shell Handbook Section 2.04 Special Educational Needs**

Mission Statement Links

Panaga School aims to make inclusion a reality by actively seeking to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This aim is implemented to the extent by which the school is, at any time, equipped with the staffing and resources which ensure that a pupil can be appropriately supported within the capability of the school setting.

The school pays attention to supporting different groups of children in and through the broad & balanced curriculum that the school offers for all children including:

- Children with special educational needs;
- Children who need support to learn English as an additional language;
- More able children.

At Panaga School, by respecting children's unique personality, experiences, interests, strengths and weaknesses, we aim to maximise the development of our children and to work towards realising their individual potential by:

- regularly monitoring children's progress and providing appropriate experiences and tasks to stimulate, challenge and reinforce learning.
- identifying both children of exceptional ability and children who display significantly greater difficulties in learning than their peers.
- recognising that during their school career some pupils may have special educational needs and/or a disability and we will make every possible arrangement to provide for their individual needs.

1. Purpose

The purpose of this policy is to explain the guiding principles and ethos of the Additional Needs Support Department, and to provide an overview of the way we support students with Special Educational Needs at Panaga School.

2. Definitions

A child or young person has Special Educational Needs (ALN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child or young person has a learning difficulty if he/she has significantly greater difficulty in learning than the majority of others the same age.

A child or young person has a disability if, due to the disability, they are prevented or hindered from making use of facilities of a kind generally provided for others of the same age.

Four categories of identified need:

- Cognition and Learning
- Communication and Interaction
- Sensory and Physical
- Social, Emotional and Mental Health

3. Principles

Panaga aims within its resourcing capabilities and the resourcing within the location to be an inclusive school, encompassing the needs of all pupils; including those pupils who require learning support, and those for whom English is an additional language.

The school's focus is on inclusive practice and removing barriers to learning and to include pupils with special educational needs within a regular classroom setting, combined with small group and individualised approach support where required. We aim to ensure that students at Panaga School with ALN are given every opportunity to achieve their potential.

At Panaga School we have high ambitions and set aspirational targets for all our children and support all children to achieve to their full potential

4. Admissions of Students with Additional Learning Needs

Panaga School aims to provide a high-quality education for all the children in the community. Students with ALN are valued and supported in the community. On entry all children go into the year that reflects their age group, unless otherwise agreed by parents, school teachers and school leaders.

On admission of a student deemed to be at Wave 3 level of support, the child may only be admitted on the provision that at any time, the school is sufficiently equipped with staffing and resources which ensures a pupil can be appropriately supported within the capability of the school setting. Changes to the students learning needs or school staffing or resourcing may result in the end of a student's school admission.

5. Considerations

The school recognises that resources are limited within our mainstream school and within the local community in Brunei. For some students, academic or behavioural needs may be more appropriately met in a specialist setting. Panaga School and Brunei Shell Petroleum Joint Ventures (BSJV) works closely with International School Brunei who own and operate an Inclusive Learning Centre on Jalan Utara, Panaga, positioned beside Panaga School. This centre maintains a designated amount of positions for BSJV IBAS staff and may be an education setting that parents are referred to in order to accommodate learning or behavior needs.

6. Identifying pupils with Additional Learning Needs

The identification of ALN is built into our monitoring and pupil progress systems used by all class teachers. Regular assessment information is used to identify pupils making less than expected progress given their age and individual circumstances.

Teacher's assessment is combined with formal assessment procedures and is an integral part of their day to day interactions with children and young people. Therefore, assessment and progress relates to both academic and non-academic skills including personal development, independence and social skills.

Identifying and assessing ALN for pupils whose first language is not English requires care; difficulties related solely to limitations in English are not ALN and are not to be confused as such. The Additional Needs Department work closely with class teachers to determine where the needs of individual children lie in such circumstances.

Where a student shows concerns of a social, emotional and behavioural nature the teacher may wish to discuss with parents and consult with the School Nurse and/or Learning Support to explore any causal factors.

The school reserves the right to request parents to seek a specialist assessment if our staff are unable to identify and effectively support student needs. Due to the limited access of external multi-agency support in Brunei, this may require assessments by overseas providers. Panaga School is able to offer a list of referral options, however it does so without bias.

7. Graduated Approach to Additional Support

At Panaga School our approach to identifying and provision for ALN is based on the framework of the '**Graduated Approach**' This is operationalised through three distinct Waves of intervention.

Wave 1 – In class strategies and interventions-Quality First Inclusive Teaching

Wave 2 – Intervention from a Specialist Support Teacher-small group intervention(s) Wave 3 – More intensive 1-1 intervention from a Specialist Support Teacher and/or LSA and, often, a carefully modified curriculum where the school is able to at any time, and is sufficiently equipped with the staffing and resources which ensures a pupil can be appropriately supported at this level within the school setting.

Each Wave builds upon, rather than replaces the previous Wave of provision.

Waves of Intervention

Wave 1 Inclusive Quality First Class/Subject Teaching

Special educational provision is additional or different to mainstream educational provision that is generally provided for a child of that age and which meets the individual needs of the majority.

At Wave 1 provision is provided by high quality teaching that is differentiated and personalised to meet individual needs. Additional intervention cannot compensate for the lack of good quality teaching.

At this stage the teacher considers:

- what they know about the individual
- their strengths and weaknesses highlighted from a range of assessments,
- areas of individual need
- gaps in learning
- barriers to learning

The views of the pupil and parents also contribute to what the teacher knows about the needs of the child.

The teacher then considers what changes or adaptations to day-to-day teaching this information indicates they need to make to support learning. A Specialist Support Teacher may guide and advise the class teacher with adaptations/strategies which need to be implemented into daily classroom practise to ensure inclusion for all children in the mainstream teaching and learning.

Wave 2 Specialist Support Teacher-Small Group (Booster) Intervention

The Additional Needs Department provides specialist support through additional and time-limited interventions in predominantly English and Mathematics for some children who may need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a small group of pupils with similar needs and include children with ALN and EAL.

Wave 3 Individualised 1-1 Intervention Programmes

The Additional Needs Department provides support through individualised specialist support programmes often for a small minority of children where it is necessary to provide highly tailored intervention within the capabilities and resources of the school which ensures a pupil can be appropriately supported and within the capability of the school setting. This is to accelerate progress or enable children to achieve their potential. This may include one to one specialist interventions recommended by an external specialist such as a Speech and Language therapist, Occupational Therapist or Educational Psychologist.

Teachers will communicate to a child's parents the identified need and the intervention they are putting into place within and in some cases (where recommended and progress is maximised) outside of the class.

Procedures for SEND Support Assess, Plan, Do, Review Cycle

Where a pupil is identified as having ALN, we take action to remove barriers of learning and put effective learning support provision in place through the Wave 1, 2 and 3 provisions. We continually work on a cycle of Assess, Plan, Do and Review. This cycle ensures that earlier decisions and actions are revisited and revised with a growing understanding of the pupil's needs (through assessment) and what best supports the individual (through delivering and reviewing provisions).

However, it is important to acknowledge that children may enter into the school requiring a higher-level support immediately (Wave 3) and therefore, the cycle is accelerated.

Our Assess, Plan, Do, Review cycle will take place at least termly for all students on the ALN register with an IEP and for all supported students during termly pupil progress meetings. Reviews may take place earlier where required and agreed by teachers, parents and support staff.

8. Assessment

At Panaga School, assessment is a structured process of gathering information about a child or young person. We do this through gathering information about the student's learning including a range of examples of their work, discussion with students, teachers and parents and where appropriate direct assessment information. The purpose of assessment is for the planning and delivery of appropriate learning intervention, strategies and provisions.

The additional needs department does not assess with the purpose of diagnosis, we can discuss with parents the options for more specialist assessment if this is something they wish to pursue or where we advise that they pursue a specialist assessment. At times we will recommend specialist practitioner assessment to enable us to have all the necessary information about your child's needs so that we can effectively support their learning in school.

In the Early Years, arrangements may be slightly different in terms of the time given to observation (which is increased) at this young age. This is due to the fact that at this age it can be difficult to assess whether issues are developmental, rather than more significant and needing support.

An exception to this are more obvious severe issues such as Speech and Language. In these cases we will consult or refer parents to a specialist practitioner as soon as concerns of a serious nature arise.

All school records that the school keeps are automatically confidential within the context of school use, and should not be shared with other parents or staff outside of the school without the parents' consent.

All records pertaining to ALN and additional needs support will be treated with confidence and will be education for that child on a need to know basis. All teachers and support staff who work with the child/young person will be made aware of any ALN that are identified.

10. Referrals Procedures and Documentation-IEP's

ALN Referral Form	Completed when concerns about a student's progress or development persist after quality Wave 1 support. Evidence to support the referral is collated over a 4-6 week period prior by the class teacher and shared with the Additional Needs Support teacher. Concerns shared with parents by both class teachers with the support teacher.
Parent Meeting Record	A record of any consultation meetings that take place led by the support teacher involving parents, teachers, other relevant school staff and where applicable any specialist practitioners.
Teacher Action Plan agreed with parents-Individual Education Plan (if necessary).	Teachers plan, document and review the intervention put in place at either Wave 2 small group intervention or Wave 3 dependent on individual need. Child identified on the tracking system using the colour coding system.
Individual Education Plan	Describes the student's targets, the strategies, interventions, support and provisions in place and a date for review and outcome of the review for the target. This applies to students in Wave 2 and/ or Wave 3.
Individual Referral Files	A coordinated folder including pupil referrals, parent meeting notes specialist practitioner recommendations, individual education plans and the range of provisions in place. This applies to students in Wave 2 and/or Wave 3.

Responsibility lies with the Class Teacher to Share the Wave 1 Action Plan with parents, specialist and other appropriate teaching staff and support staff.

It is the responsibility of the additional department to share the Wave 2 /Wave 3 Education Plan with parents, specialist and other appropriate teaching staff and support staff.

11. Provision Maps and Pupil Progress

A Provision Map of all the interventions and provisions at Wave 2 and Wave 3 in each year group is held by the support teacher. Progress is reviewed termly in line with pupil progress meetings. Provision is amended in light of progress or of continued need.

12. Role of the Learning Support Team

The additional needs department is led by the additional needs leader for learning.

The main roles and responsibilities of the additional needs support teachers are:

- To oversee day-to-day responsibility for the operation of additional needs support and coordination of provision made to support pupils with ALN/EAL in their allocated year groups.
- Provide professional guidance and advice on ALN and additional needs support and guidance to teaching and LSA colleagues.
- To monitor the impact of provision made for students with ALN/EAL in their designated year groups.
- Work closely with teaching and support staff, parents, School Leadership Team and outside specialist agencies and professionals to enable students to reach their potential.
- Work closely with teaching and support staff to contribute to lesson planning meetings through differentiated activity, questioning, support, resourcing and advising on teaching methods and techniques to meet ALN/EAL needs.
- Keep up to date with current policy and practice in ALN/EAL.
- Maintain the ALN Register, provision maps and tracking data and ensure that the records of all pupils with ALN are kept up to date.

Team Meetings take place as and when required to share information and updates. Regular training and shared practise takes place on a termly basis to support staff developing the skills to advise and support all 4 main areas of need, and to share new resourcing.

13. Parental Involvement

Parents involvement is greatly valued at Panaga School and the additional needs department keeps parents informed and consulted at every stage. Parents will be informed and consulted about any referral to the additional needs team for their child by the class teacher.

By working effectively in partnership with parents, we believe that we can achieve the best possible outcomes for pupils

14. The Role of Specialist Practitioners

At times the additional needs team may request that a student undergo assessment from an external specialist. We draw on reported assessment information and recommendations to review the students. We are open to listen and take on ideas and recommendations of how we can develop and improve the provisions we make for students with ALN. Our aim at every stage is to work in partnership between parents, specialist practitioners and school to provide the best support for each child.

The school may specify that an assessment is carried out by a particular specialist practitioner. We reserve the right to insist that the assessment is undertaken with a registered practitioner with internationally recognised qualifications.

15. Special Assessment Arrangements for Formal Assessments For children requiring an Individual Education and/or have an external agency assessment support recommending the following:

- 25% extra time
- Reader for mathematics assessments (if required)
- Enlarged text copies (if required)
- Coloured background texts (if required)
- Scribe (if required)
- Prompt
- Separate arrangement/room for small groups and individuals.
- Use of laptop (if required)

Monitoring and Review

This policy is up to date. This policy was last reviewed on May, 2020 by Panaga School additional needs working party including school principal, Fieldwork Education consultant, additional needs team lead teacher, parent school board representative and three other parents nominated for the range of supports their children access.