



SEND/ALES POLICY

Children's International School Lagos

Director: Mrs J. Chukwumah

Principal: Mr. King

Head of Junior School: Mrs. King (Junior school)

Assistant Head teacher: Mrs. Dosumu (Junior school Ks 2)

Assistant Head teacher: Mrs. Omotoso (Junior school Ks 1)

Statement of Intent:

Children's International School Lagos values the abilities and achievements of all its students, and committed to providing, for each student, the best and enabling environment to flourish in learning, within the school's multi-cultural ethos.

1. SEND/ALES Aims of the School:

- To ensure that all students have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To ensure the identification of all students requiring SEND/ALES provision as early as possible
- To ensure that SEND/ALES students take as full or a part as possible in all school activities
- To ensure that parents of SEND/ALES students are kept fully informed of their child's progress and attainment
- To ensure that SEND/ALES students are involved, where practicable, in decisions affecting their future SEND/ALES provisions

We recognise that many students will have special needs at some point during their school life. In implementing this policy, we believe students will be helped to overcome their difficulties.

2. Development of the SEND Policy:

The Director, School Principal, Head of school, Assistant Head teachers and SEND/ALES administrator were involved in developing the policy.

Feedback from teachers, parents and students were also used in guiding the development of the policy.

- Staff are committed to the schools SEND/ALES policy and delivery.

- The SEND/ALES objectives are addressed in the School Development Plan by the introduction and implementation of a SEND/ALES programme within the school to include further staff training and the future appointment of a SENCo

Whilst many factors contribute to the range of difficulties experienced by students, we believe that much can be done to overcome these difficulties by parents, teachers and students working together.

3. Definition of Special Educational Needs:

A child has special educational needs if he or she has learning attributes that call for special educational provision to be made.

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools. SEND CoP pg 15 – 16

A child will also have Special Educational Needs, if her or his ability levels are such that they are considered to be in the Gifted and Talented group for their cohort.

**** Typically the 85th Centile upwards of any cohort are deemed to be in the Gifted and Talented group. This grouping is linked to the ability of the cohort not larger averages and is SOLELY school specific.**

A child will also be subject to Special Educational Needs provision, if their access to and use of the English language is limited to the extent that it impacts on their accessing the curriculum to a full extent. This however does NOT mean they are registered as having Learning Difficulties.

Special Education provision means:

Educational provision which is additional to, or different from, the educational provision made generally for children of the same age.

Children's International School will apply due reference to the processes within the SEND Code of Practice when carrying out our duties towards all students with special educational needs, and ensure that parents are notified when SEND/ALES provision is being made for their child. The Code of Practice is not mandatory within Nigeria, but shall be used as a reference for good practice.

4. Staffing:

All teaching staff are responsible for the identification and flagging up of students with Special Educational Needs and the implementation, creation and review of relevant programmes and Individual Education Plans.

5. Admissions:

Children's International School believes that admissions criteria should not discriminate against students with SEND and has due regard for the practice advocated in the SEND Code of Practice, in that

'The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability. Further education (FE) colleges manage their own admissions policies and are also prohibited from discriminating against disabled young people in respect of admissions. Students will need to meet the entry requirements for courses as set out by the college, but should not be refused access to opportunities based on whether or not they have SEN.' (CoP 1:28)

6. Inclusion:

This policy hinge on the School ethos on "Inclusion", which recognises the entitlement of all students to a balanced, broad based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Head of School and SENco will ensure that appropriate provision will be made for all students with SEND and teaching staff will implement.

7. Allocation of Resources:

The school budget allocation for SEND and parents' partnership will ensure that appropriate resources are allocated to support the provision for all students requiring SEND/ALES support and in meeting the objectives set out in this policy.

8. Identification, Assessment and Provision:

At Children's International School, we aim to adopt a whole school approach to SEND policy and practice. Students identified as having SEND will be as far as is practicable, fully integrated into mainstream classes. Every effort will be made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.

The SEND Code of Practice January 2015, to which we make reference, makes it clear that all teachers are teachers of students with special educational needs, at Children's International School we will abide by that aspect of the Code.

All teachers are responsible for identifying students with SEND and, in collaboration with the SEND/ALES team, will ensure that the students requiring different or additional support are identified at an early stage. Assessment is the process by which students with SEND can be identified. The CIS ALES referral process will be followed duly to formally include a student in the SEND/ALES register.

- Early Identification:

Early identification of students with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain student progress through:

- Evidence obtained by teachers' observation/assessment
- Student's performance in National Curriculum judged against level descriptions
- Student progress in relation to objectives in the National Literacy/Numeracy targets
- Standardised screening or assessment tools
- Feedback from screening and diagnostic tests
- Reports or observations
- Records from previous schools, etc.
- Information from parents
- National Curriculum results
- External examination results.
- Student portfolios.

- SEND/ALES provision:

On entry into the school, each student's attainment will be assessed in order to ensure continuity of learning. For students with identified SEND need, the SENco, Teachers, ALES staff and pastoral team will:

- Use information on the student to shape his or her curriculum and pastoral provision in the first few months
- Identify the student's skills and note areas that require support
- Ensure on going observations and assessments provide regular feedback on achievements and experiences, in order to plan next steps in learning
- Ensure students have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme
- Involve students in planning and agreeing with targets
- Involve parents in a joint home-school learning approach

- The Range of Provision:

The main methods of provision made by Children's International School are:

- Full-time education in classes, with additional help and support by class/specialist teacher and subject teachers through a differentiated curriculum.
- Periods of withdrawal to work with ALES facilitator
- In class support with adult assistance

9. English as an Additional Language or E.F.L/EAL:

Particular care will be needed with students whose first language is not English. Teachers will monitor their progress across the curriculum to ascertain if student experience difficulty due to English as a second language. Their proficiency in English will be assessed before planning additional support that they may require.

10. Monitoring Student Progress:

Progress is the crucial factor in determining the need for additional support. Adequate progress in which:

- Narrows the attainment gap between student and peers
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the student's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the student's behaviour
- Is likely to lead to Further Education, training, or employment

Where **teachers** decide that a student's learning is unsatisfactory, the SENCo will be consulted. The SENCo and teacher will review the approaches adopted. Where support additional to that of normal class provision is required, it will be provided through **In Class Intervention Plan**. If, after further consideration, a more sustained level of support is needed, it would be provided through **CIS School Support Plan**. Where concerns remain despite sustained intervention, the school will consider requesting the involvement of external professionals for Assessment of the student. Parents will be fully consulted at each stage and will be responsible for payment of fees levied by external professionals. Details of these intervention programmes will be shared with parents. CIS also recognises that parents have a right to request and arrange for an external assessment.

11. Record-Keeping:

The school will record steps taken to meet students' individual needs. The SEND/ALES staff and teachers will maintain the records and ensure access to them. In addition to the usual school records, the student's profile will include wherever possible:

- Information from previous school
- Information from parents
- Information on progress and behaviour
- Student's own perceptions of difficulties
- Information from health and social services
- Information from other agencies such as speech therapist, occupational therapist etc.

12. General Learning Difficulties:

The SEND Code of Practice defines adequate progress for students with General Learning Difficulties as that which:

- Narrows the attainment gap between student and peers
- Prevents the attainment gap widening
- Is on a par with students starting from similar base line but less than most of peers
- Equals or improves upon the student's previous rate of progress
- Enjoys full curricular access
- Is satisfactory to student and parents
- Is likely to result in accreditation in F.E., training, and/or employment
- Is likely to result in usable levels of skills

Teaching SEND students is a whole school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the

differences in student's abilities, aptitudes, and interests. Some students may need increased levels of provision and support.

The Code of Practice advocates a graduated response to meeting students' needs. When they are identified as having SEND, the school will intervene through the ALES Intervention Plan for students on the ALES register placed on Wave 1, 2 and 3.

- **Wave 1:**
High Quality Teaching in the classroom with the teacher and ALES facilitator provides one to one support
- **Wave 2:**
High Quality Teaching in class with the teacher and ALES facilitator providing additional support in designated lessons
- **Wave 3:**
Student work independently in the classroom with the teacher providing High Quality Teaching
- **External Support:**
CIS SEND/ALES Programme is characterised by a sustained level of support and, where appropriate, the involvement of external services. Placement of a student at this level will be made by the Head of school and SENco after full consultation with parents.
External support services will advise on targets for the IEP, provide specialist inputs to the support process and will be funded by the parents in addition to the tuition and ALES support fees.

13. CIS SEND/ALES Intervention Programme:

CIS SEND/ALES intervention programme is characterised by interventions that are different from or in addition to the normal differentiated curriculum. These interventions could be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, students:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional or behavioural difficulties which are not affected by behaviour management strategies
- Have sensory or physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum. If the school decides, after consultation with parents, that a student requires additional support to make progress, the SEND/ALES staff, in collaboration with teachers, will support the assessment of the student and have an input in planning future support. The teacher will remain responsible for planning and delivering individualised programmes. Parents will be informed and updated as agreed in the IEP meeting of the action and results.

14. Nature of Intervention:

The ALES staff in collaboration with teacher will decide the action required to help the student progress. Based on the results of previous assessments, the actions might be:

- Deployment of ALES staff to work with the student
- Provision of alternative learning materials or special equipment
- Multidisciplinary approach in providing group support for example, counselling or pastoral sessions
- Provision of additional time in devising interventions and monitoring their effectiveness
- Staff development and training to undertake more effective strategies
- Access to external support services for advice on strategies, equipment, or staff training, supported by parents.

15. Individual Education/Behaviour Plans (IEPs/IBPs):

Strategies for students' progress will be recorded in an IEP (Individual Education Plan) or IBP (Individual Behaviour Plan) containing information on:

- Short term achievable, realistic targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review
- Student input in regards to target set/achieved

The IEP/IBP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on at least two individual targets that closely match the student's needs. The IEPs/IBPs will be discussed with the student and the parent.

16. Reviewing IEPs/IBP's:

IEPs and IBPs will be reviewed at least twice in the academic year: in term 2 and at the end of term 3. This will be driven by the targets set, and feedback provided to parents.

The school will endeavour to hold the reviews in a formal manner and parents' views on their child's progress will actively be sought. Wherever possible or appropriate the school will involve students in this process.

The aim of the review will be to:

- Assess if the student has achieved his or her IEP/IBP targets
- Decide the next learning step for the student in view of targets achieved or not achieved
- If target(s) is achieved, procedure to withdraw student from the register will be initiated
- If target(s) is not achieved, IEP will be modified and ALES support will continue

17. SEND/ALES Stage Procedure:

CIS maintain a school register of all students placed on the SEND/ALES Stage Procedure. The Register is updated every term to show changes in student placement. Time spent by individual student within the different stages will vary and it is anticipated that some student's progressions will be cyclical, that is, where progress is made at wave 1, movement to wave 2 or wave 3 will be appropriate. A student may work within any Stage a number of times. We will review progress every term at least. The length of time spent at each Stage will be influenced by the recorded outcomes of these reviews. Parents' views will be sought and they will be fully informed. The student's views will be sought where possible.

There will be occasions when the nature of the difficulty necessitates rapid action for example, if a student on wave 3 experiences difficulty that caused a relapse in progress made, the student may move back to wave 2 or wave 1.

A student will qualify for withdrawal from the SEND/ALES register when it is evident that student will not fail outside of the range of expected academic achievement after 2 weeks of observation by the teaching and ALES staff. In the case where the student is able to fully access the curriculum independently there will be continued monitoring for a half term period and a review meeting to finalise the withdrawal process. Upon complete withdrawal from the SEND/ALES register, student will no longer have access to any SEND/ALES provision including examination arrangements.

18. Request for External Assessment:

CIS will request for an External Assessment for a Statement to be arranged by the parents when, despite an individualised programme of sustained intervention within the SEND/ALES programme, the child remains a significant cause for concern. An External Assessment might also be requested by a parent. The school will have the following information available:

- The actions taken in regards to SEND/ALES referral procedure
- The student's IEPs/IBPs
- Records and outcomes of regular reviews undertaken
- Literacy, Numeracy and other subjects' attainment
- Other relevant assessments from specialists such as support teachers and specialist subject teachers within the school
- The views of parents
- Where possible, the views of the child
- Any other involvement by professionals

A Statement of Special Educational Need will normally be provided where, after an External Assessment, the external professionals consider the student requires provision beyond what the school can normally offer. However, the school recognises that a request for an External Assessment does not inevitably lead to a Statement from that professional.

A Statement will include details of the student areas of difficulties, learning objectives and recommendations for the child. These are used to develop targets that are:

- Matched to the longer term objectives set in the Statement

- Shorter term IEP or IBP targets, established through parental and student consultation and Implemented in the classroom
- Delivered by the class or subject teacher with appropriate additional support where specified

19. Reviews of Statements:

Statements must be reviewed bi-annually. CIS will provide a list of external professionals that parents could contact and make inquiry. Parents can use information provided by these professionals to make their preferred choice on who to book appointment with. This process will be funded by the parents.

The aim of the review will be to:

- Assess the student's progress
- Review the provision made for the student to reflect the student current status in the context of the feedback from the assessment tool and areas of difficulties identified
- Consider the appropriateness of the existing Statement in relation to the student's performance, and whether to cease, continue, or amend it

A copy of the details and outcomes of this review must be shared with the school.

20. The Role of the SENco:

The SENco plays a crucial role in the school's SEND/ALES provision. This involves working with the Director, Principal, Head of School, Assistant Head of School and teachers to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day to day operation of the policy
- Coordinating the provision for students with SEND
- Liaising with and supporting teachers
- Collaborating with teachers and learning support assistants
- Overseeing students' records
- Liaising with the parents
- Making a contribution to INSET
- Liaising with external agencies and professionals when necessary.

For effective coordination, teaching staff must be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility all teaching staff have in making provision for SEND/ALES students
- The commitment required by teaching staff to keep the SENco informed about students' progress
- Mechanisms that exist to allow teachers access to information about SEND students
- What exactly constitutes a 'level of concern' and at which point Referral Procedure is initiated
- Mechanisms that exist to alert the SENco to such 'levels of concern'
- The procedure by which parents are informed of this concern and the subsequent SEND provision

21. The Role of ALES facilitator:

- To assist teachers in supporting students on the register and ensures they access learning and attain their best potential
- To implement programmes and strategies that will enable students become more independent learners
- To encourage and promote the day to day participation of students in the social and academic process of the school
- To develop, implement and review provisions in the IEP or IBP
- To collaborate with teachers in implementing the IEP or IBP
- To work with the students, monitor their progress and give update to the SENco

22. The Role of the Subject Teacher:

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND students
- Collaborating with the SENco to decide the action required to assist the student to progress
- Working with the SENco and ALES facilitator to collect all available information on the student
- In collaboration with the SENco and ALES facilitator, to develop an IEPs/IBPs for SEND students
- Working with students on the ALES register on a daily basis to deliver the individual programme set out in the IEP/IBP and recording appropriately student progress.
- Developing constructive relationships with parents
- Providing information through feedback on areas to develop and review in the school's SEN policy

23. The Role of the Head of School:

The Head of School responsibilities include:

- The day to day management of all aspects of the school including the SEND provision
- Keeping the Director well informed about SEND within the school
- Working closely with the SENco/ALES team
- Informing parents on the fact that SEND provision has been made for their child(ren)
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

24. SEND/ALES INSET:

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND students. Part of the Head of School/SENco's role in school based INSET is to develop awareness of resources and practical teaching procedures for use

with SEND students. As a routine part of staff development, INSET requirements in SEND will be assessed. The Director and Head of School will undertake a similar review of training needs. Teaching Assistants' requirements in supporting students' needs will be considered frequently.

The School's INSET needs will be included in the School Development Plan.

It is the individual responsibility of all staff to ensure that they are fully aware of and able to implement fully the contents of the SEND Policy as applicable to them as teachers and subject co-ordinators.

25. Partnership with Parents:

The Children's International School firmly believes in developing a strong partnership with parents and that this will enable students and young people with SEND achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

'Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them.' (CoP 2.2)

The school considers parents of SEND students as valued partners in the process. Depending on age and appropriateness, SEND students will also be encouraged to participate in the decision making processes affecting them.

26. Links with External Organisations or Professionals

The school recognises the important contribution that external support services and professionals make in assisting to identify, assess, and provide for SEND students.

When it is considered necessary, professionals from the following support services will be involved with SEND students:

- Educational psychologists
- Medical officers
- Speech therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services

These specialists will be funded by the parents, following agreement that their input is necessary to address the needs of their child.

Copies of the details and outcomes of this report must be shared with the school.

In addition, important links are in place with the following organisations:

- Specialist services
- The business community
- Friends of the School/PTA

- Other groups or organisations

27. Evaluating the Success of the SEND Policy:

The SENco and SEND/ALES staff will report annually on the success of the policy. To facilitate this, we have identified specific objectives which are given under ‘The SEND/ALES Aims of the School’,’ at the beginning of this policy.

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents
- Students
- External professionals where possible.

We will set targets matched to a set of specified aims and provide indicators against which progress can be measured. Student progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- Consideration of each student’s success in meeting IEP targets
- Use of standardised tests
- Evidence generated from IEP review meetings

28. SEN Policy Review:

The school considers the SEND/ALES Policy document to be important and, in conjunction with the Director, undertakes a thorough review of both the policy and practice annually. The outcomes of this review will be used to inform the School Development Plan.

Date Approved:

Next Review Date:

Signature:

Director.....

Principal.....

Head of School.....