



The British School in Tokyo

School Policies

March 2018

Special Educational Needs and Disabilities (SEND) Policy

Policy Information

Reviewed: March 2018

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Tokyo
School Policy Document

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Introduction from the Principal

Inspiration, Excellence and Opportunity

The core purpose of the British School in Tokyo is clearly to educate young people. An inclusive school, we welcome all children, regardless of race, religion or background, providing their level of English allows them to access our curriculum. The Trustees, the Principal and the school's Leadership Team are committed to ensuring that, as far as is possible, the necessary provision is made for any BST student who has special educational needs or disabilities.

First-class results are important to us, but we take the balanced view that we should aim to educate our pupils more profoundly than simply for achievement in national and international examinations. As they learn and grow, we aim to equip each individual with key skills and attributes in accordance with our concept of the *BST Learner*.

In promoting a positive, encouraging and respectful school environment for all, we aim to provide the appropriate support for those with specific learning difficulties or learning differences to help them succeed in BST's challenging learning programme.

While academic selection plays only a very small part in our admissions process and we will always try to offer support for children with specific learning needs, it is important to note that the scope and availability of our Learning Support services are limited. Providing full information is submitted at the time of application, students with mild or moderate learning difficulties will certainly be considered. School reports are reviewed carefully, and applicants may be asked to undertake further assessment. We aim to be as open and accommodating as possible but, based on the resources and services we have available to us, BST is unlikely to be an appropriate school for students with severe learning or behavioural needs. On the rare occasion where students are deemed to require significant one-to-one in-class support, the additional cost of such support will be borne by the student's parents.

Our highly-trained Learning Support staff work closely with the School Counsellor and the pastoral teams to further support both students and parents as appropriate. If necessary, they may also consult external agencies such as speech and language pathologists, occupational therapists and educational psychologists in evaluating or addressing a student's needs.

However, teaching and supporting students with SEND is a whole school responsibility requiring a whole school response. We believe that every one of our teachers is a teacher of Special Educational Needs and that all teachers are responsible for the progress and development of all of the students in their care - including students who access support from specialist staff or teaching assistants. With this principle in mind, this policy aims to support all members of staff in providing a positive school-wide approach towards the learning, progress and achievement of our SEND students.

Aims and Objectives

To provide the structure for a student-centred process that engages students, families, school and other professionals in planning for and implementing high quality, needs-led provision that is consistent across the school. This is to ensure that all of our students are able to access the same opportunities for learning and social development in order to achieve maximum progress and to fulfil their potential. As always at BST, our approach will prioritise the well-being of the individual.

In Japan there is no statutory framework for those pupils with SEND. At BST we have chosen to follow the guidelines, to the best of our ability, set out in the British SEND code of practice 2014.

It is important to highlight that the provisions that we are able to offer are constrained by the context in which we are working. Therefore BST, although not a selective school, cannot offer the level of support required by those students with profound and high level special educational needs.

Providing full information is submitted at the time of application, students with mild or moderate learning difficulties will certainly be considered within this scope. School reports are reviewed carefully, and applicants may be asked to undertake further assessment to ensure we have the resources to provide the necessary additional support.

In creating this document, we aim to:

- give a clear definition of SEND
- outline how we identify and support students with SEND
- outline the expectations and responsibilities of teaching staff, parents, students and specialists in the process
- develop a culture of inclusion valuing high quality teaching for all learners
- facilitate full access to a broad, balanced and relevant education for SEND students
- encourage open, effective communication with parents/carers in a spirit of partnership in order to develop a truly collaborative approach taking into the account the views of parents and students
- make arrangements to support students with medical conditions or physical disabilities within local constraints and the limitations of the school facilities on each campus
- set appropriate individual learning outcomes based on objective evidence, prior achievement, challenging expectations and the views of the learner and family
- share expertise and good practice across the school and wider learning community
- make efficient and effective use of school resources.

Identifying and Supporting Special Educational Needs & Disabilities

What is SEND?

Students have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for them. This provision will be additional to or different from that normally available in a differentiated curriculum. BST regards students as having a Special Educational Need if they:

- have a significantly greater difficulty in learning compared to the majority of students of the same age
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Students will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. If a student has SEND we would expect to see difficulties in their native language as well as in English.

There may be times in students' school careers when they are identified as having a Special Educational Need. These students will be provided with intervention and/or support that is additional to or different from the normal differentiated curriculum. This may be on an ongoing basis or for a limited time based on level of need and the outcome of the intervention. Many students with sensory and/or physical disabilities may require adaptations and, within local constraints and the limitations of each campus we will do our best to implement those adaptations.

Areas of Special Educational Need

Students identified as having a special educational need or disability (SEND) will be considered within one or more of the following categories of need:

Cognition and Learning

Including -

- specific learning difficulties (SpLD)
- moderate learning difficulties (MLD)
- severe learning difficulties (SLD), and
- profound and multiple learning difficulties (PMLD).

Communication and Interaction needs

Including -

- speech, language and communication needs (SCLN)
- including Asperger Syndrome and Autism (ASD).

Social, Emotional and Mental Health Difficulties

Including -

- anxiety and/or depression
- attention deficit disorder (ADD)
- attention deficit hyperactive disorder (ADHD)
- attachment disorder.

Sensory and/or Physical needs

Including -

- visual impairment (VI)
- hearing impaired (HI)
- multi-sensory impairment (MSI)
- physical disability (PD).

Roles and Responsibilities

Provision for students with special educational needs is a matter for the school as a whole. Led by the Inclusion Managers, in addition to the Board of Trustees, the Principal and Head Teachers, all members of staff have important responsibilities.

Board of Trustees:

As far as is possible in our context as an international school in Japan, the Board aims to follow the guidelines laid down in the UK SEND Code of Practice (2014) to:

- use their best endeavours to make sure that all children with SEND get the support they need
- ensure that children and young people with SEND are able to engage in all the activities of the school
- designate a teacher to be responsible for co-ordinating SEND provision in both the Primary and Secondary schools – the SEND Coordinator, or Learning Inclusion Manager
- ensure, as far as is possible within the constraints of our shared sites, that steps are taken to prevent disabled children from being treated less favourably than others, and that facilities are provided to enable access to the school for disabled children.

Principal and Head Teachers:

The Principal and the Head Teachers are responsible for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. The Principal will ensure that the Board of Trustees, through the Education Sub-Committee, is kept fully informed about Special Educational Needs issues. The Head Teachers will work closely with the appropriate Inclusion Manager and their Leadership Teams to ensure a consistent school-wide approach to SEND strategies in keeping with the latest UK guidance and best practice as well as reviewing how expertise and resources are being used to build the quality of whole-school provision.

Inclusion Managers:

At BST coordination of provisions for SEND students is shared between a Primary Inclusion Manager and Assistant Head (Ms Rachel Roberts) and a Secondary Learning Support Coordinator (Ms Lauren Bradford).

Between them, they are responsible for:

- day-to-day operation of SEND policy and the coordination of specific provisions for those students with SEND
- managing the SEND team
- completing initial admissions assessments of need and advising on resources available
- liaising with pupils and parents and overseeing Pupil Development Planning meetings
- providing professional guidance to colleagues working with SEND students
- advising on the graduated approach to SEND (please see assess, plan, do, review)

- advising on the deployment of budget and resources in order to meet students' SEND needs effectively
- liaising to ensure a smooth transition for students with SEND moving from Primary to Secondary
- where applicable liaising with outside agencies
- working with School Governors and Head Teachers to ensure reasonable adjustments are made where possible for students with SEND
- completing self-evaluation to identify the effectiveness of provisions and using this evaluation to set targets to improve provisions being offered
- keeping up-to-date records on those students identified as having SEND
- contributing to the continual professional development of staff
- where applicable arranging special examination considerations
- timetabling and monitoring provisions for SEND students
- overseeing and updating Pupil Passports
- reviewing teaching and learning of SEND students within the classroom
- updating the SEND policy annually.

All Teaching Staff:

All teaching staff have a responsibility to provide for pupils with SEND within the scope of the school's resources. Their responsibilities include:

- providing quality-first teaching through the use of differentiation to set suitable learning challenges
- monitoring the attainment and achievements of all students
- seeking additional information and developing skills when working with SEND students
- where a student is not making adequate progress i.e. similar to peers, matching previous rate of progress, closing the attainment gap between peers, and preventing attainment gap from getting wider; they should put in place specific support and plan teaching strategies for that individual student
- teachers should talk to the student and parents regarding difficulties and use this information to inform lesson planning
- where students continue to make inadequate progress despite support and high quality teaching, the class teacher will work with the appropriate Coordinator to assess if a student has a significant learning difficulty and agree appropriate support
- Completing the Learning Support referral form when there are concerns regarding a student.
- teaching staff should engage with the pupil passports and information in implementing and adding to strategies suggested
- teaching staff are required to set learning targets on a termly basis for students who have a pupil passport in order to inform Pupil Development Planning meetings
- in Primary, support staff will liaise with the class teacher and Coordinator on planning, student response and progress in order to contribute effectively to the provision for SEND students.

Parents:

To ensure a collaborative approach to meeting a student's educational needs it is useful if:

- Any information from previous assessments or schools are provided as soon as possible.
- Parents attend Pupil Development Planning meetings.
- Reading on a daily basis is encouraged at home.
- There is an appropriate space for the student to complete homework tasks and where possible support with work is provided.
- Comments regarding the student's progress, both positive and negative, are shared with (subject) teachers, tutors (in Secondary) and the Coordinator.
- In Primary the Inclusion Manager is available at all PTCs to discuss children's progress, provision and parental concerns. Appointments can be made with the Secondary Coordinator at Year Group Subject Parent meetings.
- Both coordinators are also available at other times for consultation and discussion. Parents are encouraged to make contact via email.

A Graduated Response to SEND

Early Concerns

The progress made by all students is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. This can then be used in later discussions if concerns persist.

How we Identify and Support Students with SEND

Students may be identified in a number of ways:

- those joining us with pre-existing assessments confirming a special educational need will be observed to see if and what additional support is necessary
- attainment on transition or new starter assessments which is significantly lower than that of their peers
- regular assessment data shows that student's attainment fails to match or better the child's previous rate of progress
- teaching staff observe students showing signs of special educational needs and make a referral to the Learning Support Department
- parents raise their concerns through the pastoral system or directly to the Learning Support staff.

When considering whether a student has a special educational need any of the following may be evident:

- makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness and attendance is at expected level
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas where other factors such as attendance aren't an issue
- persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies including counselling
- has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum
- has emotional or behavioural difficulties which substantially and regularly interfere with the student's own learning or that of the class groups, despite having an individualised behaviour support programme
- has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service
- has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

The Assess, Plan, Do Review Cycle - A Graduated Response

The purpose of this approach is to ensure that all stakeholders' views are heard and incorporated in the planning of additional support, particularly those of the student.

Step 1: Assess

Initially we will analyse the student's needs and any potential barriers to learning. This may be through the use of formal assessments or screening tools, through observations or by looking at attainment data. The classroom/subject teacher's knowledge and experience of the student will be fundamental to this stage in addition to the student's and parents' views on their progress.

Step 2: Plan

A meeting will be held with the student, parents/guardians, SENCO and where possible teachers. In this meeting the most appropriate form of support will be decided, outlining any interventions or adjustments and setting targets/outcomes to be reviewed. Where appropriate (and possible within our context here in Tokyo) the plan will detail the support from other agencies and how this will contribute to the desired outcomes.

The student's Pupil Passport will be updated with a summary of the meeting, details of any interventions and targets/outcomes set. This is accessible for all staff. Interventions will be carried out by those with suitable skills and knowledge. Some interventions may require parental involvement to ensure progress at home. These targets will usually be reviewed and adjusted once a term; however, for those students with more complex needs or for those for whom a more frequent cycle needs to be employed, additional meeting dates will be set.

Step 3: Do

The student's teacher(s) remain responsible for working with the student on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO will support the teacher(s) in the further assessment of the student's needs, in problem solving and advising on the effective implementation of support.

Step 4: Review

As mentioned above there will be a regular review of the plan on dates previously agreed. These reviews will evaluate the impact and quality of the support and interventions and include the views of the student and his or her parents/carers:

- Parents/carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps.
- These reviews will feed back into the analysis of the student's needs, then the class teacher(s), working with SENCO, will revise the support in light of the student's progress

and development, with decisions on any changes made in consultation with the parents and the student.

- Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency, if available. The school will consult with parents/carers before involving a specialist or external agency.

Pupil Passports

All students who are recognised as having SEND will have a *pupil passport*. Passports include the following information:

- reading age
- current attainment in Maths and English
- an outline of the student's needs
- strategies to help the student in class and with home learning
- where applicable advice from specialists
- subject 'where they are at' and targets
- summary of Pupil Development Planning meetings (Assess, Plan, Do, Review)
- interventions that students are currently taking part in and their outcomes.

These are working documents so that staff can add to strategies when they discover techniques which work well with the student. The passport stays with the student as they move through the school and between phases. This provides immediate information for any member of staff working with the student and allows for a more consistent whole school approach. If the student leaves BST the passport will be shared with the new school enabling them to use strategies with the student straight away and easing transition.

Allocation of Resources

- Resources are allocated to support children with previously identified needs.
- Each year we map our provision to show how we allocate human resources to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes.
- This support may take the form of differentiated work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or 1:1. In some cases there will be a need for specialist support outside the classroom.
- Where students are deemed to require significant one-to-one in-class support, the additional cost of such support will be borne by the student's parents.
- Specialist equipment such as books or other resources that may help the pupil are purchased, within reason, as required. Electrical equipment such as personal laptops or exam reading pens cannot be provided.

Continuing Professional Development (CPD) for Special Educational Needs

- All staff at the school engage in regular SEND-related training sessions.
- The SENCO and Leadership Team members provide regular CPD to other staff in school in specific aspects of meeting the needs of students with SEND – a programme covering a

variety of SEND is offered.

- All staff have regular CPD meetings. The progress of all students including those with SEND is a core aspect of the PRD process and PRD targets will look at how to develop staff skills in meeting individual pupil needs as necessary.
- Teaching assistants engage in ongoing training whereby the role of the TA is developed.
- External trainers are brought in periodically to address more specialist training needs and to train staff in the use of specific interventions.
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a student.

Useful Contacts

Primary

Assistant Head - Learning Support Coordinator: Ms Rachel Roberts

rroberts@bstlearningspace.org

EAL Teacher - Mr Michael Beresford Cook

EAL Learning Support Teaching Assistant - Mrs Faaria Volinski

SEND Learning Support Teaching Assistant - Ms Karen Mac Donald

Secondary:

Learning Support Coordinator - Ms Lauren Bradford lbradford@bstlearningspace.org

EAL Teaching Assistant- Mr James Sewell

SEND line manager- Ms Alison Woods

School Counsellors: Ms Christine Tzeng, Ms Hitomi Nakamura

External (local):

Tell Japan <http://telljp.com/>