



Special Educational Needs (SEN) Policy

Agreed by Governors	June 2018
Chairman of Governing Board	Cees Uijlenhoed
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Special Educational Needs (SEN) Policy

The Netherlands International School Lagos (NISL) is committed to provide the best education for every child. But it should be noted that NISL is limited in their resources and specialised personnel and therefore does not have special classes for students who have been defined as gifted or who have been diagnosed with specific learning or behavioral disabilities. However we recognize that some pupils may have special educational needs and we will endeavor to do everything in our power to provide for these needs.

1. Definitions

1.1 Learning difficulty

The child had significantly greater difficulty in learning than the majority of children for his or her age, and/or has a disability which hinders his or her use of educational facilities.

1.2 Special educational provision

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

1.3 Disability

Someone who has a physical or mental impairment which has a substantial and long-term effect on his or her ability to carry out normal day to day activities.

1.4 Gifted and talented

Students who are achieving or who have the potential to achieve a level substantially beyond the rest of their peer group inside their particular school

2. Policy Aims

- i. To identify pupils with SEN/Disability as early and thoroughly as possible through a variety of means and in consultation with appropriate personnel.

- ii. To ensure access for pupils with SEN/Disability to high quality education within a broad, balanced, relevant and differentiated curriculum so that they can reach their full potential and enhance their self esteem.
- iii. To ensure that all pupils with SEN/Disability feel valued and have a positive self-image.
- iv. To encourage parental and pupil involvement in the identification, assessment and support for SEN and to strive for close co-operation between all parties concerned. The support of parents/carers and pupils is crucial if an Individual Educational Plan (IEP) is to be effectively implemented.
- v. To educate pupils with SEN/Disability, wherever possible, alongside their peers within the curriculum after giving due consideration to the necessity to meet individual needs.
- vi. To develop a system for recording continued assessment so that each pupil's performance can be monitored and reviewed appropriately.
- vii. To stimulate/maintain pupil interest and enjoyment in their own education.
- viii. To encourage the use of a range of teaching strategies which incorporate different learning styles and ensure effective learning.
- ix. To, as far as possible, meet the needs of all pupils who have SEN/Disability by offering continual and appropriate forms of educational provision by the most efficient use of available resources.
- x. To promote collaboration amongst teachers in the implementation of whole-school policies to take account of the individual needs and requirements of pupils.

3. Identification and Assessment of Special Educational Needs

It is vitally important that children with SEN are identified as early as possible and that an awareness of their possible difficulties is clearly communicated between all the professionals involved with their development.

3.1 At the Netherlands International School Lagos the following may be used to identify pupils needs:

- Teacher observation
- Parental information
- Information from transferring school
- School assessment

- Standardised tests
 - i. Pips
 - ii. Incas
 - iii. Cito
 - iv. CPS
- Diagnostic assessment
- Psychological reports
- Educational therapist report
- Statements of Special Educational Needs
- Medical advice
- Key stage assessments
- IEP reviews

The physical environment at the Netherlands International School Lagos would be challenging for students with mobility problems and/or dependent on wheelchair access and therefore admission for students with these needs is not possible at this time.

4. Arrangements for Co-ordinating SEN provision

4.1 Roles and responsibilities

4.1.1 Board of Governors

The Board of Governors should:

- Have a regard for the school's SEN policy
- Ensure that appropriate funds and resources are delegated to SEN
- Monitor that the funds are used efficiently and effectively

4.1.2 Principal

The Principal should:

- Keep the Board of Governors informed about SEN issues
- Work in close partnership with the SENCO
- Liaise with parents and external agencies as required
- Delegate and monitor SEN budget
- Provide a secure facility for the storage of records relating to Special Needs Educational Needs

4.1.3 SENCO

The SENCO should:

- Co-ordinate the day to day provision of the school's SEN policy
- Liaise with and advise colleagues
- Co-ordinate provision for children with special educational needs
- Maintain the school's SEN register and oversee the records of all pupils with special educational needs
- Liaise with parents/carers and external agencies
- Set up and manage pupil dossiers
- Analyse standardised tests on class and school level
- Create policies and procedures regarding SEN
- Contribute to and follow up on IEP's

4.1.4 Class Teacher

The Class Teacher should:

- Keep up to date with information on the SEN register
- Gather information through observation, assessment and tests
- Create differentiation within the classroom
- Work closely with colleagues to plan for learning and teaching
- Set up, manage and review IEP's in consultation with the SENCO
- Keep the pupil dossiers up to date
- Involve teaching assistant as part of the learning team

4.1.5 Teaching Assistant

The Teaching Assistant should:

- Work under the direction of the class teacher
- Provide practical support
- Share good practice

4.1.6 Pupil

The child should where possible according to age, maturity and capability, participate in the processes.

This includes:

- Contributing to the assessments of their needs
- Contributing to education plans through setting learning targets

- Working towards achieving targets
- Contributing to the review of IEP's

4.1.7 Parent/Carer

The relationship between the parents/carers of a child with SEN and their child's school has a crucial bearing on the child's educational progress and effectiveness of any school based action. Professional help can seldom be wholly effective unless it builds upon parental involvement.

It is therefore essential that parents/carers inform the school of any specific identified needs as early as possible on entry to the school. It is the school's responsibility to inform parents/carers about any action taken to support the child with any difficulties.

The Parent/Carer should:

- Meet with staff to discuss their child's needs
- Attend review meetings
- Inform staff of changes in circumstances
- Work in partnership with the school and play their part in creating a positive and supportive framework to meet their child's needs

5. Arrangements for Co-ordinating SEN provision

In order to monitor all pupils in the school and pick up on 'at risk' pupils we use the assessment cycle.

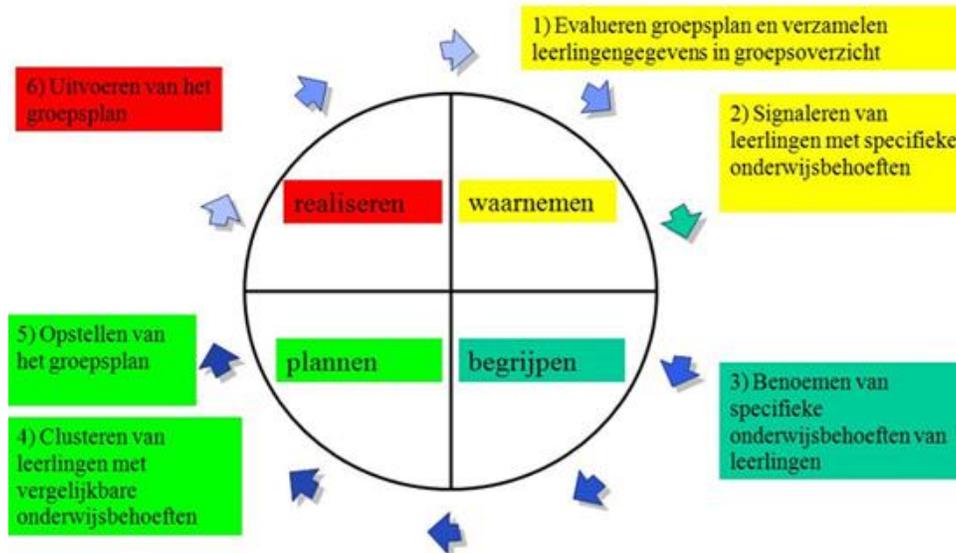
5.1 Key elements of the method:

- The school year will be divided into 3 instructional terms.
- For every instructional term a cycle is being followed.
- For every term teachers will set up a group overview for all subjects.
- In a group overview the educational needs and learning targets for three ability groups are described: low ability, medium ability, high ability.
- For children that have needs beyond these three ability groups an individual educational plan (IEP) will be set up.
- After the first (DS) and third (ES&DS) instructional term all students will do a standardised assessment (CITO/InCAS) and new plans will be set up.

- After the first and third instructional term plans can be reviewed after using scheme assessments or teacher assessments.

5.2 Stages of the cycle:

Handelingsgericht werken



5.3 Record of Concern - Procedures

If there is a concern about one of the pupils at the Netherlands International School Lagos, we follow the following 4 stage approach.

Stage 1

When an initial concern is expressed following observation of classroom practice and ongoing assessment:

- Class teacher informs SENCO about the concern
- Class teacher invites parent to a meeting to express concern and if needed get background information.
- Class teacher places the child in the low ability group in the medium term plan/group plan.
- Class teacher will monitor and review progress and report back to SENCO.
- Class teacher and SENCO will decide whether to continue extra support/stop extra support/move to stage 2

Stage 2

- Class teacher discusses concerns with SENCO who registers pupil's needs and agrees that stage 2 is appropriate.
- Class teacher, SENCO and relevant staff work together using all available information to agree a way forward including drawing up an IEP and discussing targets with parent (and pupil).
- The IEP is being implemented and reviewed with pupil and parental involvement SENCO will decide whether to continue at Stage 2 or move the pupil back to stage 1 or on to stage 3.

Stage 3

- SENCO and class teacher register pupil's needs and agrees, having consulted with parent and Principal that intensive action and specialist support is required.
- SENCO reviews available information and advises parents to consult an educational psychologist.

- Assessment is carried out and recommendations made.
- IEP is drawn up, implemented and reviewed with all involved.
- Issues are discussed with the Principal.
- Following review, pupil remains at stage 3/reverts to stage 2/moves on to stage 4

Stage 4

The Class teacher, SENCO and Principal conclude that the pupil's needs remain so substantial that they cannot be effectively met within the resources available to the school.

- The board is formed about the pupil's situation.
- Parents are informed by the class teacher, SENCO and Principal that the school can no longer provide the child with the education it needs and will advise in the kind of school that would suit the child.
- Parents look for another school that suits their child's needs in the meantime the child can remain at the Netherlands International School Lagos for maximum the remainder of the school year.
- Class teacher and SENCO provide the parents/carers with an educational report and supporting dossier for the new school.

We only consider a Learning Support Assistant (LSA) if the needs of the child can be met with having an LSA at his/her side.

Due to the combined classes we at NISL have a policy that we cannot have children that need support by an LSA in two consecutive classes.

The physical environment at NISL would be challenging for students with mobility problems and dependent on wheelchair access and therefore admission for students with these needs is not possible at this time.

6. Gifted and talented

6.1 Definitions

Gifted students are students who are achieving or who have the potential to achieve a level substantially beyond the rest of their peer group in one or more subjects. A gifted pupil is therefore one who has the capacity for or demonstrates high levels of performance in an academic area.

A talented pupil is one who demonstrates high levels of ability with a specific ability in a non-academic area: Physical education, Arts, Music.

6.2 Identification of Gifted and Talented students

At NISL we monitor our students in different ways. To identify a gifted or talented child a variety of methods needs to be used, showing the same outcome.

- Teacher observation
- Parental information
- Information from transferring school
- Teacher assessment
- Leveling assessment
- Standardised tests
- Diagnostic assessment
- Psychological reports
- Educational therapist report

6.3 Provision for Gifted and Talented students

There are three basic ways of meeting the needs of gifted and talented pupils:

- enrich
- extend
- accelerate

Enrichment means broadening a pupil's education. This can consist of enabling a pupil to study aspects of topic that there would not normally be accessible to them on the scheme of work, or it can consist of adding extra subjects to the curriculum.

Extension occurs when pupils are encouraged to develop more sophisticated thinking and reasoning skills within the topic area being taught.

Accelerating consists of enabling pupils to access work which would typically be for older pupils. This can occur through moving pupils up a year group or by giving them work which would usually be given to older pupils.

At NISL we look at every individual child. We aim to use enrichment and extension as our main strategies, but in some cases it may be more appropriate to choose acceleration.

We believe it is important to keep the gifted or talented child with their peers as much as possible. We feel it is important that children will feel a strong bond with their peers and get enough opportunities to develop their social and emotional skills.

For that, the provision will mainly take place in class.

- Teachers have high expectations.
- Tasks are designed to take account of levels of existing knowledge, skills and understanding.
- There are planned extension opportunities or open-ended tasks.
- There is access to higher level tests for assessment.
- Enrichment of learning.
- Extension and or enrichment are written down in a teacher's planning.

We will also suggest activities for the child to attend outside school hours such as:

- After School Activities
- Clubs or lessons
- Summer camps
- Competitions

At NISL we believe that catering to the needs of gifted and talented children is the responsibility of all staff in the school, in combination with the parents.

The responsibility of provision for gifted and talented children falls under the SENCo of the school.

She is involved in the process and keeps a record of all gifted and talented children at NISL.

7. Continued Professional Development

It is essential that all staff keep up to date with current developments in order to best provide for pupils with Special Educational Needs within the possibilities at the Netherlands International School Lagos.

8. Complaints

All complains will be dealt with in line with school's existing complaints procedures.

9. Advice and Information Service

An advice and information service is set up in both the UK and the Netherlands.

- UK: NEELB – www.neelb.org.uk - 028 25662562/560
- NL: Onderwijsraad – www.onderwijsraad.nl - +234 703100000

10. Monitoring and Evaluating Policy

This policy will be revealed annually in light of changes and developments in both the United Kingdom and the Netherlands.

Information will be discussed and reviewed by the Senior Management team. Any amendments considered necessary will be forwarded to the Board of Governors for approval.

----- End of Special Educational Needs (SEN) Policy NISL ----