



VIJAY
INTERNATIONAL
SCHOOL
PRASLIN SEYCHELLES

SEN policy and information report

Vijay International School Praslin

Approved by: **Date:** 08/01/2020

Reviewed on: January 2020

Next review due by: January 2021

Aims

All children and young people are different. They all have different preferences, strengths and ways of learning. Some children and young people have Special Educational Needs and/or Disabilities (SEND). At Vijay International School Praslin, we firmly believe that regardless of differences; all children and young people are entitled to an appropriate education; one that is appropriate to their needs, promotes high standards and the fulfilment of potential.

An education that should enable them to:

- Achieve their best
- Become confident individuals who live fulfilling lives
- Make a successful transition into adulthood, whether into employment, further or higher education or training and
- Make a positive contribution to our society

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Children must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which they will be taught. This would be classed as EAL (English as an Additional Language).

At VISIP the SEN programme is overseen and managed by the SENCO (Special Educational Needs Coordinator). Each child identified with Special Educational Needs or English as an Additional Language (EAL) will be placed on a register and will have an Individual Provision Map (IPM) designed to support his/her progress. Parents are kept fully informed at each stage of the implementation of SEN support.

A child is considered gifted and talented if he/she has:

- An outstanding ability evident in more than one subject
- Potential which is distinctly above average in one or more of the following domains of ability: intellectual, creative, social and physical.

Roles and responsibilities

The SENCO and Inclusion Team

<p>Mrs Lesley Thompson SENCO</p>	<p>Mrs Willies Stravens SENCO Assistant and SEN TA</p>	<p>Miss Nelsha Joubert SEN Teaching Assistant</p>
		

All teachers and teaching assistants in school also offer support to pupils with SEN as well as the SEN Team. This is a combination of in-class support and interventions. Interventions that are run by classroom teaching assistants are under the guidance and advice of the SENCO and class teacher.

The SENCO will:

- Work with the headteacher to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEN support.
- Ensure the school keeps the records of all pupils with SEN up to date.
- Oversee pastoral provision in school.

The headteacher will:

- Work with the SENCO to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Identifying students who may require additional support and ensuring they have informed the SENCO
- Ensuring they follow this SEN policy

The parent is responsible for

- participating in their child's efforts to meet the targets

- giving support and encouragement to their child
- informing the class teacher and/or SENCO about any relevant information, including information about the child's health, development and behaviour at home
- being involved in decision making, developing IPMs

The child should be aware that they have been identified as having particular areas of need; targets must be shared with the child if they are expected to achieve them.

It is the responsibility of all people involved in the development of any child with SEN to have high expectations and to remove all barriers to achievement and make any reasonable effort to help children on the special needs register to reach their potential.

Provision for students with SEN/EAL

- 1) There will be opportunities for students with SEN and EAL to meet and discuss their development and any problems termly at either parents evening, by invitation, or as requested by the parent.
- 2) Parents will be invited to annual review meetings to discuss the progress of their child and raise any concerns.
- 3) Where possible, students will be supported in lessons through the use of differentiation and IPMs. This is in line with the school providing an inclusive curriculum. If needed, some students will be withdrawn from certain lessons either entirely or for a short amount of time in order to help build their proficiency in certain skills and work 1-to-1/in small groups with the SENCO or SEN teaching assistants.

The Referral Process

This is the process by which children who we think will benefit from the support of the SEN programme are identified and supported:

- 1) If a staff member or parent feels that a child has SEN or EAL needs, then the teacher concerned or notified needs to fill out an 'SEN/EAL Initial Record of Concern' form.
- 2) A discussion with the teacher and then observation of the child will take place by the SENCO.
- 3) Parents are then invited into school for an initial meeting to discuss these concerns and gain a better insight into their child's needs.
- 4) A meeting with the child will then take place and the child will be placed on the register if appropriate.
- 5) If the child's needs warrant it, an external or internal assessment will be recommended.
- 6) A meeting with the child will take place to create an IPM and strategies will be included to help aid the support of the child both at home and at school.
- 7) One-to-one or group support will be timetabled where necessary.
- 8) There will be a review of the IPM and support at least twice a year and parents will be given the opportunity to discuss their child's needs and progress throughout the year. Parents are encouraged to contact the class teacher and/or SENCO at any point if they have any concerns or would like to provide further information.

Further information may be obtained from Mrs Thompson at school.