



BELVEDERE INTERNATIONAL SCHOOL

SPECIAL EDUCATION NEEDS AND DISABILITIES (SEND) POLICY

2023-2024

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Hili, Al Ain, United Arab Emirates

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Introduction

This document is a statement of the aims, principles and strategies for provision for children with Special Educational Needs and Disabilities (SEND) at Belvedere International School.

Students have special education needs if they have a learning difficulty which calls for special education provision to be made for them.

Students have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Are under compulsory school age and fall within the definition above or would so do if special educational provision was not made for them.

SEND Code of Practice has been taken into consideration in the formulation of this policy.

This document provides a framework for the identification and provision for children with special educational needs. It is written for the benefit of all members of the school community, to ensure that all are aware of the principles underlying identification and provision and confidently committed to the agreed strategies.

Aims

Our aims for SEND are to:

- Identify all children who need special consideration to support their physical, social, emotional or intellectual development.
- Ensure that these children are given appropriate support to allow every child full access to the National Curriculum in a positive framework.
- Ensure that these children are fully included in all activities of the school.
- Involve parents developing a partnership of support, enabling them to have full confidence in the strategy adopted by the school.

Principles and objectives of learning support policy

We seek:

- To provide a broad, balanced and suitably differentiated curriculum relevant to their individual needs.

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- To show an understanding that supporting difficulties in learning and / or behaviour as part of a high quality mainstream education service.
- To be aware that any student at some time in their education may have special educational needs.
- To promote self-worth and enthusiasm by encouraging independent learning at all age levels.
- To be aware that every child is entitled to a sense of achievement.
- To identify students as soon as possible who will need extra resources and / or teaching help within their school career.
- To work in partnership with the child's parents to provide for the child's individual needs.

Named person

The named person responsible for coordinating learning support at Belvedere International School is the School SEND Coordinator (SENCO).

Responsibilities

Provision for students with special educational needs is a matter for the school as a whole. All members of the school community (teaching and non-teaching staff, parents, students and governors) work towards the school aims by:

- Helping with the development of this policy.
- Being fully aware of the school's procedures for identifying, assessing and making provision for students with special educational needs.
- Commitment to a partnership approach to provision.

The role of the SENCO Inclusion Leader

The SENCO, in cooperation with the Principal, monitors the school's general policy and approach to the provision for children with SEND, monitors the appropriate staffing and funding arrangements and maintains a general oversight of the school's work.

Responsibilities of the SENCO Inclusion Leader

- Does their best to ensure that the necessary provision is made for any student who has special educational needs and disabilities.
- Ensures that where the Principal has been informed that a student has special educational need, those needs are made known to all who are likely to teach them.

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- Ensures that teachers in the school are aware of the importance of identifying, and providing for, those students who have special educational needs.
- Ensures that a student with special educational needs joins in the activities of the school together with students who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the students with whom they are educated and the efficient use of resources.
- Has regard to the SEND Code of Practice when carrying out its duties toward all students with special educational needs and disabilities.
- Ensures that parents are notified of a decision by the school that SEN provision is being made for the child.
- Is fully involved in developing and monitoring the school's SEND policy.
- The SENCO inclusion leader is up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.
- Makes sure that SEND is an integral part of the school development plan.
- Continually monitors the quality of SEND provision.

The school leadership (Governors, Principal and senior staff) work towards the school's aims by:

- Taking responsibility for devising and implementing this SEND policy through widespread consultation.
- Maintaining and evaluating the success of this policy and ensuring that necessary revisions are undertaken.
- Maintaining appropriate staff and funding arrangements.

The Principal works towards the school's aims by:

- Overseeing provision for children with special educational needs.
- Keeping the governing body fully informed.
- Working closely with the SENCO inclusion leader to coordinate provision.

The SENCO inclusion leader in collaboration with the Principal plays a key role in determining the strategic development of the SEND policy and provision in the school in order to raise the achievement of children with SEND. The SENCO inclusion leader takes day-to-day responsibility for the operation of the SEND policy and coordination of the provision made for individual children with SEND, working

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closely with staff, parents and carers, and other agencies. The SENCO inclusion leader also provides related professional guidance to colleagues with the aim of securing high quality teaching for children with SEND.

With relation to SEND, the SENCO inclusion leader's key responsibilities include:

- Overseeing the day-to-day running of the school's SEND policy.
- Coordinating provision for children with special educational needs and disabilities
- Liaising with and advising fellow teachers.
- Managing teaching assistants assigned with SEND responsibilities.
- Overseeing the records of all the children with special educational needs and disabilities.
- Liaising with parents of children with special educational needs and disabilities.
- Contributing to the in-service training of staff.

Admissions

Children who meet the admission criteria will be admitted to the school provided the appropriate level of facilities is available to meet their individual needs. The SEND policy document will be used in conjunction with other school policies. All children, including those with special needs, will be expected to follow the behaviour policy

Resource allocation

Resources are allocated for special needs by the finance committee of the governing body. The SENCO inclusion leader, in consultation with the Principal, is responsible for the use of these resources and the development of the designated support staff.

Identification

Children are referred to the SENCO inclusion leader by the class teacher, pre-school advisor or the children's previous school. The class teacher will express concern to the parents. Once a referral has been made, the SENCO inclusion leader will collate information on the child's special educational need, with reference to the following descriptors:

- Cognition and learning
- Behavioural, emotional and social development.
- Communication and interaction.
- Sensory and physical development.

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On the basis of this profile, the SENCO inclusion leader may choose to identify the appropriate SEND level for the child and discuss with the class teacher and parents how best to help the child

“Additional to and different from” support

The identified children are placed on the SEND register as having a Statement of Special Educational Needs. The SENCO inclusion leader, class teacher and teaching assistant identify attainment targets according to the needs of the child and decide how the child can be best supported to help him/her achieve those targets. The support provided is recorded on a provision map

- Records are kept of the work undertaken by the child, and of the progress made towards achieving his/her targets.
- Reviews are regularly undertaken by the SENCO inclusion leader, class teacher, teaching assistants, parents and children.
- Additional Annual Reviews, with parents in attendance, are held for children with a Statement of Special Educational Needs.

Parents are kept informed of all the discussions and decisions concerning their child. They are invited to attend regular meetings with the class teacher and SENCO inclusion leader and can make additional appointments at any time.

Levels of intervention – summary of descriptions

The school adapts a gradual response to children who have special educational needs, recognising that there is a continuum of special educational need.

A child with special educational need may require support that is additional to or different from the differentiated curriculum provided for all students. The support will be catered for within the resources of the mainstream school, enabling curriculum access and independent learning.

Providing curriculum access and inclusion

- Teaching SEND students in mainstream classes.
- Ensuring that all students with SEND join all the activities of the school so far as this is reasonably practical.
- Ensuring that a differentiated curriculum is offered to students in accordance with the teaching and learning policy of the school.

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Strategies

Suitably differentiated work - in teacher delivery, support provided and expected student outcome - in order to facilitate full and equal access to the curriculum:

- Working in a variety of groups.
- Providing opportunities for success.
- Students should be involved in planning their own learning through self-assessment and target setting.

The effectiveness of the implementation of the policy is measured by:

- Movement down the stages of the register.
- Improvements in reading / spelling ages.
- Performance in tests.
- Value added residual data.

Complaints

In the case of complaint regarding the special needs provision, then the procedure outlined in the school complaints policy will be followed.

SEND CPD (Career Professional Development for staff)

- The SENCO inclusion leader will attend appropriate courses and conferences as they arise.
- The SENCO inclusion leader will attend regular meetings for SEND advisory service.
- Other teachers and teaching assistants will attend SEND courses which interest and have a particular bearing on children they are supporting.
- Regular staff meetings will focus on whole school priorities and provide opportunities to learn how to support our learners more effectively.
- In-house training during CPD days and lessons, for specific training needs - this may involve a visiting external specialist.

Partnership with parents

- Ensuring that all parents are aware of the school's arrangements for SEN, including the opportunities for meetings between parents and SENCO inclusion leader.

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- Informing parents when a child is placed on the SEND Register and offering an opportunity for discussion and exchange of information.
- Regular consultation with all parents of children with SEND.
- Valuing parents' wishes for their children.
- Inviting parents input regarding their child's progress and areas for development.

Partnership with students

The school encourages students to share concerns, discuss strategies and review progression, thus seeing themselves as equal partners with the school. The way in which the children are encouraged to participate in the decision-making process reflects their growing maturity

Mechanisms for Review and Evaluation of the School's Special Needs and Disabilities (SEND) Policy

- A review of the policy will take place regularly.
- It is responsibility of the SENCO inclusion leader to ensure that it is carried out.
- Where necessary name and details will be updated.

Review Date:	July 2023
Next Review Date:	July 2024

Principal		Date :	27/07/2023
BIS Board of Governors		Date :	27/07/2023

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