

SEND (Special Educational Needs and Disability Policy)

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Rosa Portillo (Coordinator of SEND Secondary).

(Signed) _____

Dated _____

(Directors)

(Signed) _____

Dated _____

(General Manager)

Policy Date: August 2017

Reviewed: August 2023

Next Review Date: August 2024

SEND INFORMATION REPORT

Updated September 2023

We at Green Valley school are committed to meeting the special educational needs of pupils and ensuring these pupils make rapid and sustained progress, to learn exceptionally well due to targeted and specialist support.

The school adopts the following fundamental principles, regarding successful inclusive education, taken from the SEND Code of Practice and other school policies:

- All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility
- A child with SEND will have their needs met
- The views of the child should be sought and taken into account
- Parents have a vital role to play in supporting their child's education and their views must be taken into account.
- Children with SEND will have access to a broad, balanced and relevant education including the foundation stage curriculum and the National curriculum
- Children with SEND will be supported and empowered to reach their own potential.
- Green Valley school will support children with SEND enabling them to achieve independence.
- Children with English as an additional language will have their needs met

Guiding Principles of this Policy:

- The successful inclusion of all pupils at Green Valley School is to be actively sought by all members of the school community

- Staff and parents/carers should share their knowledge and understanding of the child and then seek to work in partnership for the good of the child
- The school's allocation of resources for SEND should reflect the various levels of need experienced by pupils.

SEND Team

- Ø Maintaining the SEND register and overseeing the records of all children with SEND
- Ø Support teachers and co-ordination of their timetables
- Ø Support to other colleagues
- Ø Modelling ways of working
- Ø Overseeing the day-to day operation of the SEND policy
- Ø Coordinating provision for children's SEND
- Ø Liaising with and advising fellow teachers and subject leaders
- Ø Liaising with parents of children with SEND
- Ø Contributing to the INSET of staff
- Ø Liaising with external agencies and officers
- Ø Liaising with subject coordinators regarding Learning goals, attainment, assessment and progress
- Ø Contributing to the development and implementation of a whole school Behaviour Management Plan
- Ø Ensure that ongoing observation and assessment provide regular feedback to all teachers and parents about the pupil's achievements and experiences, and that the outcomes of such assessment form the basis for planning the next steps of the pupil's learning
- Ø Monitoring of provision for children on the SEND register or about whom there has been an expression of concern, by in-class observations, looking at teachers' planning, delivery and learning goals.
- Ø Attend meetings and disseminate information to the school staff

- Ø Raise awareness of the SEND policy in the school
- Ø Link with feeder and host schools
- Ø Provide information each term to the Direction Team
- Ø Contribute to the induction of new staff with reference to school's SEND policy and procedures
- Ø Assist with managing behaviour across the school

1) The kinds of special educational needs provided for at Green Valley School:

Green Valley School is an inclusive school that enables pupils to reach their full potential and to strive to do the best they can. The school provides a number of interventions to support SEND pupils to access the National Curriculum. For those that are unable to access the National Curriculum a Sensory or individualised curriculum is put in place for them, using recommendations from outside specialists.

Green Valley School can provide a number of specialist provisions including one-to-one and group support for pupils with Moderate learning difficulties, sensory disorders and emotional and behavioural difficulties. Dyslexia observations and initial support strategies are carried out by the SEND team then when needing more input will be passed onto an outside agency. A range of intervention techniques are used across the school.

The details of Additional needs pupils at Green Valley School.

Number of Children in Core subject interventions KS1- KS2- KS3- KS4-	Number of children with SEN Diagnosis

Pupil in-school interventions

The SEND team is the school's key link for most Outside Agencies; this work involves arranging referrals, organising visits, attending meetings personally or arranging cover in order that class teachers can meet with visiting professionals.

Parents are always consulted about proposed referrals, our reasons for making a referral, and what we would hope to gain by involving other agencies. Parental agreement to a referral being made is essential to the process going ahead. The SEND team and class teacher share responsibility for liaising with parents and pupils regarding the involvement of outside agencies.

Outside agencies fall into two groups, those that are termed “open” i.e. there is no restriction as to who makes the referral to the service, and others which have a restricted access, referral to whom can only be made by certain bodies.

Inclusion Files

All files are monitored and were updated in September 2019. The files are kept in the SEND office so that teachers can have access to any relevant information, individual profiles, children's individual timetables, medical information, IEP's and targets related to their pupils with SEND. This file will also be used as an assessment tool to track the progress pupils are making in their subject areas over the year. The teachers will continue to find this a valuable tool. The files will be evaluated and updated regularly. Each class now has their file in the classroom

Outside Agencies which Support and Advise Staff at Green Valley School.

What follows is a list of the principal agencies to which referrals are made by the school: **All outside specialists are asked for DBS reference number before working with any child.**

CREIX

DISFAM

Gabriela Leonarde

Marina Llobera O'Brien

Mallorca Tutoring Academy

Roles and Responsibilities:

Safeguarding

Safeguarding is led by the School Directors in conjunction with the respective coordinators in both Primary and Secondary. All staff know the correct procedures to follow for all and any disclosures. Training on Safeguarding is given termly or half termly as required to all staff.

Class teacher.

The class teacher is responsible for assessing and providing appropriate tasks, learning material and activities to meet the needs of each child and to keep appropriate records of that provision and subsequent progress and attainment. Most usually additional or different provision is recorded in an IEP which is drawn up and later evaluated by the class teacher. In fulfilling these duties, staff should be supported by colleagues who have curriculum leadership responsibilities and in some cases by visiting advisors from the support services.

Should the class teacher have concerns regarding the learning or behaviour of someone in their class or set they should discuss these with the SEND team and with the parents of the child. Recording of such discussions with parents should be made in the child's pupil profile.

This will involve the teacher sharing the information/recommendations contained in reports from outside agencies and the strategies and targets specified in the child's learning goals.

Teaching Assistant

A Teaching Assistant specifically assigned to work alongside groups or individuals, who need additional support in order to access the curriculum or to meet other special needs, works under the direction of the class teacher.

Admission

Through the induction procedure we continue to identify at the earliest opportunity those with barriers to learning. With parental consent we then refer these pupils to appropriate specialist advisors for specific support.

Curriculum:

Green Valley School recognises that all children need access to a broad, balanced and appropriately differentiated curriculum. Teachers seek to provide this through the implementation of the school's Teaching and Learning Policy. Additional learning support may occur both within the class and, on occasion, outside the class in small group settings. In addition we supply a sensory curriculum if a child is not able to access the National curriculum. We do this in partnership with the parents, class teachers, SEND team and recommendations from outside specialists.

Home-school Partnerships:

Class teachers are the key figures in creating effective and mutually supportive relationships with parents. Parents are to be kept informed of any concerns teachers may have regarding their child, and consulted, at least termly, on matters of progress and support. Parents should be invited to discuss their child's individualised learning. (SEND team provides letters of invitation).

A record of meetings between parents and teachers is kept in order to inform other staff and to record any agreements or decisions. Parental views/comments should be noted on the IEP. Should a parent not respond to invitation to discuss IEP this too should be noted.

Pupil Participation:

Green Valley School recognises that it is good practice to promote the active participation of pupils in setting learning goals. The staff should always seek to ascertain the views and feelings of the child regarding their education and school experiences. This may be done through discussion with the child or if more appropriate by noting the child's responses or demeanour in various or particularly relevant situations. Pupils are also invited to pupil centred reviews and general concern meetings alongside the Parent/Carer.

Complaints:

Parental concerns will usually be addressed to their child's class teacher. Should a parent wish to make a complaint, they should be referred to the Director, who will seek an informal resolution. Details of how to make a formal complaint can be found in the school prospectus.

Staff Development and Training:

The school endeavours to promote good practice in meeting children's needs by ensuring that wherever possible that staff receives training appropriate to the needs of the children with whom they work.

With these procedures in place; we at Green Valley School have an impact on the positive learning experience for all our pupils with SEND, as a team we ensure that all children have access to a

broad, balanced and differentiated (where required), curriculum which affords them all the same opportunities.