



British International School
of Ljubljana
an Orbital Education School



Special Educational Needs Policy



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1. Rationale

Educational provision at the British International School of Ljubljana takes into account a wide range of student abilities, aptitudes, interests and backgrounds. Each student can access a broad, balanced and differentiated education which encompasses the provision outlined in the curriculum.

As we aim to enable each student to progress and be appropriately challenged, students with particular educational needs may, at some point during their education at BISL, need additional provision. We endeavour to use the expertise of our staff in the first instance and to seek the advice and services of experts and agencies when appropriate (see *Appendix 3: SEN Support Network and Contacts*).

As the school offers a British-style education, policies and practices for managing students with educational needs broadly follow the provision within the National Curriculum for England the UK's SEN Code of Practice as far as is appropriate and practical given the context of the school.

2. Aims

At BISL, we aim to provide an educational programme which enables the needs of all students to be addressed and which recognises the continuum of need and the range of provision required to:

- offer a broad, balanced and relevant education that makes the curriculum appropriately accessible to all students;
- ensure that teaching and learning materials are matched to the varied needs of individuals;
- build confidence and self-esteem to enable all children to work to their full potential;
- ensure a smooth transition through the school and ensure high expectations are set that can be attained for each individual child;
- disseminate strategies for implementing a wide range of provision, through regularly reviewed Individual Education Plans and the SEN Register.
- work together to identify children with special educational needs early through liaison with professionals and parents or guardians, screening, assessment and observation, culminating in the student's inclusion on the SEN Register and continuous assessment and monitoring of progress and difficulties;
- meet the needs of a child with special educational needs;
- positively promote inclusion and endeavour to meet the special educational needs of each individual child as far as possible;
- co-ordinate these procedures through effective communication between class, subject and pastoral staff, professionals and parents or guardians.

This Policy sets out the practices which are used to achieve these aims, so as to encourage and enable the integration of children with special educational needs into the mainstream of the school as far as possible, and details specific responsibilities to ensure that these expectations are met. It should also be considered in conjunction with, and with reference to:

- BISL Caring For Each Other Statement;
- BISL Staff and Student Handbooks;
- BISL EAL Policy;
- BISL Gifted & Talented Policy;
- Orbital Education policies and procedures;
- BISL Admissions Policy;
- BISL Terms & Conditions.



3. Underpinning Principles

This Policy is underpinned by a number of principles, namely:

- Children with special educational needs should, as far as possible, be integrated into the mainstream class. Learning support should be in line with mainstream work, whilst meeting individual needs;
- The education of any student within the mainstream classroom should not negatively affect the progress of their peers;
- Identification and referral of difficulties should be made as early as possible to facilitate early intervention;
- Close liaison with parents/carers is encouraged, so that school and home may work in partnership, to the full advantage of the child;
- Additional staff (e.g. a qualified Learning Support Teacher or Assistant) may be used to support students in small groups or individually. They should be informed about the children's particular needs and be able to use/pass on and record possible strategies that may help the class teachers to meet the students' needs.

4. Roles and Responsibilities

4.1 All Staff

All Teachers are teachers of SEN. Teachers must take this into account when delivering the curriculum – in planning, assessing and recording the students' work. Teachers are responsible for:

- planning an appropriately differentiated curriculum to meet the needs of all students in the class, including addressing IEP targets for those with special educational needs;
- setting appropriate targets for each child in their class, including for those who are on the SEN register (i.e. who are listed as Early Years/School Action or Early Years/School Action Plus);
- the day-to-day teaching of all students in their class, including those on the SEN register;
- devising strategies and identifying appropriate methods of access to the curriculum for those with special educational needs, recording and using these and encouraging other relevant staff to do the same;
- initially identifying students who may potentially have SEN and bringing them to the attention of the SENCo for further assessment;
- preparing for and attending reviews as required for each student in their class included on the SEN register;
- reporting to the SENCo ongoing concerns or concerns that cannot wait until the reviews;

4.2 Class Teacher/Form Tutor

Class Teachers/Form Tutors play an important part in managing the educational progress of students with SEN by:

- systematically monitoring and reviewing the IEPs of students in the class who are on the SEN register;
- updating the IEP for each student in their class on the SEN register following the termly reviews with the SENCo.

4.3 Learning Support Teachers and Assistants

Specialist Learning Support staff may work in-class or with specific individuals to help deliver the curriculum, alternative teaching or catch-up work as appropriate to students with SEN, under the direction of the Class Teacher and/or SENCo.



Learning Support staff should:

- be aware of IEPs and provide feedback to the Class Teacher/Form Tutor, specialist teachers and SENCo;
- assist the Class Teacher and SENCo in reviewing and updating appropriate targets for each student on the SEN register;
- communicate with the Class Teacher and or SENCo as to the progress of the children they have worked with;
- plan and prepare appropriate materials;
- prepare for and attend reviews and propose revisions to the IEP for each student on the SEN register that they work with.

4.4 Special Educational Needs Co-ordinator (SENCo)

The Special Educational Needs Co-ordinator is a member of the school's Leadership Team. S/he is responsible for:

- preparing and overseeing the SEN policy;
- establishing the strategic direction and development of SEN provision in the areas of identification, assessment and planning;
- co-ordinating provision and support for children with special educational needs throughout the school.

The SENCo liaises with Class Teachers/Form Tutors and Learning Support staff to:

- advise, inform and support them in their role;
- monitor the quality of provision for students with special educational needs;
- contribute to staff training with regard to meeting the needs of children with special educational needs.
- be familiar with internal and external assessment procedures and to support teachers and the Examination Officer in accessing prescribed special arrangements for students with special educational needs.

The SENCo is also responsible for liaising with specialist external agencies and with parents and previous schools if required when considering applications from prospective students with particular needs.

As Co-ordinator for the school's SEN provision, the SENCo oversees and maintains the documentation relating to students with special educational needs:

- collating records of all students with special educational needs;
- maintaining the SEN register, responding to current information and providing summaries of student needs and teaching strategies as appropriate;
- overseeing the writing of effective targets on Individual Education Plans and developing criteria by which student progress can be judged;
- contributing to discussions and liaising with parents of students with special educational needs in partnership with the Class Teacher;
- ensuring that IEP reviews are held regularly for all students at the Early Years/School Action and Early Years/School Action Plus levels.

4.5 Principal

The Principal is responsible for ensuring that the expectations set out in this Policy are observed and embedded. S/He should:

- maintain an overview of the SEN provision in the school;
- manage the budget for support assistants and resources and liaise with parents regarding financial arrangements arising from special needs;



- liaise with parents if and when the school is unable to provide the support needed by a student with special need.

5. Definitions of Special Educational Needs

A student may be considered to have special needs if his or her progress (when judged against the usual expected progress of a child of a similar age) is affected by one or a combination of the following:

- general learning difficulties (e.g. low levels of comprehension, attention, memory, etc.);
- specific learning difficulties (e.g. dyslexia, dyscalculia);
- communication difficulties;
- physical difficulties;
- social or emotional difficulties;
- behavioural problems;
- underachievement;
- persistent illness or medical problems;
- several changes of school, leading to gaps in general education.

5.1 Emotional or Behavioural Difficulties

At BISL, we encourage high standards of behaviour through the promotion of mutual respect and student self-discipline. We uphold the principles of enhancing self-esteem, positive and constructive rules of conduct and fair and consistent discipline through our:

- Mission Statement;
- Caring For Each Other Statement;
- Staff and Student Handbooks;
- Positive Behaviour Policy.

Students displaying signs of behavioural or emotional difficulties (EBD) will be brought to the attention of the SEN team for further discussion. Mild EBD can be managed at BISL and the Class Teachers/Form Tutors and the SENCo are responsible for distributing and collating behaviour checklists and monitoring forms. A Pastoral Support Programme exists for Secondary students.

5.2 English as an Additional Language

A student is not regarded as having a learning difficulty solely because the language of the home is different from the language in which he or she is taught. At BISL we are committed to meeting the needs of children for whom English is an Additional Language and who may therefore require extra support to fully access the curriculum. This is addressed within the EAL Policy.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty regarding individual progress, teachers will look carefully at all aspects of student's performance across a range of subjects in order to establish whether difficulties the student is experiencing in the classroom are due to limitations in the student's proficiency in the English language or are symptomatic of special educational needs, either diagnosed or undiagnosed.

5.3 Gifted and Talented

A student may be working at a level that is exceptionally beyond that expected of the majority of students of the same age. At BISL we recognise that children who are gifted and talented also have specific needs and we seek to provide appropriate challenge and provision within the daily activities



of the school. We aim to extend the knowledge and skills of all students through real-life experiences, interaction with specialists, higher level thinking skills and chosen student challenges. This is specifically addressed within the Gifted and Talented Policy.

6. Identification of Special Educational Needs

BISL's planning, teaching, learning and assessment aims takes into account the wide range of abilities, needs, aptitudes and interests of the children. The early identification, assessment and provision for any child with special educational needs is most important. It is also important to recognise that provision for children with special educational needs is a matter for the whole school community.

Communication is important in achieving early identification of special educational needs, and for swift and effective action to result from these concerns. Information shared by school staff, parents and other agencies involved, will help to shape appropriate provision.

The process of identification of special educational needs can be:

- **At the time of enrolment**

Parents are given the opportunity to express any concerns they have regarding their student's previous education and learning. Parents must disclose any diagnosed learning difficulties and/or particular needs that were highlighted in previous schools by providing relevant documentation e.g. previous school records, IEP's, external evaluations or assessments, medical records, doctors reports. Previous schools may be contacted for verification or clarification before an admissions decision is made.

- **Though the ongoing monitoring of progress**

From their professional judgement, staff may become concerned about a student's progress or other indicators, and raise the possibility of special educational needs with the SENCo. These concerns may come from Specialist Teacher observations or assessments, from termly reviews of tracking documents and assessment data by the Class Teacher/Form Tutor and Director of Learning, or upon analysis of assessment tools from outside agencies.

Concerns may also be raised by the parents or by the student themselves.

7. Levels of Intervention

The level of intervention required by any student with special educational needs is based upon their specific needs and is decided by the SENCo and Learning Support Teachers in consultation with the student's teachers, parents and other professionals as required. Support is prioritised according to three levels of intervention.

7.1 Level 1: Statement of Concern

If there are concerns that a student is showing signs of having special educational needs, this is to be reported by the staff member or parent to the SENCo and information and evidence to support or relieve these concerns is gathered. The student is monitored, but is not included on the school's SEN register.

At level 1, the:

- teacher writes a Statement of Concern (see *Appendix 1: Statement of Concern Form*) and shares their concern with the parents.



- teacher consults the SENCo to gather and review evidence (see *Appendix 2: Initial Concerns Checklist*).
- SENCo adds the student to the Statement of Concern register;
- teacher puts specific strategies in place and continues to monitor and report on progress at least at the end of each term;
- the SENCo reviews progress at the end of each term and recommends the next steps: either continuation, removal from the Statement of Concern register or upgrading to level 2.

The first step in responding to a pupil's identified need, is to ensure that high quality teaching and differentiation for individual pupils. At level 1, the student's needs should be met through the planned, differentiated curriculum offered to all students in the class without requirement for further action. Teachers will adapt their teaching and provision to overcome any barriers to learning and make changes to ensure full accessibility to the curriculum.

This is typically common among students just starting school or when adjusting to a change in circumstance.

7.2 Level 2: School Action

Students whose needs have been identified as requiring support that is different from or additional to that provided for all through the differentiated curriculum are placed at **School Action** on the SEN register.

The main emphasis of School Action is to support individual students within the classroom so that they can access the curriculum at an appropriate level.

At Level 2, the teacher (supported by the SENCo and/or by the SEN specialist teacher, if necessary) will;

- write a **Learning Support Plan** with the SEN specialist staff, and in conjunction and agreement with the parents and pupil.
- share the Learning Support Plan with SENCo for them to add student to the School Action register.
- discuss strategies, teaching techniques and the efficient use of resources for assisting with the implementation of the Learning Support Plan.
- monitor and review the progress of the child and inform the parents every term of progress made.
- organise in consultation with the SENCo any further observations and assessments needed, where SEN specialist staff are to be implemented.
- consult with the SENCo to review progress, discuss further evidence and identify next steps: continuation, removal from register or the need to move to level 3.
- Provision at School Action is made through:
 - carefully differentiated curricular tasks or programs within the mainstream curriculum delivered by the Teacher;
 - small group or individual support within the classroom from the Teacher or Assisting Teacher (if present);
 - in-class observations and individual assessment by the SENCo/SEN specialist teacher in order to inform the teacher/assisting teacher of affective strategies and additional resources to address student's particular target areas included in the Learning Support Plan.

Some support may not require additional adult time but may require additional learning materials or equipment or peer support.



7.3 Level 3: School Action Plus

Where a student continues to be a cause for concern after several reviews at the level of School Action, or where the initial need is felt to warrant immediate intervention, outside agencies may be contacted to provide further assessment and recommendations. An **Individual Educational Plan (IEP)** is put together and student placed at **School Action Plus** on the SEN register.

Students with an IEP from a previous school, with existing Educational Psychology reports, or with other relevant external documents relating to any SEN, will be assessed in the first week of school and any intervention put in place accordingly.

At level 3, the:

- teacher and SENCo review student progress and further evidence provided from observations and/or internal assessments, and meet with parents to discuss the need for further intervention.
- SENCo refers parents to outside agencies for further assessment and recommendations, and coordinates any follow-up meetings with the specialists and parents.
- teacher and SEN specialist staff put together an IEP in consultation with the parents, pupils and outside agencies, which is overseen by the SENCo.
- SENCo arranges any additional SEN support with the SEN specialist staff, after agreement with the teacher and written confirmation from the parents.
- SENCO will liaise with the Principal and parents before making any decisions about the use of outside specialists or the implementation of a modified programme

Provision for students at this stage is aimed at providing support that is additional to or different from that provided for the rest of the class, and which requires intervention or tuition with the SEN specialist teacher or SEN assisting teacher. Support may involve:

- individual or small-group support in class during the mainstream lessons;
- Individual or small-group support out of class during the mainstream lessons in the form of 'booster classes' or sessions focusing on particular strategies and skills.
- withdrawal from mainstream lessons in order to receive help from outside specialists (e.g. speech therapy, learning social skills, counselling etc).

Any such provision should not affect the broad and balanced curriculum offered to students at BISL. As far as possible, all children will have equal opportunities to participate in the full curriculum and all other activities at BISL, through inclusive experience. All students will be encouraged to become lifelong learners and take responsibility within the school.

7.4 Additional Support

The level and type of support that a student receives will depend on their individual needs and their ability to access the curriculum.

Where student's needs cannot be met within the level 2 School Action intervention and the SEN specialist staff are deployed (or recruited specifically) for support that is additional to or different from that provided for the rest of the class, a charge will be made to parents for this (see SEN Charging arrangements, below).

The SEN additional support may include:

- individual or small groups sessions during the school day or the after-school provision;
- assessment adaptations (e.g. individual assessment, adapted paper/test, extra time etc);
- specialist assessments, observations and reports (by SEN staff);
- the funding of specific resources and equipment, when provided by the school



Parents are fully involved in the school's discussions about the specific needs of their child and their views are sought and taken into account. In cases where additional support is required, the school may make such provision a condition of enrolment.

Whilst BISL is an inclusive school and provision can be made for students with limited special educational needs, it must also be recognised that we may not be able to meet the specific needs of a child and enrolment at BISL may not be appropriate. Where parents, relevant professionals and the school have differing views on the specific requirements of a child and the need for and level of additional support, the views of all those involved are considered.

7.5 Access Arrangements and Special Consideration in Examinations

Some students may not be able to access the assessments for either general or vocational qualifications without additional support. It may be necessary for BISL to make arrangements for additional support to enable candidates with a medical condition or learning difficulty, or for those who are injured or otherwise disabled at the time of their assessment to access their examinations. Access arrangements exist to enable those candidates to access examinations who would otherwise be unable to do so.

An application for the relevant Access Arrangement(s) must be submitted to the Examination Board by the school. This must be done in advance of the assessment or examination and evidence must be given to support the application. If a student wishes to apply for Access Arrangements, the parents must provide any necessary documentation required to the school by a given deadline. Evidence required must be dated **no more than two years** from the date of the examinations and includes any **formal testing** and reports from the school SENCo (if an appropriate test is available) and/or outside agencies and specialists to support the application.

8. Documentation and Record-keeping

All SEN information is stored by the SENCo as 'hard copies' in a secure file and digitally. IEPs are kept and updated by the class teachers/ form tutors and the student support staff. Copies of all documents are given to parents and one copy of documents is held by the SENCo at the office.

8.1 SEN Register

At the beginning of each academic year, staff are provided with a list of students needing various types of support, including students with SEN or disabilities, by the SENCo. This includes basic information about the student, the type of particular need and any key strategy advice. The list is shared with all staff digitally and updated throughout the year.

Class Teachers/Form Tutors and specialist teachers receive additional information from the SENCo and the Learning Support staff as required for individual students.

8.2 Individual Educational Plan

An Individual Educational Plan (IEP) is a planning, teaching and reviewing tool that underpins the process of planning intervention for an individual student to enable and help them to reach their full potential. It sets out 'SMART' (specific, measurable, achievable, relevant, time-bound) targets and highlights actions needed to support progress from the most recent assessment. An IEP includes the following information:

- student details (name and date of birth)



- school details (school name and current class)
- date the IEP has been prepared;
- details about the child's areas of strength and need, with assessment data to demonstrate these;
- three or four short-term SMART targets;
- possible teaching strategies and resources to be used;
- details of the provision and support that will be given and by whom;
- assessment criteria and planned outcomes/objectives with reference to:
 - accessing the mainstream curriculum;
 - progress towards targets;
 - review scheduling;
- date the IEP is to be reviewed.

Every student identified as having special educational needs will have an IEP.

The IEP is written by the SEN specialist staff in collaboration with the Class Teachers/Form Tutor and with the oversight of the SENCo. The process of compiling the IEP may also include other professionals involved (e.g. specialist teachers or Speech Therapist) in order to best address the child's specific needs.

The IEP will only record that which is additional to, or different from, the normal scope of the differentiated curriculum.

The IEP is reviewed at least on a termly basis but may be reviewed at shorter intervals if necessary.

All staff are given access to the IEPs and the delivery of the interventions recorded in the IEP is (unless otherwise stated) the responsibility of the class teacher. They are asked to familiarise themselves with the contents, to plan and provide differentiated material and to assess work and feedback sympathetically with due regard to specific targets.

Parental contribution to the IEP is valued and a copy of the IEP is to them each term. As well as the regular opportunities for discussion at Parent-Teacher Conferences, the teachers and parents may also meet, with the SENCo as required, as individual issues arise throughout the year.

IEPs of students who no longer require to be on the SEN register or who have left the school are stored in the SEN Archive Folder for a duration of 5 years. After this time the documents may be destroyed.

9. Review of SEN provision

Provision and support for a child is reviewed through an annual cycle. This involves regular meetings to discuss and review IEPs and regular checks by the SENCo to ensure that any additional support is being used effectively.

10. SEN Charging Arrangements

If regular and on-going sessions are deemed appropriate or if a SEN specialist/Learning Support teacher/assistant is employed for an individual student or as part of a programme for a number of specific students, a charge will be made to parents, in line with the school's Fees & Charges and Terms & Conditions.



Working with Assistant Teacher within the general class context is not chargeable if the AT is also available to assist the all of the other children on a fair and equitable basis

The school may require that a student with particularly challenging learning support requirements have a “shadow” assistant in class, at the parents’ expense. The parents will be responsible for hiring this person, although the school will assist in finding an appropriate individual, including ensuring they meet the school’s Safeguarding procedures for recruitment. This person will operate under the supervision and line-management of the SEN department and the class teacher(s).

While we can refer parent to outside agencies or recommend outside specialists, parents are directly responsible for any charges that may incur for such additional services.

Private lessons (either individual or shared) are chargeable if someone is brought in specifically to assist, whether they are a school employee or an external specialist.

Review and Evaluation

This policy is to be reviewed and evaluated **every two years** by SLT, Principal and with the RHoS.

Due for Review: 01/07/2022

Prepared By: Katarina Železinger 01/07/2020

Approved By: Principal -  06/07/2020

Revised by Michael W Clack, RHoS 06/07/2020



APPENDIX 1: Statement of Concern Form

Use this form to record any concern that a student may have special educational needs and give it to the SENCo.

Student's Full Name _____
Student's Year Group _____ Class/Form Teacher _____
Reporting Staff Member's Name _____
Date submitted _____

Why are you concerned about this student? (include relevant assessment data as well as measures you have already taken and the outcomes of these)



Are the parents aware of your concern?

Yes **No**

(if yes, what did they say?)

Signature _____

Date _____

Received by SEN Co-ordinator:

Signature _____

Date _____



APPENDIX 2: Initial Concern Checklist

Class teacher/Form Tutor should use this checklist to monitor initial concerns that a student may have special educational needs and use this to frame discussions and evaluations with the SENCo.

Student's full name:	
Year group:	Class Teacher/Form Tutor:
Date of Birth:	Parents/Carers:
Date concern submitted	Date meeting with SENCO.

Documentation and evidence:

Tick if included

Records from previous school	
Absence percentage (if relevant)	
Medical details	
Summative assessment data e.g. SATs, PTE/PTM, Baseline, NFER	
Attainment in essential skills e.g. book records, early learning profile	
Recorded examples of difficult to manage behaviour (if relevant)	
External agency records	
Notes/Records from colleagues	
Work samples e.g. free writing	

Please bring the above records to your meeting with the SENCo.



Differentiated classroom provision implemented over time:

-

-

-

-

Key notes from observations:

-

-

-

-



Key notes from discussion with other staff including assisting teachers:

-

-

-

Key notes from discussion with parents/carers:

-

-

-

-



Key notes from discussion with students:

-

-

-

-

Decision to place pupil on SEN Record?

YES

NO

If 'no' – advice from SENCo on strategies for supporting the pupil through class differentiation to be outlined below:

Completed form to be copied to SENCo held file. Original to be kept by Class Teacher/Form Tutor.



APPENDIX 3: Learning Support Plan

Name:	Class:
Start date:	Review date:
Coordinating teacher:	

Pupils strengths and interests:
Priority concerns:
We want to achieve (targets):
Student wants to achieve (targets):
Strategies we will use are:
Staff involved and resources needed are:
We measure progress and success by:
We will review (date, time):



APPENDIX 4: IEP Template



Individual Education Plan (IEP)

Name of student: _____ Date of birth: _____

Current Year Group: _____ Form Tutor: _____

Date of the IEP: _____

First IEP implemented from: _____ Date of next review: _____.

STUDENT'S AREAS OF STRENGTH:

STUDENT'S AREAS OF NEED:

(Student's) own short- and long-term personal goals (if appropriate)



GENERAL: OBJECTIVES AND GOALS

Areas for Improvement	Objectives and Goals	Strategies and Resources	Roles & Responsibilities	Evaluation of Progress

Short-Term Targets and Objectives: (SMART Targets)



APPENDIX 5: SEN Support Network and Contacts

Role	Name	Telephone	e-mail
The Counselling Centre for Children, Adolescents and Parents Educational Psychology	Svetovalni center, Ljubljana Gotska ulica 18 1000 Ljubljana http://www.scoms-lj.si/si/about-us.html	+386 1 5837500	info@scoms-lj.si
Clinical psychology, psychotherapy and family therapy	Institute for Family Therapy: http://www.kempler.si/	/	info@kempler.si
Psychology and Family Therapy	Zavod Namen www.zavod-namen.si	040 762 566	Info@zavod-namen.si
Dyslexia, ADHD and other specific learning difficulties: assessment and advice; specific instructions	Center Specialnih Instrukcij: http://www.disleksija.si/	031-846-955	/
Assessment of learning difficulties, ADHD, Motor-graphic abilities and other developmental or psychological difficulties.	Center Motus https://www.center-motus.si/ Opekarska cesta 11, 1000 Ljubljana	031 489 051 (between 10.00 in 14.00 every day)	Email: info@center-motus.si
clinical psychology, counselling and psychotherapy for school children and youngsters (up to 26 years of age)	Andrej Petruša https://www.klinicnapsihologijapetrusa.com/contact Center Murgle Cesta v Mestni log 55 1000 Ljubljana	Tel: 01 283 43 90 Mob: 040 597 585	andrej.petrusa@telemach.net
Sensory Integration Testing and Therapy	Kristina Miljančič Špacapan Micsi storitve d.o.o. Černetova 31, 1000 Ljubljana	040 532 521	info@micsi.si