

Special Educational Needs and Additional Support Needs policy

Here at Kiddy English all students will have access to excellence and choice. In order to help all students with Special Educational Needs and Disabilities (SEND) and Additional Support Needs (ASN) overcome obstacles to learning, realise their full potential, and be fully integrated into the school community.

With a clear focus on positive outcomes via individualised support that accelerates development, Kiddy English is dedicated to boosting the goals and expectations of all students with ASN/SEND by offering a secure, supportive, and inclusive learning environment. Our goal is to guarantee that all students are successful academically and are supported in school while also promoting their personal growth and wellbeing.

In order for all students to succeed and achieve high levels of achievement, it is important to:

- Create a safe, joyful, and nurturing learning environment that is appropriate for each child;
- Offer effective, high-quality instruction that is relevant to each student's needs;
- Ensure that all students have access to appropriate educational opportunities;
- Identify each student's special educational need, disability, or additional support need as early as possible in the school year.
- Give children the opportunity to engage in conversations, voice their opinions, and be as active in the information collection, review process, and decision-making that affects them as feasible.
- Engage with a variety of specialists, professionals, and outside organisations to provide efficient, focused help
- Build alliances and engage with parents to involve them as completely as possible in supporting their child's education

Definitions of SEND

SEN

A learning challenge or disability that necessitates Special Education Needs for the child.

A child or young person has a learning difficulty if they have any of the following:

- A disability or health condition that prevents or hinders them from using educational facilities of a kind typically provided for others of their age in mainstream schools.
- Significantly greater difficulty learning than the majority of others their age.

Children shouldn't be assumed to have a learning disability just because the language or dialect they speak at home differs from the language they will be taught. This is also relevant for cultures. It is important to remember that as an international school we welcome children and their families from a range of world cultures, and these are to be respected.

Disability

The Equality Act (2010) defines a disability as a physical or mental condition that significantly and persistently impairs one's capacity to perform out moral daily tasks

- The phrase "long-term" is defined as "a year or more."
- The definition of substantial is "greater than little or insignificant."

The SEN Code of Practice (2014) states there are four broad areas of SEN these are: -

- Communication and Interaction (CI)
- Cognition and Learning (CL)
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical (S&P)

Barriers to Learning

While the four SEN categories generally define the child's major support requirements, we also take into account the child's extra support needs as a whole; they include areas that might affect a child's development, achievement, and capacity to flourish, such as:

- Determination and disposition
- English as a Second Language (EAL),
- Having a different educational background.
- Health and Welfare

Furthermore, challenging behaviour is not recognised as a category of special educational needs on its own. However, we make sure that any concerns about a child's challenging behaviour will be acknowledged and may be viewed as an underlying response to a need that we jointly identify with relevant specialists and parents and then provide the necessary assistance for.

Identification of Additional Support Needs

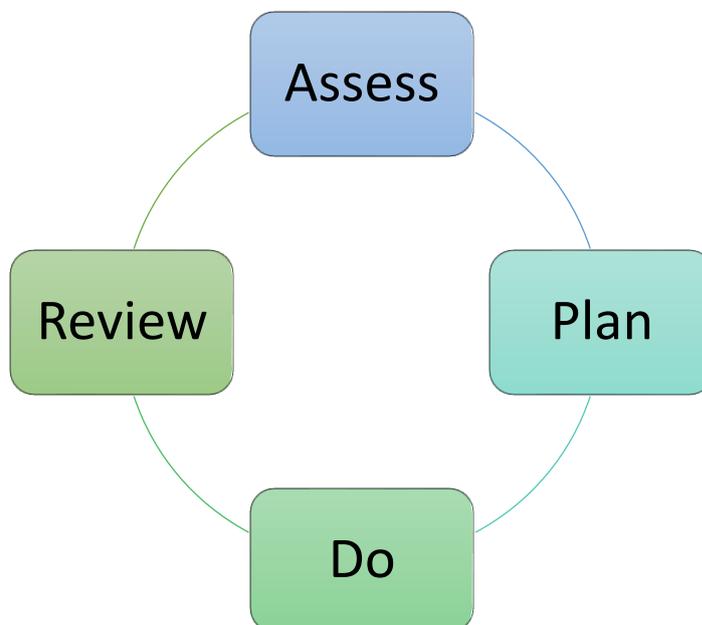
At Kiddy English we provide a comprehensive and well-balanced curriculum that caters to the individual and group learning requirements of every student. The entire strategy for tracking the growth of every child includes the identification of personal learning obstacles and the need for further help. Each child's strengths and areas of development are defined through ongoing assessments using Arc pathway, teacher observations and parent meetings (with the child if age appropriate). School leadership track, monitor and review the progress of all children during their time at Kiddy English. Teachers and school staff are not to identify or diagnose any child with a need in which they believe the child has. Teachers are free to complete written observations over a period of time and create a documentation in which areas of strengths and areas of development are identified. The language that is used when talking to parents, or when writing and speaking about children should be carefully thought out and not indicate any additional need that has not been identified and diagnosed by a trained and qualified professional. Whilst teachers and encouraged to read and gain

knowledge of how to help all children in the school with their learning and development needs, they should not use materials to assume a diagnosis for a child.

All teachers and assistants at the school attend to the unique requirements of each student. We determine where a child is not making progress and may have developing learning challenges or increased assistance requirements through routine assessment and termly progress reviews.

If appropriate, class teachers will implement timely and relevant in-class interventions and support designed to increase achievement. The class teacher will also meet with the parents to make sure that everyone is on the same page regarding the requirements of the child and to get their opinion on any areas where the child may excel and/or face potential learning obstacles.

A four-part cycle is to be followed to help children



Assess

- Child observations, regular parent teacher meetings
- Identify child's areas of strengths and needs of development

Plan

- Hold regular discussions with parents, specialists and involved teaching staff to identify what support is needed.
- Create a documentation to be shared in order to support the child

- Determine the necessary actions and support, as well as the predicted effects on growth, behaviour, and progress.

Do

- Implement the support as planned with all involved working together.
- Continue with observations and assess how the child responds to the support

Review

- The next steps should be carefully planned with key personnel, the child (if age appropriate), and their parents.
- Talk about the efficacy of the assistance and the influence on the child's growth in keeping with the review date.
- Check back against earlier observations and results.
- Prior to starting the cycle over, think about speaking with additional teachers or school staff who may be involved or experts.

It is important to remember that when discussing children's potential barriers to learning including challenging behaviour that this falls under Safeguarding and all concerns must be discussed with Head of School/Designated Safeguarding Lead – Mimosa Cardin and if appropriate School Co-ordinator/Deputy Safeguarding Lead – Lianne Kelly. These conversations are strictly confidential and are not to be discussed with others. All language used regarding the child to parents, specialists and teaching staff should remain professional and honest teacher need to bear in mind that parents may find these conversations difficult, and it can be an emotional and challenging time for families, we are there to support them and the child where we can.