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***SPECIAL
EDUCATION
NEEDS POLICY***



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1.0 Introduction

At Light International School we welcome children with special educational needs. We recognise every child's right to a broad and balanced education, which gives them the opportunity to realize their full potential and achieve success.

We recognise the importance of early identification and assessment of children with special educational needs and disabilities. We are committed to providing full access to the curriculum through differentiation, varied teaching styles and the best learning conditions for each child according to their need.

Light International School believes in equality of opportunity and we aim to create a supportive yet challenging environment that values differences and recognises the achievements of all children.

Children may have special educational needs either throughout or at any time, during their school career.

This is in line with the Kenyan policy on special needs education: The Government of Kenya recognizes the importance of Special Needs Education as a crucial subsector for accelerating the attainment of Education for All (EFA) and the Millennium Development Goals (MDGs). Sessional Paper No 1 of 2005 on "A Policy Framework for Education, Training and Research" outlines the vision of our education sector as a major enabler of our youth..."¹

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational needs provision to be made for him or her".

Policy Prepared August 2022 Next Review: August 2023 Aims

To ensure:

- all children have access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs and ensure improvement in every possible way.
 - all children are given equality of opportunity to participate fully in school activities
 - maximum opportunities for effective inclusion throughout the school to develop children's maximum independence, as appropriate to their level of need
 - all children have opportunities to meet personal standards of excellence
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- early identification of special educational needs



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- removal of barriers to learning and achievement
- effective assessment and monitoring of needs through the learning support department.
- appropriate provision for children with SEN (Special Educational Needs and Disabilities)
- all staff are clear about their roles and responsibilities in providing for children's special educational needs and work collaboratively to support children with SEN, with opportunities for professional development
- parents are able to play their part in supporting their child's education ● close and effective partnership between parents, and outside relevant agencies ● where appropriate children's views are valued and listened to

1.1 Information about the SEN Provision

The Class Teacher has the greatest contact on a day-to-day basis with children in liaison with the learning support department.

1.2 Co-ordination of Provision

All staff are aware that the learning support department is responsible for children with special needs. They work closely with the teachers and parents to help identify and support the learners with special needs.

1.3 Learning Support Coordinator's Role

In our setting, the Learning Support Coordinator:

- manages the day-to-day implementation of the setting's Special Needs Policy ● supports, liaises and advises colleagues
- manages learning support assistants
- co-ordinates the provision for and manages the responses to children's special needs ● oversees the records of all children with special educational needs
- liaises with and supports parents/carers and is available to discuss their concerns



- liaises with external professionals and agencies including the local authority
- monitors and evaluates the special educational needs provision
- contributes to the professional development of the staff

1.4 Staffing in the setting

The Learning Support Coordinator provides support for children with special educational needs in a variety of ways which includes working alongside the Class Teacher in the classroom or by withdrawing a child or a group of children, and giving them specialized support, including the sitting of examinations arrangements.

All year groups, especially in the kindergarten and primary are supported by at least one Teaching Assistant. It is the setting's policy that class sizes are kept to a maximum of 15, and on special occasions 18.

A child with an Educational Health and Care Plan (EHCP) is usually supported by a Learning Support Assistant: the amount and extent of the support is determined by the child's needs.

1.5 Partnership with Parents

At Light International School, we believe that our partnership with the parents/carers is of vital importance. We recognise that parents know their children best and have a great deal to contribute. Parental anxieties can be eased through good communication with the setting. The parent can then appreciate what the school is willing to do and can support and extend work being done in school by a variety of methods. The school as well, trains parents on issues to do with care and support. They are trained during workshops and seminars that are organized by the school.

The setting will always ensure that parents are kept aware of the progress of their child through all stages of the special needs procedure. In addition we offer parents:

- an "open door" policy which means parents can approach the

Head Teacher, Learning Support Coordinator and all other members of staff whenever they have a concern and time will be made available for them

- short meetings before or after school
- scheduled meetings in the form of parent consultation sessions
- telephone conversations



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- involvement in writing Individual Support Plans

1.6 Admission arrangements

Children with special educational needs are welcomed into our setting as are all our children. The school makes provision for children with learning difficulties, communication problems and emotional and behavioural difficulties and where the constraints of the buildings allow, physical disabilities and sensory impairments. Successful inclusion is ensured by class in liaison with parents and professionals in order to ascertain and meet individual needs. The school is presently working to ensure that special building access means are in place.

When we are aware that a child may have a special/additional need before they start in our setting, we will endeavour to set up a smooth transition for that child. This transition will involve the child where possible, parents, teachers and the learning support team.

1.7 Inclusion and integration arrangements

The setting is committed to inclusion and aims to provide equality of opportunity for all students. All teachers are teachers of children with special educational needs.

Access to the full curriculum of the setting is to be achieved by the careful differentiation of class work by the Class Teacher. This is also reflected in the lesson plans. There is a deliberate effort to ensure that the number of special needs in a class does not exceed 30 percent at any given time.

Teaching Assistants and Learning Support Assistants work closely with class teachers to ensure that all children can access the curriculum at their level. Children are supported in a manner that acknowledges their entitlement to share the same learning experiences that their peer groups enjoy. There are times though when to maximise learning, the children work in small groups or on a one-to-one with the Learning Support Coordinator. These sessions are time-tabled and planned to support the child's individual needs. All students are encouraged to take part in school activities without any form of discrimination.

1.8 Disabilities

The school is at its advanced stage to make available special needs user friendly access ways as well as toilets.

1.9 Complaints Procedures



If a parent has a complaint about the SEN provision for their child they

should: ● firstly meet with the Class Teacher at a mutually convenient

time

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- if the situation has not been resolved, meet with the Learning Support Coordinator and the Class Teacher
- If the situation remains unresolved, an appointment should be made with the Child protection officers who will liaise with the deputy principal and the principal.

We will endeavour to act swiftly and positively to address the issue (s) directly as captured in the LIS Complaints policy.

1.10 Identification, assessment and provision arrangements

The Learning Support Coordinator maintains a list of children with special/ additional needs. Staff are given information about the children on the list and the nature of their needs prior to the new academic year commencing. The Learning Support Coordinator sets up a transition meeting with the Class Teacher and Teaching Assistant. Then follow up meetings will be held throughout the year on an ongoing basis.

1.11 Identification

Early identification is Key. Children with SEN may be identified through parental information, information from other teachers and teaching assistants in the class or through referrals from outside agencies or schools of origin.

Initial concerns voiced by the Class Teacher are recorded on the Initial concerns Form. This involves describing the nature of the concern and strategies implemented already by the Class Teacher to support the child. The Learning Support Coordinator will carry out an observation of the child. After the observation a meeting will take place with the child's parents and class teacher to discuss strategies in order for the child to make greater progress. The Class Teacher will give feedback to the Teaching Assistants to ensure that the student is fully assisted.

1.12 Assessment

Early intervention is crucial. Our approach to assessment of need involves observation of



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the child in all normal setting situations, liaison with parents/carers and some standardised testing if we feel this is appropriate to both the age of the child and the difficulties they are experiencing.

Curriculum records kept by the Class Teachers provide a profile of a child's learning and highlights areas in which a child may be experiencing difficulty. The Early Years profile and baseline assessments are added to as the reception year progresses building into a comprehension record for each child. Children in Reception and Key Stage 1 are assessed through ongoing teacher tests and standardised assessments. The school uses a tracking

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system which enables us to follow the children's progress from year to year. The same approach is used for students in higher classes who may join LIS Mombasa at high school level.

1.13 Provision

The setting ensures that parents' knowledge, views and experiences are highly valued and parents are involved at all stages. If the setting feels it is necessary to consult with other agencies or professionals, parents are consulted and consent requested before any action is taken. This has made it possible for the school to apply to external examinations to cater for special needs candidates. Some candidates have required extended examination time, human readers among others.

High quality teaching, appropriately differentiated tasks for individual children, is the first step in responding to possible special educational needs. A child is referred to being at SEN Support when he/she needs help that is additional to or different from that usually provided in the classroom.

1.14 An INDIVIDUAL SUPPORT PLAN (ISP)

ISP will be drawn up and will focus on three or four individual targets that match the child's needs, together with relevant strategies to help implementation of the targets. This happens after the student is taken through a series of assessments. The ISP is reviewed termly with the child (if appropriate), parents and Class Teacher. The outcome is communicated to all stakeholders.

It may be considered appropriate to refer a child to an external professional/agency if their progress or behaviour continues to be a concern. These other professionals would



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advise on the INDIVIDUAL SUPPORT PLAN, suggesting targets and ways in which school staff can support the child.

In very rare cases when there is a significant concern about the child, the decision may be made that much more detailed information is needed. This could lead to a request for an EDUCATION, HEALTH AND CARE PLAN ASSESSMENT or referral of the student to a specific centre/ facility for help.

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1.15. Request for an Education, Health and Care Plan

- When a child has demonstrated significant cause for concern over a period of time through SEN Support a request for an Educational, Health and Care Plan may be sought for. At this stage strong support from an outside professional particularly the Educational Psychologist is vital..

1.16 Education, Health and Care Plans (EHCP)

- Once all the advice requested for the assessment has been received, the learning support department will make a decision whether to draw up a plan.
- If an EHCP is granted and depending on the nature of the special needs, attention is taken to factor in extra implications.
- The special educational needs prescribed in the EHCP will be addressed and met.
- All children with EHCPs will have short term targets set out in an ISP.

1.17 Annual Review Of Education, Health and Care Plans

- Annual Reviews will take place in accordance with the Code of Practice. All those individuals involved with the child's development will be invited to the review. In the case of a child transferring to another school, the Learning Support Coordinator from the receiving school will be invited.
- Wherever appropriate, the child will be actively involved in the review process.
- Each Annual review will generate target-setting.



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- A programme of transition will be planned between the present setting and the receiving setting if appropriate.
- Any change in the child's needs, will trigger a review meeting at the earliest opportunity.

1.18 Arrangements for monitoring individual progress

- At each stage, the Learning Support Coordinator together with the relevant teacher(s) ensures SMART (Smart, Measurable, Achievable, Realistic and Time Related) targets are set for children with SEN. These targets together with the teaching strategies used to support the child form part of an ISP that is monitored and reviewed by the Learning Support Coordinator, Parents, Class Teacher and other Support Staff at least

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once a term. Clear records are kept of the outcomes with details of further action to be taken.

- Within the setting, in-depth and frequent liaison between the Learning Support Coordinator, Class Teachers and Teaching Assistants ensures all adults working with a child have a thorough understanding of the child's needs.
 - Regular liaison between the Learning Support Coordinator and external agencies/professionals ensures we have up to date information about a child.
- Visits to the setting by other professionals, enables us to increase our expertise delivering individual programmes and assess progress.

1.19 Information regarding training for staff

The Head Teacher and the Learning Support Coordinator have responsibility for the co-ordination of the in-service training of staff with regard to SEN. Whole school training is delivered where and when appropriate through in person or virtual training sessions as well as online courses.

1.20 Evaluating Effectiveness of the Policy

- All staff are aware of the contents of the policy and the procedures contained in it.
- Children with SEN will be identified early and correctly.
- Effective provision made for all children with SEN.



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- Continuous monitoring of children’s progress in relation to targets set.
- All children will be given equality of opportunity to participate fully in school activities.
- All staff will work collaboratively to remove barriers to learning and raise levels of self-esteem and achievement.
- All children will meet personal standards of excellence.
- Children will have access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs.
- There will be effective partnership between parents, staff and outside professionals/agencies.
- Where appropriate the views of children will be valued and considered.

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- The principal, the child protection officers, the deputy principal and the Learning Support Coordinator hold regular meetings to discuss the students with special/additional needs and review their progress.

1. THE NATIONAL SPECIAL NEEDS EDUCATION POLICY FRAMEWORK
Ministry of Education.. July 2009



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