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| Name of Policy: Special Educational Needs Policy | In Section 4: Teaching & Learning Policies | Last updated by: DMH |
| Cross references in the following sections: Section 8 | | Date of most recent update: February 2021 |

Aims

Our Special Educational Needs (SEN) Policy aims to:

- Set out how our school will support and make provision for students with special educational needs, within each of the Key Stages.
- Explain the roles and responsibilities of everyone involved in providing support for students with SEN, within each of the Key Stages.
- Outline the procedures involved for acceptance and admission of prospective or new students with SEN.
- Ensure that we are offering inclusive educational opportunities to each of our students, congruent with the values, vision and mission of ISCT.

Legislation and Guidance

As an Independent School within the South African context, this policy aims to align with the legislation and guidelines as documented in:

- The South African Constitution and Bill of Rights
- South African Schools Act 84 of 1996
- Education White Paper 6: Special Needs Education (Building an inclusive education and training system), July 2001
- The Department of Basic Education's Policy on Screening, Identification, Assessment and Support, 2014.

As ISCT is a British education Provider, this policy also takes into consideration, as far as feasible within the unique South African context, the guidelines as prescribed in the following UK documents:

- The Special Educational Needs and Disability Regulations, 2014 (within The Children and Families Act)
- Regulations and guidance for administering Cambridge exams (Cambridge Handbook, 2020)

In supporting our SEN learners at ISCT, we are strongly guided by our vision: *to empower students to navigate the future*, our mission: *to help all our students build essential skills and a passion for learning that will last a lifetime*, and our core values: to be guided by *global*



best practices; equipping learners with *21st century skills*; and, to achieve success through *partnership and the human touch*.

Definitions

A student is defined as having *special educational needs* ('SEN') if they have a learning, emotional, physical or other specific difficulty or disability which calls for special educational provision to be made for them.

Special educational provision, in this context, involves educational and assessment provisions that are in addition to, or differentiated from, those made for the general population within a mainstream school.

Inclusion refers to an ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that may be experienced by ISCT students, irrespective of age, ability, gender, ethnicity, language and social and economic background. Every effort will be made to maximise the available resources at ISCT to reduce these potential barriers.

A *learner's support team* refers to, at the very least, the class teacher(s), the SENCO, the Key Stage head and the parent(s)/caregiver(s) of the learner involved. It may also include school-based support professionals and/or external service providers.

Reasonable accommodation means necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms (*Convention of the Rights of Persons with Disabilities*).

Roles and Responsibilities

The provision of special educational needs requires collaboration and joint responsibility between the roleplayers indicated below.

The Special Educational Needs Coordinator (SENCO)

It is the role of the SENCO to:

- Assist teachers in identifying SEN learners, make appropriate therapeutic/assessment referrals, and implement strategies to support their educational development.
- Monitor the progress and implementation of the support plan for each SEN student at ISCT.
- Ensure students receive the assessment access arrangements for which they have qualified. This includes communicating with the external assessment committee, where necessary.



- Ensure the records of students with SEN are up-to-date and in safe-keeping.
- Offer one-on-one or group counselling to any student requiring learning-related and/or emotional support.
- Arrange for relevant class, year-group or key-stage interventions, when required.
- Support teachers in their professional development and personal capacity to offer maximum support to SEN students within their classes.
- Ensure parents/primary caregivers are included and supported as key roleplayers in designing, monitoring and evaluating their child's SEN plan. This includes psychoeducation.
- Work collaboratively with school-based learning support professionals and any external service providers to support ISCT learners through a holistic, multi-disciplinary approach..
- Continuously re-evaluate and improve the SEN Policy.

Senior Management

Senior Management comprises the Principal, Deputy Principal, Head of Key Stages, Directors of Studies and Student Affairs and the Business Manager. Their roles include to:

- Select and employ staff who are sufficiently qualified, trained and motivated to support students with SEN.
- Ensure stringent admission and acceptance procedures are maintained, in line with our inclusive ethos, whilst ensuring that the best interests of both potential and current learners, as well as school staff, are kept in mind. See: **Acceptance and admission of prospective or new students with SEN.**
- Provide opportunities and funding for continued professional development and resources to better support our SEN students, and to allow for the aims of this policy to be met.
- Raise awareness of SEN issues at management level.
- Monitor the quality and effectiveness of SEN provision at ISCT, and to continuously re-evaluate and improve the SEN policy.

The Class Teacher(s)

The class teacher is responsible for:

- The progress and development of every student in their class.
- Ensuring additional subject teachers are aware of and appropriately supporting students with SEN.
- Flagging children who may have as-yet-unidentified special educational needs, and, in consultation and collaboration with the SENCO: monitoring these learners, trialling possible support strategies and engaging with the parents to formalise support, if required.



- When feasible, working collaboratively with school-based learning support professionals and any external service providers to support a learner through a holistic, multi-disciplinary approach.
- Keeping sufficiently detailed records of parent-teacher meetings or SEN-related conversations.
- Providing regular and sufficiently detailed feedback or updates to the SENCO.
- Seeking out and engaging in professional development and training opportunities.
- Ensuring an appropriate handover at the end of the teaching year, detailing each student's educational history and special educational needs. This includes any relevant information regarding their social-emotional development which may impact on their learning.
- Following the SEN policy and alerting Senior Management and/or the SENCO to any areas of concern or suggestions for improvement.

Additional Subject Teachers

It is the responsibility of additional subject teachers to:

- Acknowledge the different learning needs of each learner and cater for these, accordingly.
- Liaise with the class teacher and SENCO regarding any SEN-related questions.
- Provide regular and sufficiently detailed feedback or updates to the class teacher regarding all SEN-related concerns.
- Seek out and engage in professional development and training opportunities.
- Follow the SEN policy and alert Senior Management and/or the SENCO to any areas of concern or suggestions for improvement.

The Parent(s)/Primary Caregiver(s)

Parents/Primary Caregivers play a key role in terms of supporting their learner with special educational needs. This includes:

- Disclosure of SEN-related information when applying to ISCT, to help us ascertain whether the student is well-suited to the ISCT context, and can be appropriately supported. Whilst we respect one's right to confidentiality, we believe it is in the best interest of the child to ensure that they attend a school in which they can learn optimally and thrive.
- Disclosure of any SEN-related information during the student's time of enrolment at ISCT. This allows the staff at ISCT to best support the student.
- Working collaboratively with the staff at ISCT and any external service providers to support their child and recognising that a holistic, multi-systemic approach is required. This includes the implementation of support strategies within the home context.



- Respecting the staff at ISCT as qualified professionals, specialising in child development and education.
- Ensuring regular communication occurs between all key role-players, including full-team SEN meetings when necessary.
- Alerting the SENCO or Key Stage Head to any areas of concern regarding SEN provision at ISCT and the SEN policy.

The Student

SEN students are encouraged to be active participants in their academic and learning support journey. They should:

- Strive to develop an understanding of their unique learning support needs so that they can self-advocate, where necessary.
- Engage in conversations with their teachers, parents/primary caregivers and the learning support team during the process of determining, re-evaluating and/or adjusting the learning support plan, and to provide regular feedback where this can be helpful.

School-based Learning Support Professionals

ISCT has made provision for a select group of private paediatric professionals to offer their services on-campus. Such service providers are to:

- Be suitably qualified for their role and to engage in continued professional development.
- Ascribe to the ISCT Code of Conduct and SEN policy, as well as any ethical guidelines prescribed by their particular professional body.
- With the appropriate consent, liaise with class teachers, the SENCO and parents/primary caregivers on a regular basis to maximise the support of the SEN student, as well as to allow for sufficient record-keeping. We respect the limits of confidentiality in this regard.
- Communicate costs and billing processes directly with the parent(s)/primary caregiver(s).

External Service Providers

External Service Providers include any off-campus professional specialising in child and adolescent health, development and/or education. We encourage collaboration with such professionals, provided they are:

- Suitably qualified for their role and engaging in continued professional development.
- Committed to following the ethical guidelines prescribed by their overseeing professional body.



- Willing to take into consideration the ISCT SEN policy when making recommendations.
- Open to, with the appropriate consent, liaise with class teachers, the SENCO and parents/primary caregivers on a regular basis to maximise the support of the SEN student, as well as to allow for sufficient record-keeping. We respect the limits of confidentiality in this regard.

Identifying students with SEN

Learners' special educational needs can be identified at any time during their educational journey.

Concerns regarding current learners at ISCT may be brought to the fore through, for example:

- Observations made by the class or subject teachers
- Discussions with parents or primary caregivers
- Discussions with the learner involved
- Analysis of assessment papers or results
- Observations made by school-based or external professionals
- Speech, language and audiology screeners (KS1)
- Visual screeners (KS1)

Learners may also be identified as having possible SEN during the admission process, in some of the following ways:

- Teacher observations during the school visit
- Analysis of the entrance examination performance
- Analysis of previous school and/or therapeutic reports
- Conversation with the parents or primary caregivers
- References submitted with their application (e.g. by their previous school)

Once a concern has been raised and brought to the attention of the class teacher, the following procedures will be followed to further evaluate and support the learner involved:

1. The class teacher is to alert both the SENCO and the Key Stage Head of the concern, and to arrange a time to discuss this with them in further detail.
2. Further observation or evaluation is to be arranged, if necessary - for example, a classroom visit by the SENCO, analysis of the learner's books and assessments, or completion of a teacher screener questionnaire.
3. If warranted, the teacher and SENCO will initiate a further conversation regarding possible support needs and options, including: classroom strategies, strategies which can be implemented at home, and/or a referral for further assessment or intervention. A decision to further monitor the child over time can also be made, at this point.



4. Parents/caregivers are to be informed of the concerns raised and are invited to collaborate in determining how the learner can be best supported. Further information may also be obtained, through completion of a parent screener questionnaire.
5. The learner's support team will verbally agree on a plan which includes immediate support strategies (for home and school) and referral recommendations, as well as agreed outcomes sought for the child. This should be documented by the SENCO.
6. If recommended, and agreed upon, the parent(s)/caregiver(s) are to make contact directly with the relevant referrals.
7. The teacher and SENCO will continue to monitor the learner, and to fulfill their roles and responsibilities (as outlined above).
8. Follow up learner support team meetings will be arranged, when/if necessary.
9. A suitable handover will be made to the learners' new teacher(s), from year to year.

There will be regular reviews of the needs of a student throughout the year to determine any changes in the level and type of support that they require. In some cases, the school will ask parents to employ the services of a facilitator for a few months to see if this will allow the child to develop the skills they need to learn independently and progress through the school. In term 2 of each year, Key Stage Heads and learning support staff members will meet to discuss the needs of students who are preparing to move to the next Key Stage the following year. Where there are concerns regarding these transitions, parents will be called in to discuss the future support available to their child. In cases where the needs of the child are beyond the level of support the school can offer in the next Key Stage, the school will support the family in recommending alternative schooling options for their child.

Acceptance and admission of prospective or new students with identified SEN

The admissions process plays a key role in ensuring that all students at ISCT can be successful with the available support and resources. During this phase, It is our intention to determine whether:

1. Our educational program is accessible and attainable for the applicant, with reasonable accommodations.
2. Our classrooms are suitably resourced not only to accommodate, but to strengthen areas of vulnerability.
3. The applicant will be able to experience daily opportunities for mastery and growth within the classroom.

If there are any concerns regarding the suitability of an applicant to the school, parents may be asked to provide an up-to-date assessment by a relevant, reputable private health-care practitioner (e.g. Educational Psychologist). In some cases, applicants will be invited to spend a trial day in the school to provide further clarity around the needs of the student and what they will require in order to access the curriculum. Should we determine that the applicant will be best supported in a specialised learning context, alternative schooling



options will be recommended. Whilst ISCT strives towards inclusion, it is not a full-service, special or remedial school (SIAS Document, 2014). We believe it is in the best interest of the child to attend a school in which they can learn optimally and thrive.

In addition to the above, applications will also be considered with the best interests of the current learners as well as the relevant teaching staff in mind. According to WP6 (2001): 'The World Health Organisation has calculated that between 2.2% and 2.6% of learners in any school system could be identified as disabled or impaired'. At ISCT, in line with common practice in other International Schools we will endeavor to accommodate up to a maximum of 20% of learners with specific SEN and EAL needs in each cohort - however this ratio serves as a guide and the school reserves the right to adjust this where necessary. Many families have been attracted to ISCT's smaller class sizes, and high standards of support and the quality of this support must be protected. At times, we are not able to accommodate additional learners with SEN, so as to not risk jeopardizing teacher-capacity, sustainability and the exceptional quality of education for all learners within the classroom.

In light of the above, disclosure of any SEN-related information when applying to ISCT is considered essential. In addition, a confidential information sheet from the child's previous school is to be obtained by the admissions department, prior to acceptance

SEN provided for at ISCT

ISCT is able to support learners with a range of barriers which prevent access to the curriculum, depending on the level of support required. Not only is this in line with ISCT policies around diversity and inclusion, but it is also an obligation set out within the South African Constitution and Bill of Rights and Education White Paper 6: Special Needs Education (Building an inclusive education and training system).

Domains of Specialised Support

We are able to offer a low-to-moderate level of support within one or more of the following domains:

- Health
- Vision
- Hearing
- Communication
- Sensory, Physical and Motor
- Learning and Cognition
- Neurological and Neurodevelopmental impairment
- Social, Emotional, Behavioural and Mental Health

ISCT is unable to accommodate students who require a high level of support.



A Framework for determining Levels of Support

Using the SIAS Policy (2014) as a foundation, the ISCT framework for determining Levels of Support for SEN learners is provided in the table below.

| | Low | Moderate | High |
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| SIAS Definition | Support provisions which are mostly preventative and proactive. It supports provisions that are provided for in generally applicable departmental programs, policies, line budgets and norms and standards for [public] schools. | Support provisions that are over and above provisions covered by program policies, line budgets and norms and standards for ordinary [public] schools. Such provisions are provided once-off, on a medium-frequency, intermittent or short-term basis... [and] can generally be accommodated within the ordinary school or classroom. | Support provisions that are over and above provisions covered by program policies, line budgets and norms and standards for [public] ordinary schools support. These provisions are specialised, requiring specialist classroom/school organisation, facilities and personnel... on a high-frequency and high-intensity basis. |
| Specialist Support | Requires additional support, provided by school staff and/or private practitioners. This can be reasonably accommodated during the school day and/or outside of school hours, and at an additional cost. In instances where a facilitator is required to physically support a student and where the space within a classroom permits it, this accommodation will be limited to one facilitator per class. | | Requires access to private specialists on an almost-daily basis. A reduced teacher : learner ratio is required, and/or one-on-one adult-support (facilitation). |
| Curriculum and Assessment | Minor and manageable adjustments to optimise access to the curriculum and assessment tasks. | Adjustments involve additional planning time, specialist input, resources, staff, and/or monitoring. A higher level of teacher-support is required within the classroom. | Provision of a differentiated curriculum involving complex and on-going adjustments, and/or access to an Individual Education Plan which deviates |



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| | | | from the Cambridge curriculum. |
| | Access arrangements (assessment accommodations) as permitted by Cambridge Assessment International Education Exam Officers | | Assessment needs exceed those permitted by Cambridge. |
| Specialised Learning and Teaching Support Materials (LTSM), Facilities and/or Resources | LTSM adaptations, equipment and other required resources can be accommodated within the school budget and context. | Specialised LTSM adaptations, equipment and/or resources need to be arranged. Daily or frequent access is required. | Specialised and individualised LTSM adaptations, equipment and/or resources are required, together with on-going monitoring, maintenance, adjustment or technical support. |
| | Once-off physical adjustments or upgrades to the school buildings, at the school's cost, to enable or broaden access. | | |
| Training | Once-off or short-term training for staff and management, provided by other school staff members and/or external specialists, at the school's cost. This can be accommodated within the allocated staff development time periods (e.g. INSET days). | Once-off or short-term training for staff and management, provided by other school staff members and/or external specialists. Training may occur after-hours, or a relief-teacher provided for. | Intensive and/or on-going training to master competencies required in the learner's support program. Continued supervision or mentoring may also be necessary. |

Support available at ISCT

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| Specialist Support | School-based Special Educational Needs Coordinator (SENCO), available to parents, teachers, management, the admissions team and students. Short-term or intermittent Counselling with a school-based Psychologist, Social Worker or Registered Counsellor (KS1-5) Short-term Academic Support, including EAL (KS1-5) |
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| | <p>Private, on-campus Remedial (KS1&2) Private, on-campus EAL (KS1-5) Private, on-campus Occupational Therapy (KS1) Fine-motor enrichment group (KS1) Private, on-campus Speech and Language Therapy (KS1) Annual vision and hearing screeners (KS1) Referrals to external private practitioners for assessment or intervention - as determined by the school-based SENCO and LST.</p> <p>Facilitation for <i>current</i> KS1 and KS2 learners can be accommodated on a case-by-case basis. We are unable to accommodate facilitators within High School, with the exception of adult-support for learners with a physical disability.</p> |
| <p>Curriculum and Assessment</p> | <p>Differentiated learning through grouping, pre-teaching etc. Small-group instruction Multisensory methods of instruction Instructions read aloud Pictures/visuals to supplement information or as instruction cues Concrete materials / Maths manipulatives Reduced workload and/or additional task completion time Inputs from curriculum and learning support specialists Assistive technology devices (typing, voice-to-text, read-aloud features) Organisational and/or time management assistance Home programmes / holiday revision</p> <p>Access arrangements (assessment accommodations) as permitted by Cambridge Assessment International Education Exam Officers include: colour naming, coloured overlays, a computer reader, a human reader (not for reading/language papers), exemption from specific syllabus component(s), extra time, practical assistance, a prompter, reading aloud (candidate), a reading pen (without in-built storage, dictionary or thesaurus), a scribe (not in exams testing spelling, punctuation, grammar or language writing, unless the candidate dictates the words letter-by-letter, and all punctuation), supervised rest breaks, a transcript of the candidate's work (if illegible), visual aids (e.g. magnifying glass), voice-activated software (in place of a scribe), or a word processor (typing).</p> <p>NOTE:</p> <ol style="list-style-type: none"> 1) A learner can only qualify for access arrangements following a comprehensive, up-to-date assessment (within 4 years of IGCSE and A Levels) by a relevant, reputable private health-care practitioner (e.g. Educational Psychologist) 2) We adhere strictly to the principles and rules documented within the Cambridge Handbook ('Regulations and guidance for administering Cambridge Exams'). |



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| | <p>3) The parent(s)/primary caregiver(s) is/are responsible for any additional costs incurred.</p> <p>Modified question papers can also be arranged, including: coloured paper, enlarged print (A4 18 point bold font, 18 point bold font enlarged to A3, A3 unmodified).</p> <p>Within KS1 and KS2, we are able to provide additional support for EAL learners, within their first year in South Africa. This can include: use of Google-translate, use of a dictionary or thesaurus, reading support and extra-time. A formal assessment is not required to qualify for this support. All EAL students will be encouraged to only take one additional language in KS2 during their first year at ISCT to allow them time to consolidate their english language abilities. Parents may be asked to find a tutor to support their child outside of school hours and at their own expense.</p> <p>Emergency Access Arrangements can be organised at short-notice, if required, following the procedure outlined within the Cambridge Handbook.</p> <p>For in-house assessments, we are not independently able to provide assessments in Braille or papers using Simplified Carrier Language (simpler sentences).</p> |
| <p>Specialised Learning and Teaching Support Materials (LTSM), Facilities and/or Resources</p> | <p>Use of Key-Stage-appropriate aids such as visual timetables, times-table grids, coloured overlays</p> <p>Flexible seating options</p> <p>Preferential Seating (placement)</p> <p>Sensory aids (e.g.wobble cushions, therabands, fidget-toys)</p> <p>Weighted lap-pads or vests (provided by the parent/caregiver)</p> <p>Laptops and assistive technology devices</p> <p>Adapted worksheets</p> <p>School maintenance, adjustments or upgrades to enable or broaden learner access, including ramps and wheelchair-friendly bathrooms.</p> <p>Use of amplification devices/FM system (provided by the parent/caregiver to the school)</p> <p>Teaching Assistants (KS1)</p> |
| <p>Training</p> | <p>Input from Specialist Staff employed by ISCT</p> <p>Quarterly INSET days</p> <p>Regular Teacher-SENCO communication and collaboration</p> <p>CPD Opportunities promoted by the school</p> <p>SENCO Supervision</p> |



Assessing and reviewing students' progress towards outcomes

- Remedial/Therapy assessments and/or progress reports
- Assessment reviews - STARR assessments
- Teacher-SENCO/Key Stage Head meetings
- Learner and Parent input

Supporting students in their further education and journey into adulthood

- Handover Meetings (teacher-to-teacher; SENCO-to-SENCO), including handover of learner files.
- Joint Key Stage Learning Support Team and Parent Meetings to assist in transitions for certain learners
- Orientation days and staff development sessions regarding SEN learners and differentiated instruction.

Ensuring Access to all school-related activities

All extra-curricular activities, school visits, camps, clubs, sports days, performances etc. should be made accessible (as far as feasible) to all learners at ISCT. No student should ever be excluded from taking part in these activities because of their SEN or disability.

Evaluating the effectiveness of SEN provision

The policy will be seen as successful when:

- Students with learning needs are identified and supported both in and out of school.
- Individual differences are recognised and valued by all.
- Support is individualized to target specific needs of a student.
- Teachers feel supported both in terms of student assistance and in developing differentiation strategies to meet the needs of all their students.
- Parents are satisfied with the quality of the learning support provided to their child.
- Parents actively work in partnership with the school to assist their child.

Success is to be evaluated through:

1. Reviewing, quarterly, the individual progress of each learner at ISCT (see: assessing and reviewing student's progress towards outcomes)
2. Intermittent teacher, parent and student questionnaires
3. Monitoring by the SENCO

Complaints about SEN provision

Complaints about SEN provision in our school should be referred by following the school's complaints policy (Section 8).