



SEND Policy

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1	First release	2013	
2	Reviewed	2016	
3	Reviewed	2018	
4	Last reviewed	24 th June 2019	Hayley Bevington
5	Next review	June 2020	

Rationale

This (Special Educational Needs and Disabilities) SEND policy is designed to provide a clear structure of support for children with unique learning needs at ISM in order for all students to be able to successfully access the curriculum and be included in all areas.

It will describe the ways in which we meet the needs of the children who experience barriers to learning. These barriers may be sensory and/or physical disabilities, learning difficulties or emotional/social problems.

ISM is committed to providing a high-quality education for all our pupils. We believe that children including those with SEND have a common entitlement to a broad curriculum. We are committed to inclusion in all areas and with strategic planning this is achievable.

What is SEND

Children with special educational needs or disabilities (SEND) may have learning difficulties that make it more challenging for them to learn or access the curriculum than most children their age.

These children may need extra support or specially designed resources to help them access the curriculum.

This could mean they have difficulties with:

- Reading, writing or spelling
- Frequent letter/number reversal
- Difficulty copying from the board
- Fine motor skills: lacks strength, speed, dexterity and bilateral integration needed for handwriting, typing, cutting or using cutlery
- Sensory processing: dislikes different textures, foods. Avoids challenges that challenge balance
- Gross motor skills: walking, balancing, coordination, jumping, catching and throwing
- Maths: finds it difficult to recall facts
- Understanding and processing information
- Expressing themselves and understanding others
- Making friends/relating to others



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- Concentration and attention span
- Speech and language
- Behaviour in school

PreEntry Assessment to ISM

As a selective school, we aim to only accept students that can access and enjoy the curriculum that we offer. If at the pre-entry assessment stage we identify that a student may have SEND, we will only make an offer of a place if we are confident that we can meet and be able to support their needs.

However, it is also acceptable that some needs may only be recognised at a later stage. In such instances, we will, within the capacity of the school support those needs according to the following procedures.

SEND Referral Process at ISM

Stage 1

- The teacher identifies children who are performing well below the expected level and are showing clear signs of learning difficulties or problems with social skills.
- Teacher completes a Student Causes for Concern form (SCFC)
- Teacher communicates with a member of SMT about their concerns showing them the SCFC.
- SMT member will observe the student within 5 working days and either decide that their needs can be met within the classroom or elevate to stage 2.
- At this stage, initial informal communication by the tutor to parents is encouraged, however, no specific reference to the possibility of their child having SEND should be made.

Stage 2

- SMT member refers to Student Support Services Coordinator.
- Student Support Services Coordinator will observe the child in lesson/typical routine within 5 working days.
- Student Support Services Coordinator may test the child and write a summary report with recommendations.
- Student Support Services Coordinator will not be responsible for giving an official diagnosis but will share their professional opinion regarding the challenges facing the pupil in question.
- Student enters SEND register at stage 2.

Stage 3

- Student Support Services Coordinator identifies that student's needs are not being met through basic modifications in the classroom.
- Parents may be asked to get their child evaluated by a specialist who can provide a diagnostic report with strategies to support progress.



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- Student Support Services Coordinator produces an Individual Action Plan (IAP) for the student to be reviewed twice a year in consultation with relevant academic staff including the teacher, specialist teachers and Assistant Teachers.

Stage 4

- Stage 4 will only be reached in exceptional circumstances:
- A student is not making progress in line with peers and is unable to access the curriculum even with support. Levels of support required are having a negative impact on the classroom.
- At this point, the Student Support Services Coordinator refers student file to the Principal.
- Principal meets with the parents to discuss possible withdrawal or additional support provided by the family.

SEND Provision at ISM

We provide quality intervention of support for the children at ISM. This may include:

- Learning in class, with additional help and support from the class teacher through differentiated activities.
- One to One support from Assistant Teachers during registration and class activities.
- Additional resources used in class, for example, pencil grips, seat cushions, a differentiated programme, now and next boards.
- Access to ICT teaching programmes.
- Individual support in the classroom from the Student Support Services Coordinator.
- One to one withdrawal from the Student Support Services Coordinator.
- Mentors to support the students.

Student Cause for Concern Forms (SCFC)

This is a form that teachers and staff can use to record indications of Special Education Needs.

These records are given to the Student Support Services Coordinator who can provide extra insight into the student's needs and support with possible strategies to support the child in the classroom.

Individual Action Plan (IAP)

The Student Support Services Coordinator will use a standard format IAP to create a plan for the identified student in conjunction with the class teacher.

It will consist of manageable targets for the student to achieve, suggested teaching and learning strategies and recommend equipment and resources to support the child.



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All staff that have contact with the child will be made aware of the needs and have access to the IAP.

The Student Support Services Coordinator will track the progress made by the student and adjust the IAP accordingly.

Tutors

It may be recommended that students with special educational needs work with a tutor at home or at school. Having a tutor at school can help students to work with others in a regular classroom setting while receiving the extra one to one support they need to match their learning needs. Tutors MUST keep the Student Support Services Coordinator informed if there are any changes to the times they work with existing students and if they begin to work with any new students. The timetable for withdrawing students from the classroom must first be agreed with the Class Teacher.

Transition

For children entering reception an induction meeting takes place. Where possible new students and their parents have the opportunity to meet the Student Support Services Coordinator.

If students are moving to a new campus a meeting will take place between the Student Support Services Coordinators and if needed the parents prior to the move.

Professional Links

- Special Educational Needs and Disability specialist.
- On-site part-time counsellor.
- Access to Moscow therapists/specialist for testing and diagnosis.

Note:

Any extra resources should be purchased by the family.
Any testing/tutors will be paid for by the family.