

SPECIAL EDUCATION NEEDS (SEN) POLICY

1 INTRODUCTION

École Jeannine Manuel UK (“the School”) is a co-educational school for pupils from Nursery to Year 12 in 2019-2020 and advancing to Year 13 in 2020-2021. The School shares the same vision, educational philosophy and academic standards as the École Jeannine Manuel in Paris— one of France’s most respected independent schools.

The school was founded in 1954 with the mission **to promote international understanding through the bilingual education of an international community of pupils.**

The School’s aim is to admit a balance of boys and girls and to encourage applications from candidates with as diverse a range of backgrounds as possible. This enriches our community and is vital in preparing our pupils for tomorrow’s world. The School is committed to equal treatment for all, regardless of an applicant’s sex, race, ethnicity, religion, disability, sexual orientation or social background.

This policy is also applicable to the Early Years Foundation Stage (EYFS)

2 PHILOSOPHY

The School’s mission statement is: **To promote international understanding through the bilingual education of a multicultural community of students, and to foster pedagogical innovation by exploring best practices in an ever-changing global environment.**

We do not discriminate in any way regarding entry, but we are an academically selective school. Providing that we can support pupils according to their needs, we will do what we can to accommodate them. We welcome pupils with physical disabilities provided that we can make the site suitable. The School may require a copy of a medical report or psychologist’s report to support any request for special arrangements. The number of pupils with special educational needs/ specific learning difficulties is necessarily limited.

Some children have special education needs if they have a learning difference or disability that calls for special educational provisions. Learning differences are constituted by persistent neurodevelopmental difficulties that can hinder the acquisition, the comprehension, the usage and the treatment of verbal or non-verbal information. They can appear in a child of normal or high academic potential who is regularly schooled. This excludes children experiencing difficulties solely because the language or form of language of their home or prior educational system is different from the language in which they are taught at School (see Language Policy).

Through its mission statement, the School emphasizes its commitment to provide an open and inclusive environment where all pupils are given the opportunity to achieve their full potential. The School supports the principle of inclusion for pupils with SEN and believes that a policy of inclusive education benefits all pupils. Pupils who learn, live and grow together are much more likely to embrace their differences and include one another.

3 Aim

Positive adult attitudes and examples serve to develop and increase this potential. It is our aim for all teachers and staff to have high expectations of all pupils, including those with SEN.

The purpose of this SEN policy is to detail how the School will strive to ensure that the necessary provisions are made for pupils with SEN and that those needs are made known to all who are likely to teach them.

3.1 For Teachers

The School will endeavour to ensure that all teachers in the School are able to provide for SEN pupils, to allow them to join in the activities of the School together with students who do not have SEN, so far as is reasonably practical and compatible with the pupil receiving the special educational provision and the efficient education of the pupils with whom they are educated.

3.2 For Parents

Partnership with parents plays a key role in enabling pupils with SEN to achieve their potential. The School recognizes that parents hold key information and have knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting them. All parents of pupils with SEN shall be treated as partners and supported to play an active and valued role in their children's education.

3.3 For Pupils

SEN pupils often have a unique knowledge of their own needs. Their views about what sort of help they would benefit from are key. They are encouraged to participate in all the decision-making processes and to contribute to the assessment of their needs.

4 IDENTIFYING SEN

The School realizes the importance of early identification of pupils who may have SEN in order to ensure early intervention. The purpose of identification is to work out what action the School should take, not to fit a pupil into a category.

The needs considered are those of the whole person, not just his or her SEN. The School recognizes that other pupils, such as the Gifted and Talented or those with Autism Spectrum Disorder may also require specific approaches, which the School endeavours to provide for or to accommodate.

5 PROVISIONS FOR SEN PUPILS

Pupils with SEN have a learning need that requires special education provisions to be made for them which is additional to, or different from, the differentiated curriculum provision made for pupils in the classroom.

When learning issues are discovered after admission, usually through outside testing triggered by emerging learning issues at school, the School helps parents seek remediation with outside specialists. The School makes every effort to adapt to the needs of the pupil in coordination with outside remedial specialists, including through the implementation of flexible assessment procedures, extra-time or computer-assisted examinations.

5.1 The Individual Education Plan (IEP)

For an IEP to be developed, students must have formal documentation of a specific diagnosis from a medical doctor. The IEP will be approved by the Head of School in consultation with the parents and, where appropriate, the pupil. The IEP will include the diagnosed difficulties, the pupil's strengths and needs, and accommodations required to assist the student's learning.

Pupils who start their education at the School with formal documentation of a specific diagnosis will be supported by an IEP within the first term of arrival at the School.

Pupils who are not meeting academic expectations or showing signs of distress will be identified through the School's on-going internal assessment procedures. Teachers suspecting a learning difference in a child should report this to the appropriate senior leadership team member. Senior leadership team members discuss possible actions during the weekly Steering Committee meetings and inform teachers as needed.

For pupils who do not have a diagnosed SEN, the School undertakes a graduated approach to the identification, assessment and support of students with SEN. The approach recognizes that there is a continuum of SEN and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a pupil may experience.

The IEP will be reviewed on a yearly basis.

The IEP will be shared with all School staff that work with the child.

5.2 Graduated Response

The educational needs of most pupils are met in the classroom. Teachers tailor instruction to meet each pupil's individual needs. Teachers plan activities at the appropriate level to enable progress to be achieved. Teachers differentiate the content, the process, the learning environment, learning outcomes and expectations in the spirit of the "growth mindset."

If, after an appropriate period of time, a pupil does not achieve reasonable academic goals or shows behavioural issues or distress, or if the School believes that the pupil might have undiagnosed SEN, parents will be advised to seek professional assessment. If the resulting diagnosis identifies a SEN, an IEP will be prepared by the Head of School in consultation with the parents and, where appropriate, the pupil.

5.3 High Potential (or Gifted and Talented) Pupils

High potential pupils might have been tested and diagnosed prior to enrolment or after they have joined the School. Those tests and their analysis by specialists guide our educators. We strive to challenge those pupils academically, but also by offering specific activities that cater to their interests.

Our objective is to ensure the wellbeing of these pupils and this frequently entails paying particular attention to the development of their social skills. As is the case with pupils with learning issues, the School's ability to help is embedded in its pedagogical principles and practice, which promote collaborative work, group work and differentiated learning.

6 ROLES AND RESPONSIBILITIES

6.1 Parents

Parents of a SEN pupil meet with the relevant senior leadership team member(s) within the first months of a new school year to discuss how to meet the individual needs of their child.

Parents inform the School upon entry that their child has a specific, diagnosed SEN, or inform the School if their child later develops SEN. Parents provide the School with all information and documentation relating to their child's diagnosed SEN.

Parents work in partnership with the School to provide support for their child. Parents attend meetings to formulate and review their child's IEP; they are responsible, in liaison with the School, for requesting accommodations for formal examinations from testing agencies.

6.2 Head of School

The Head of School ensures that staff members are kept informed of best practice and relevant developments with regard to teaching pupils with SEN. Continuous professional development will be provided by outside experts. Opportunities for class teachers to share good practices and teaching strategies with each other are provided.

The Head of School works with staff members to identify areas for development in SEN. The Head of School regularly reviews the quality of teaching for all pupils and aims to improve teachers' understanding of the strategies to identify and support SEN pupils.

The Head of School signs all IEP.

6.3 Nurse

The school nurse has an important role in the provision of health services to pupils. She facilitates positive student responses to normal development, promotes health and safety, intervenes with actual and potential health issues and actively collaborates with others to build pupil and family capacity for adaptation, self-management, self-advocacy, and learning.

The school nurse plays a key role in providing preventive services. With respect to pupils with identified SEN, she shares in the implementation of the IEP.

6.4 Teaching Staff

Teachers are responsible, following accommodation guidelines provided by the senior leadership team, for modifying and/or differentiating the curriculum for pupils who have a diagnosed SEN. Teachers are responsible for bringing pupils who are not reaching expected academic goals or whose behaviour is of concern to the relevant senior leadership team member.

6.5 Pupils

Pupils are involved in the development, implementation and evaluation of their own learning programme. This constitutes an effective way to develop self-management and independence.

Pupils should contribute to the setting of the learning targets on their IEP, become familiar with their learning goals and reflect on their progress by participating in various assessments.

7 INCLUSIVE ARRANGEMENTS FOR OFFICIAL EXAMS

Some pupils may be entitled to apply for inclusive arrangements when taking official exams. Where this is the case, the relevant Head will cooperate with parents, teachers, students and staff on a case-by-case basis to determine whether this would be appropriate.

The School will ensure that all exam conditions have been met before allowing a student to benefit from inclusive arrangements. Inclusive arrangements include but are not limited to: exams printed with larger text, extra time on exams, access to a smaller and quieter exam room, additional break time or the use of a computer for typing extended responses on exams.

8 SEN POLICY AND IB STANDARDS

The development of this policy has been informed by several IB publications, including principally *“Learning diversity and inclusion” in Diploma Programme: From principles into practice (2015)*; the current *Handbook of procedures for the Diploma Programme*; and *Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes*.

9 POLICY REVIEW

This policy was revised in September 2019; it has been reviewed by the DP Coordinator, the Head of School and the Chairman of the Board of Governors and will be reviewed periodically, at least every three years, by the Board of Governors and the Head of School after consultation with the School’s senior leadership team, teachers, parents and pupils.
