



# British School Quito

an Orbital Education School

| <b><u>Special Educational Needs and Disability Policy</u></b> |
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| Approved: June 2018   |
| Reviewed: June 2019   |
| Reviewed: June 2020   |
| Reviewed: June 2021   |
| Next review: June 2023  |

## **Introduction**

British School Quito aims to be an inclusive school where all students are able to access the same opportunities for learning, reach their potential and achieve maximum progress. Each student is valued as an individual, unique in their own right.

By way of compliance with Article 23 UNCRC and equality legislation of Ecuador, the School acknowledges that a mentally or physically disabled child should enjoy a full and decent life in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.

## **School Admissions**

*No student will be refused admission to the School on the basis of his or her special educational need. We shall not discriminate against children in respect of admissions for a reason related to their disability. We shall continuously strive to provide effective educational provision for all of our students.*

Should the learning disability/need prove to be too severe for adequate educational provision within the School's scope of competence, the parent(s)/guardian(s) shall be made fully aware of the situation so they could consider other options in the best interest of their child.

The School shall reserve the right to deny right of access in cases where the parent(s)/guardian(s) persistently fails to comply with the School's requirements in terms of providing relevant documentation and medical evidence, as well as undertaking professional assessment to ascertain the presence and/or nature of the learning disability and/or difficulty.

## **Definition of SEND**

The term 'Special Educational Needs and Disability' covers a wide range of students. Students are considered as having special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for them. This provision may be additional to or different from that which is available in a differentiated curriculum.

Students have a learning difficulty if they have a much greater difficulty in learning than the majority of their peers, or if they have a disability which stops, or even hinders them from making use of the general educational facilities provided for students of the same age.

Conversely, special educational needs can also be used as a term for children who need extra provision because they have abilities significantly ahead of their peer group.

## **Areas of Special Educational Needs and Disability**

Students shall be identified as having a special educational need and disability (SEND) if they fall into one or more of the following categories:

### **- Cognition and Learning**

The category of cognition and learning difficulties includes general learning difficulties and specific learning difficulties. Children with general learning difficulties usually have problems in many subjects. They usually have difficulty with basic literacy, numeracy and general understanding. They need more time to practise and review and consolidate their learning than their peers.

Specific learning difficulties include: dyslexia (reading and spelling), dyscalculia (mathematics), dyspraxia (co-ordination) and dysgraphia (writing).

### **- Social, Emotional and Mental Health Difficulties**

A child is usually considered to have social emotional and behavioural difficulties when the problem behaviour occurs in many different situations, occurs frequently, is severe and not age appropriate. These students need help to learn the appropriate behaviour and adults who understand why it is happening. The category includes children who are withdrawn or isolated as well as children who are displaying challenging, disruptive or disturbing behaviour. It also includes children who are impulsive, hyperactive and cannot focus.

Students with these difficulties may be diagnosed with Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD).

This category also includes mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

### **- Communication and Interaction Needs**

Children with speech, language and communication needs (SLCN) have problems with speech, language, communication or a combination of all three. Their problems can range

from mild to severe. This group includes students with Autism Spectrum Disorder, such as Asperger's Syndrome.

The profile for every child with SLCN is different and their needs may change over time. Children with autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, or fine and gross motor skills, which can impact on how they relate to others.

#### **- Sensory and/or Physical Needs**

Some children require special educational provision because they have sensory or physical impairments. These difficulties might not have an impact on their learning but might prevent or hinder them from making use of the educational facilities generally provided.

Many children with vision impairment, hearing impairment, physical impairment or a multi-sensory impairment (a combination of vision and hearing difficulties) will require specialist support and/or equipment to access their learning and all the opportunities available to their peers.

#### **- Gifted and Talented Provision**

This category includes children who have a particular talent or ability in one or more subjects. Children are considered gifted and talented when their ability is significantly greater than that of their peers, or if they show the potential to develop these abilities. Teachers need to challenge these students by providing them with work which has greater depth and breadth than that normally prepared for class.

### **Identification**

Identification of students requiring learning support (either language or special needs) may occur:

- through information received from the student's parent(s)/guardian(s);
- through recommendations and observations from transfer documents from previous school(s);
- as the result of the day-to-day delivery of the curriculum. The class or subject teachers and assistants are in an excellent position to observe and assess each student's progress. Their experience and expertise should be used to make professional judgements as to the possible need for professional assessment and/or additional assistance.

In some cases it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the student's parent(s)/guardian(s).

When considering whether a student has a special educational need, any of the following may be evident:

- makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness;
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;

- persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies;
- has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- has communication and/or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum;
- has emotional or behavioural difficulties which substantially and regularly interfere with the student's own learning or that of the class groups, despite having an individualised behaviour support programme;
- has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- has a communication and/or an interaction difficulty that impedes the development of social relationships and causes a barrier to learning.

## **Communication**

Any reports on students from outside services/organisations, in addition to internal testing outcomes should be made available to the staff concerned. Informal discussion between staff about student progress and areas of difficulty is an on-going and valuable source of information to all concerned. All meetings with outside parties (educational psychologists, etc.) should be recorded and kept confidentially. Similarly, meetings with parent(s)/guardian(s) to discuss student progress and performance should be recorded and kept safely.

Individual Provisional Plans (IPPs) shall be devised for selected students. They should have input from class and subject teachers, learning support assistant, psychologist from the Student Support Department, external professional, student and parent(s)/guardian(s).

## **Assessment**

SEN, EAL, ESL as well as gifted and talented students are noted on IPPs. Specific targets set for these students are reviewed and shared with parents at parent-teacher meetings and during meetings with the SSD professional. Students are assessed informally through observation and scrutiny of written work and discussion. Progress is measured termly through continuous formative assessment. All students are given opportunities to review their achievement with a view to raising students' self-esteem and encouraging them to recognise their own strengths.

### The Student Support Department

Lead - Marcus Madden (Head of Primary and DSL)  
 EAL/SAL – Maria Isabel Nájera (primary) and Alejandra Miranda (secondary)  
 Counsellor – Andrea Carrera  
 Counsellor/SEN – Sofia Leon

This policy should be read in conjunction with the Admissions Policy

Key considerations related to Admissions and recent Board statement

- If your child has a disability or a special educational need you must ensure that the full details of the condition are disclosed when submitting your registration form.
- This information will also allow us to consult with you about any adjustments which can reasonably be made to allow us to fully support your child's safety and well-being, and meet their individual needs, should an offer of a place be made.
- Obtaining this information will support your child's best interests. Without this information we will not be able to assess your child's needs, and therefore ensure that we have the resources necessary available to meet them.
- Our staff are qualified, experienced and skilled in offering learning support to students with certain needs. The amount and level of support is, however, not exhaustive and the school is unable to provide the resources to students with severe learning difficulties.