Learning Support /SEND Policy

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1. Aims

Our special educational needs and disabilities (SEND) policy aims to:

- Support and make provision for pupils with special educational needs and disabilities
- Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
- Help pupils with SEND fulfil their aspirations and achieve their best
- Help pupils with SEND become confident individuals living fulfilling lives
- Help pupils with SEND make a successful transition into adulthood
- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil

- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

The British School of Amsterdam is non-selective and wherever possible provides support to children who have mild to moderate educational needs. We are an inclusive school encompassing the needs of all pupils including those who require learning support and those for whom English is an additional language.

We focus on inclusive practice and provide all pupils with access to a broad and balanced curriculum. Where a student experiences barriers to learning, we draw on the Graduated Approach to SEND as outlined in the SEND Code of Practice 2015. We may offer targeted or specialist support, or advise parents to seek specialist support if there are services we are not able to offer.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential. We work alongside students and their families in Assessing, Planning, Taking Action and Reviewing to remove barriers to learning and participation.

We are focused on creating an inclusive environment, where every child and young person in our community feels seen and heard.

3. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. In addition The BSA is committed to complying with relevant Dutch legislation, including:

- The Dutch Equal Treatment Act (Algemene wet gelijke behandeling, AWGB), which prohibits discrimination on the grounds of disability or chronic illness in education and requires reasonable adjustments to ensure accessibility.
- The Dutch Building Decree (Bouwbesluit), which sets standards for accessibility in school buildings and facilities.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

In case of discrepancies local law or regulations will take precedence.

4. Inclusion and equal opportunities

At The British School of Amsterdam we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions and scope

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into four broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and Responsibilities

6.1 The Learning Support Coordinator / Head of Learning Support (SENDCo)

There is a named Learning Support Coordinator in both Early Years and Junior School and a Head of Learning Support in the Senior School; these postholders are the school section SENDCos.

The Learning Support Coordinators/ Head of Learning Support will:

- Work alongside the class teachers/ pastoral teams to communicate with any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made
- Liaise with the Mental Health Lead and School Counselling Team when coordinating provision for pupils with Social, emotional and mental health needs
- Work with the school leadership teams to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND
- Provide professional guidance to colleagues and liaise and work with staff, parents, and where appropriate consent is given, other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support, including adaptive and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: follow the data protection laws relevant to our context in the Netherlands, and with appropriate consent, make sure that all relevant information about a pupil's SEND and the provision for them are sent to the school or institution in a timely manner
- Work with the Principal and Heads of School to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the Heads of School and other relevant school leaders, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the Heads of School and other relevant school leaders, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access
- With the Heads of School, other relevant school leaders and teaching staff, identify any patterns in the school's identification of SEND, seeking to ensure early identification and appropriate exam access arrangements in Key Stage 4

6.2 School Leaders

School leaders will:

- Work with the Learning Support team to determine the strategic development of the SEND policy and provision within the school
- Work with the Learning Support team to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's SEND budget
- Make sure that the Learning Support team has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- With the Learning Support team, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the Learning Support team, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access
- With the Heads of School, other relevant Senior Staff and teaching staff, identify any patterns in the school's identification of SEND, seeking to ensure early identification and appropriate exam access arrangements in Key Stage 4

6.3 Teachers

Each teacher is responsible for:

- Planning and providing high-quality teaching that is adapted and/or differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching

- Working with the relevant Learning Support Coordinator/ Head of Learning Support to review the pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy
- Communicating with parents/carers regularly to:
    - Set clear outcomes and review progress towards them
    - Discuss the activities and support that will help achieve the set outcomes
    - Identify the responsibilities of the parent, the pupil and the school
    - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

6.4 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to regularly review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

6.5 The pupil

Pupils will always be given age-appropriate opportunities to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. Our approach to SEND support

7.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Teachers:

Teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment; for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with adaptive and/or differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the Learning Support Coordinator/ Head of Learning Support to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider referring to the school doctor or advising a parent/carer referral to an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement.

Staff will take particular care in identifying and assessing SEN for pupils whose first language is not English. The Learning Support team and EAL team will work closely together where it is unclear if the barrier to learning is an EAL issue or potential undiagnosed/unmet SEND issue.

In Senior School, the pastoral team includes members of senior and middle leadership. The pastoral teams regularly review attainment data, behaviour data and attitude to learning data. Where pastoral teams identify patterns that indicate that there may be an undiagnosed need, or a diagnosed need which is not currently being met effectively, they will communicate with the Head of Learning Support and together, they will meet with parents/carers to discuss.

In the Junior School, the Learning Support Coordinator meets weekly with members of the Junior Leadership Team (JLT). During these sessions, they discuss pupils of particular concern, including those currently on the learning support register and those who may have an unmet need that requires investigation. These discussions draw upon a variety of information, such as observations, behaviour reports, assessment data, and concerns raised by parents/carers. Furthermore, the Learning Support Coordinator is an active member of the Middle Leadership Team (MLT) and is directly involved in the year group pupil progress meetings, ensuring SEND considerations inform academic planning. To address emotional and mental well-being, weekly meetings are also held between the Mental Health Lead and the Learning Support Coordinator to identify and discuss the progress of pupils with emotional and mental health needs.

In the Early Years School, the Learning Support Coordinator meets with the Head and Deputy-Head of Early Years every two weeks to discuss children on the learning support register and any children that may be in the process of joining. During the meeting we talk about observations made in school and at home, the interventions in school and if applicable the support from outside therapists or agencies such as the youth doctor team (GGD). The Learning Support Coordinator is an active member of the Middle Leadership Team (MLT) and meets with Year Group Leaders to discuss assessments and well being scores (Leuven Scales). Individual meetings are held with class teachers to discuss strategies for support in the classroom. Where appropriate these meetings involve other members of the Learning Support Team and Mental Health Lead.

New Students:

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEND
- They are known to external agencies

then, if appropriate consent in-line with Dutch data protection laws is given, the school will work in a collaborative way with relevant professionals as well as parents/carers, to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible

7.2 Consulting and involving pupils and parents/carers

The British School of Amsterdam will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil (if age appropriate) and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents/carers.

If it is agreed that learning support will be provided, then details about the duration and review practices will be shared with the parents/carers.

7.3 The graduated approach to SEND support

Once a pupil has been identified as having SEND, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. **Assess**

The pupil's class teacher and the Learning Support team will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also advise the parents/carers to seek advice from external support services. This may include the school doctor, organisations who partner with the school or separate services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

When the clear analysis of need identifies Social, emotional and mental health as a primary area of difficulty, the Mental Health Lead or a member of the School Counselling Team will be consulted to ensure the assessment incorporates the necessary wellbeing and clinical support perspectives

2. **Plan**

In consultation with the parents/carers and the pupil, the teacher and the Learning Support team will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, ISAMS as well as TES Learning Pathways, and will be made accessible to staff via relevant Pupil Passports and Learning Support Plans as appropriate.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. **Do**

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching**.**

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

7.4 Levels of support

School-based SEND provision

Pupils receiving SEND provision will be placed on the school's Learning Support register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will advise parents/carers to consult with an external specialist, which may involve additional costs to the parents.

In Early Years and Junior School, support provided by the school is currently included in the school fees. At Senior School, any support involving a Learning Support Assistant is currently funded by the parents/carers in addition to the school fees.

School-based provision for pupils with Social, emotional and mental health (SEMH) needs is coordinated with the Mental Health Lead and includes access to support from the School Counselling Team, offering services such as drop-in opportunities, triage and assessment, brief individual counselling, and targeted wellbeing groups. Within the Junior school, Learning Support staff are designated to provide check-ins and low-level ad hoc support, ensuring ongoing emotional support is embedded within the school environment.

7.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, this may include academic data, or qualitative data regarding other types of needs
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Engaging pupil voice
- Monitoring by the Learning Support team
- Getting feedback from teachers and other relevant staff
- Inviting parents to regularly review the provision that is in place for their child

8. Attendance

We recognise that some pupils face more complex barriers to attendance. This can include pupils who have long term physical or mental health conditions or who have special educational needs and disabilities (SEND). Their right to an education is the same as any other pupil and therefore our attendance ambition for these pupils is the same as it is for any other pupil but additional support may need to be provided.

9. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

10. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The Heads of School and the Learning Support team will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.Teachers will be provided with adaptive strategies for supporting individual pupils via Pupil Passports or Learning Support Plans. This is in-line with the Graduated Approach which states that Wave 1 High Quality Teaching is the foundation of an inclusive SEND provision.

11. Links with external agency providers

The school recognises that it won't be able to meet all the needs of every pupil. Where necessary, the school will advise the parents/carers to make referrals to external support services or seek consent from parents to make referrals to:

- Speech and language therapists
- Educational / Child psychologists
- Occupational therapists or physiotherapists
- General practitioners or paediatricians
- Play therapists
- The school also maintains close links with key local Dutch services, including the School Doctors provided by the GGD (Municipal Health Service), the OKA (Ouder Kind Adviseur), and where necessary, with Veilig Thuis (Safe House - Child Social Services)

External referrals regarding complex or clinical mental health needs, such as depression or eating disorders, should be coordinated with the Mental Health Lead to ensure continuity of care and appropriate partnerships with local mental health organisations.

12. Admission and accessibility arrangements

Admission arrangements

The admissions process for pupils with SEND is outlined in our admissions policy and follows the school's general admission procedures. In addition to the general admission requirements, parents of pupils with SEND must inform the school of any pre-existing medical, emotional, psychological, or physical needs to ensure a successful transition into the School. Withholding such information might hinder the child's full access to the School's curriculum. Failure to disclose such information upon enrolment may lead the School to recommend alternative educational provision.

Once the admissions team has received information regarding a pupil's needs from parents and their previous school, the Learning Support team will make a decision as to whether the school has the capacity to effectively support the pupil's needs so that they can access the school curriculum. While the School can provide support for a limited number of pupils with SEND through in-class support or external support in small groups, one-to-one (1:1) support may be necessary for curriculum access. This support may incur an additional cost, calculated on a pro-rata basis for the hours of support received. If the school determines that it does not have the capacity to effectively support the pupils' needs then it will advise against admission and recommend finding alternative provision.

Accessibility arrangements

Schools are required under the Equality Act 2010 to have an accessibility plan.

See the School's Accessibility Plan.

13. Complaints about SEND provision

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher or Learning Support team. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents/carers are welcome to submit their complaint formally via the school complaints process.

14. Monitoring arrangements

The Learning Support team, in collaboration with school leaders, will monitor the effectiveness of this policy.

This policy will be reviewed by the Learning Support team at least once every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

At each review, the policy will be approved by the Works Council, Management Board and Supervisory Board.