

Island School Special Educational Needs Policy

The purpose of this policy is to establish the key understandings of SEN at Island School, as an ESF school, and summarize the support and procedures for students with SEN.

1. Island School's Rationale

Introduction

A student has special educational needs if he or she has a learning need that requires special educational provisions to be made. This policy is also designed to cover students with individual needs who may at any time require additional support or resourcing.

Students have a learning need if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have an individual need which either prevents or hinders them from making use of educational facilities of a kind provided in ESF schools for children of the same age.

(ESF SEN Policy, 2012 – [Appendix 1](#))

Island School's commitment to SEN

1. All our students are entitled to a full and balanced range of teaching and learning experiences. Each student will be included in the learning programmes as far as practicable and will be provided access within the broad ESF curriculum to fully develop his/her talent.
2. Island School also has a commitment to maintaining a diversity of provision to meet a range of students with additional needs in the most appropriate setting. This includes differentiating/adapting programmes and learning environments and the provision of specialized equipment or materials to support students. It recognizes that students' needs may change over the course of their schooling and the School is committed to accommodating and supporting these changes.
3. Island School's policy takes account of and is influenced by:
 - ESF's role as one group of schools within the Hong Kong education environment;
 - ESF's special role as both a (currently) subvented and fee-charging organisation;
 - ESF's long term strategic planning

2. Island School's Special Educational Needs Provisions and Support Summary

1. There is an expectation that all teachers will differentiate and adapt the curriculum as and when appropriate to meet the needs of all learners.
2. Island School has a Head of Individual Needs, and a small team of school-funded EA provision to help support the needs and differentiation of the curriculum for all learners.
3. Island School has a centrally resourced learning support provision, the Individual Needs Department, which comprises of one full-time (Head of Department) and one full-time Individual Needs teacher and

six Educational Assistants (EA). In addition there is a Deputy Head of Individual Needs, who is responsible for provision for EAL learners in the school, along with one other full-time EAL teacher and two part-time EAs. Finally there is one Learning Support Class (LSC) teacher/manager and one full-time Educational Assistant (EA) for the 6 students in the Learning Support Class. The Individual Needs teachers are responsible for the students on Level of Adjustment (LOA) 1 and 2 while the Learning Support Class Teacher is responsible for the provision for the six students on Level of Adjustment (LOA) 3 and 4.

**From August 2016 the LSC provision will be extended so that 12 students, in total, are in the Learning Support Class. One additional full-time teacher and one additional full-time Educational Assistant will join the existing team.

(See [Appendix 2](#) for the descriptors of the Levels of Adjustment [LOA])

4. Island School has a responsibility to educate all its students. The school has a responsibility to adapt and modify the curriculum to enable access for all students. If students cannot access academically the differentiated programmes offered, a referral should be made by the school to the ARP (moderation) panel for consideration of alternative provision, such as the LSC or Jockey Club Sarah Roe School (JCSRS). (See [Appendix 3](#) for the Role of the Moderation Panel)

5. Advisory support is offered to Island School by access to Educational Psychologists and Therapy Support under the guidelines set out by the ESF Therapy Services.

(See [Appendix 4](#) for guidelines for referral to ESF educational psychologist)

(See [Appendix 5](#) for ESF Therapy Services)

(See [Appendix 6](#) for ESF SLT Services)

6. Island School has a clear process of identifying and addressing the additional needs of students, ensuring access to appropriate curriculum pathways. The "Record of Concern" form is for teachers and other staff, though primarily the former. This will also apply for those needing special exam arrangements in Year 10-13.

Parents who have concerns about their child's progress at school will contact the pastoral team in the first instance, although if it is already established that the child has a particular S.E.N. then the Head of Individual Needs department should be included in this communication.

(See [Appendix 7](#) for I.N. Referral)

7. All Island School staff working with students with Individual Needs have access to ongoing appropriate professional development opportunities.

8. Island School's Individual Needs Department is committed to negotiating, documenting and reviewing the progress of students in the LSC regularly with parents and relevant class teachers through IEPs (Individual Needs Plans) for those at LoA 3 and 4. SSPs (Student Support Plans) will be used, where appropriate, for those at LoA 2, and through appropriate interventions. Dependent upon the need of each individual student, a parent-funded Educational Assistant may be employed in extreme circumstances.

([Appendix 8](#) for IEP) ([Appendix 9](#) for SSP)

Originator: Individual Needs Dept. meeting
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