

## **SPECIAL EDUCATIONAL NEEDS OR DISABILITY POLICY**

This policy is written in line with the requirements of:

- Part 3 of the Children and Families Act, 2014
- The SEND Code of Practice: 0-25 Years, 2015
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010

### 1. CONTEXT

COA International is a non-selective online school, welcoming students of all ages.

### 2. DEFINITIONS

(Children and Families Act, 2014, Section 20 / SEND Code of Practice 2014, P15-16)

- A child or young person has special educational needs if they have a learning difficulty or disability, which calls for special educational provision to be made for them.
- A child of compulsory school age or a young person has a learning difficulty or disability if they: (a) have significantly greater difficulty in learning than the majority of others of the same age; or (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if the special educational provision was not made for them.
- Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### 3. AIMS OF THE SCHOOL SEND POLICY

At COA International, we provide an education that respects the individuality of each pupil. Nevertheless, from time to time, individual pupils may encounter learning difficulties linked to medical, sensory, physical, communication, emotional, social or other issues, and this policy aims to provide a framework for the support of learning in these situations.

COA International aims to avoid labelling a pupil unnecessarily. Instead, we aim to enable a pupil with special educational needs or disabilities (SEND) to achieve their full potential by:

- working with the pupil to enhance their learning skills and abilities, from a starting point of what they can do, and setting targets that are specific, measurable, achievable, resourced and time-limited;
- working closely with their parents to ensure consistency between home and School;
- working with their teachers to ensure the best study solution for each individual pupil
- working with outside agencies as necessary. This will include medical practitioners, speech and language therapists, physiotherapists, dieticians, etc. The local authority in rare cases where a pupil has a significant level of need provided for through an Education Health and Care Plan.

Where a child or young person has a formal diagnosis or a learning profile consistent with a diagnosis, it may be necessary or useful to use descriptors of difficulties, as used in the SEND Code of Practice:

- Communication and Interaction (e.g. Language delays, language disorders, the autistic spectrum);
- Cognition and Learning (e.g. Dyslexia, dyscalculia);
- Social or Emotional Difficulties (e.g. Behavioural difficulties, anxiety);
- Physical and Sensory (including hearing and visual impairment, medical conditions).

#### 4. OBJECTIVES OF THE SCHOOL SEND POLICY

The COA International SEND policy reflects the expectations of the SEND Code of Practice, 2015: 'Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put an effective special educational provision in place.' This SEND provision should take the form of a four-part cycle: assess, plan, do, review.

- Assess: At COA International, we aim to identify the needs of pupils with SEND as early as possible by gathering information from parents, teachers, educational assessment, health and care services and other early years settings. This information helps us to assess what we may need to put in place, sometimes even before the pupil arrives at our School.

- Plan: We aim to make appropriate provisions to overcome barriers to learning and ensure that all pupils are able to access a curriculum appropriate to their stage.
- Do: Any teaching interventions that are additional to or different from those generally provided for within the pupil's classroom will be coordinated by the SENDCo. Parents will be provided with regular feedback on their child's progress. Pupils will be encouraged to participate in areas of school life where they have strengths, where they can support others, and where they can develop self-confidence through success.
- Review: Learning outcomes will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for. Pupils will be encouraged to voice their opinions of their own needs.

#### 5. THE SEND TEAM

The Special Educational Needs and Disabilities Co-ordinator (SENDCo) for COA International is Vladimir Krasniakov, a qualified teacher and the Headmaster with special responsibility for SEND in the School, acting as SENDCo.

#### 6. FURTHER INFORMATION ON THE IDENTIFICATION OF SEND

- Although COA International is broadly non-selective, the staff and senior leadership team must feel confident from the time of admission that a pupil will be able to benefit from the education offered and that they will have a happy and successful school career. Parents and carers are asked to tell the School of any health concerns, disabilities, special educational needs or other issues that may affect their child's ability to learn.
- If a pupil is accepted into the School with a known learning difficulty or disability, the School will make reasonable adjustments to meet their needs and will discuss with the parents and pupil how the needs of the pupil may best be met. If a pupil is accepted into the School and their needs become identified at a later stage, the School will assess how best to meet those needs in consultation with the parents and the pupil. See also the Students with Special Educational Needs or Disabilities (SEND) Enrolment Policy.

The School will identify pupils with SEND as described in Section 4 above:

- By the receipt of information from a previous school or other educational Establishment;
- By the provision by parents of information relating to existing concerns, as

described above;

- By screening all new pupils who enter the School, as outlined below;
- By the raising of concerns by members of staff about the learning progress of a pupil;
- By reviewing the progress of all pupils within the School through the School's reporting system and the use of assessments within the Cambridge Curriculum.

#### 7. SUPPORT FOR PUPILS

- The expectation is that, except in exceptional circumstances, a class teacher will use high-quality teaching methods and differentiation, supported by the Quality Assurance Team, before considering that the individual pupil may have special educational needs.
- If a teacher feels that concerns persist, they will refer to the SENDCo, who may give advice. If necessary, the class or subject teacher, together with the SENDCo, will draw up an Education Plan with targets to support their work.
- Specific and individualised assessment may be offered, or there may be support, either on a regular or an occasional basis, for which there will be an additional charge. This level of support may require the pupil to be temporarily withdrawn from scheduled lessons and may require an amendment to the normal programme of study. Such support will have an agreed focus and will last for an agreed time period. It will be included in an Education Plan. At the end of a defined period, the effects of the support will be reviewed. Good progress will have been made for many pupils, and support will cease. For others, a different type of support will be planned.
- If the outcome of an assessment and/or any other circumstances give reason to think that a pupil may have a special education need or learning difficulty, the School will consult with parents/carers.

#### 8. SUPPORT FOR TEACHING STAFF

Teachers are supported in their teaching of pupils with special educational needs by whole-school or individual staff training sessions. In addition, the SENDCo will meet to review the progress of any individual child referred to them and advise teaching staff on the particular needs of the pupil and the recommended strategies for teaching them.

#### 9. SUPPORT FOR CHILDREN WITH AN EHC PLAN

- In rare cases where a pupil at COA International has an Education, Health and Care Plan prepared by the local authority, the School will work with the LA to ensure that the provisions of the plan are addressed and that the appropriate education plans are prepared and enacted, according to the relevant statutory requirements.
- For pupils with an Education, Health and Care Plan, the School will organise an annual review involving parents, pupils, teachers and representatives from the local education authority.

#### 10. SUPPORT FOR PUPILS WITH BEHAVIOURAL DIFFICULTIES

COA International is committed to supporting pupils with behavioural difficulties, as long as those difficulties do not impact significantly on the education or welfare of other pupils. The Headmaster will coordinate support, working together with class and subject teachers, other staff members, and parents. The views of individual students will be taken into account at all times.

#### 11. SUPPORT FOR PUPILS WHO ARE MORE ABLE

Some pupils may be more able in one or more areas of school life. In general, we consider students to be more able if they have a significantly faster learning speed, if they are academically high-achievers and/or if they have high-level skills in practical, sporting, arts or technology subjects. Teachers understand the need to consider the learning requirements of such pupils in their lesson planning, ensuring that extension material is available and that pupils are stretched by differentiated questioning and expectations. Some young people may be fast-tracked in some subjects, spending some or all of their study time with older children. Others may be mentored by older students or may be provided with extended literature reading lists or access to national or international Maths challenges, for example, through the UK Mathematics Trust or 'Mathletics'.

#### 12. ACCESS ARRANGEMENTS FOR EXAMINATIONS

- Where pupils have English as an additional language and have been taught in English for less than three years, they may be entitled to use bi-lingual dictionaries during internal and public examinations, including IGCSE and A level examinations. This will depend on the examination regulations of the examination bodies in any academic year. Full details are

contained in the handbooks of the Joint Centre for Qualifications (JCQ), the Cambridge Examination Board, etc.

- In accordance with the regulations set out by the Joint Council for Qualifications, the Cambridge Examination Board or any other awarding body, an assessment for these 'access arrangements' will be carried out by a specialist assessor. It should be noted that such an assessment is non-diagnostic as the examination bodies only require that there is evidence that the provision of access arrangements, for example, additional time or access to a reader or scribe, is required so that the candidate be given a fair opportunity to demonstrate the true extent of their competence whilst not being given an unfair advantage.

Vladimir Krasniakov  
Headmaster

Date Reviewed	Approved By
27 of December 2021	Headmaster
28 of December 2021	Headmaster