

Special Educational Needs / Inclusion Policy

January 2021

First Implementation Date: January 2021

Review period | Annual

Date last reviewed: September 2025

Responsible person: Mr Brad Sailes

PURPOSE

At Banana Island School, we believe in providing the best possible provision for students of all abilities. We plan our teaching and learning so that each student can aspire to the highest level of personal achievement.

All students will be given full access to all areas of learning and teachers will endeavour to ensure all students reach their full potential, irrespective of race, age or ability, both for their self-fulfilment and for their eventual development into active and responsible adults.

The purpose of this policy is to help to ensure that we recognise and support the needs of those students in our school who have been identified as having additional learning or behavioural needs and to ensure that adjustments are made to the curriculum to meet their particular needs.

We truly believe that every teacher is a teacher of every student; including those with a Special Educational Need or Disability (SEND). This includes students with English as an Additional Language (EAL) (see separate EAL Policy) and students identified as Gifted and Talented.

POLICY AIMS

Banana Island School aims:

- To ensure that all students have access to a broad and balanced curriculum;
- To provide a differentiated curriculum appropriate to the individual's needs and ability;
- To ensure the rapid and effective identification of all students requiring SEND provision as early as possible on entry to Banana Island School;
- To endeavour to make sure that students with Special Educational Needs and Disabilities receive the appropriate provisions to meet their needs;
- To ensure that SEND students take as full a part as possible in all school activities;
- To ensure that parents/carers of SEND students are kept fully informed of their child's progress, attainment and support in Banana Island School;
- To provide support, advice and training for parents and staff working with students with SEND;
- To ensure the identification of talented or gifted pupils as early as possible;
- To ensure that we recognise and support the needs of all children, including those that have SEND, EAL learners or are identified as Gifted or Talented;
- To enable children to develop to their full potential;
- To ensure that we challenge all children through the work that we set and the support that we provide them;
- To ensure that SEND students are as involved as possible in decisions affecting their future SEND provision.

INCLUSION AT BANANA ISLAND SCHOOL

We know that many students will have special educational needs at some time during their school life. At Banana Island School, we recognise that appropriate support and intervention, through the implementation of this policy, will enable all students to experience and enjoy positive achievement.

At Banana Island School, we have a strong commitment to the inclusion and pastoral support of all our students. Support for students begins at the admissions stage, where there is a thorough identification process to ensure that appropriate support is provided. We then provide inclusive provision with additional support, intervention, differentiation and personalisation, throughout all year groups and Key Stages.

Inclusion is extremely important to us at Banana Island School. All our students need to feel they belong and their happiness and progress in learning is vital to this process. The commitment of being an inclusive school is a passion for us, as we truly believe that every child has the right to an education.

PROCEDURES

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

A student has special educational needs if he or she has difficulties that need special educational provision to be made, in order for them to access learning. By difficulties, we mean that the student will have much greater difficulty in learning than the majority of students of the same age, or that he or she has a disability which prevents them from using the facilities in Banana Island School that are provided for students of the same age.

CATEGORIES OF SPECIAL EDUCATIONAL NEED

We recognise the following categories of special educational need:

Learning:

- Specific learning difficulty (SpLD) – students who have specific difficulties with literacy and/or mathematics
- General Learning Difficulties (GLD1) – students whose attainment is well below expected levels in all or most areas of the curriculum
- General Learning Difficulties (GLD2) – students experiencing significant difficulties which have a major impact on their participation at Banana Island School without support.
- Profound and Multiple (PMLD) – students who have been identified as having severe and complex learning needs that may include physical disabilities and sensory impairment and who are dependent on a high level of adult support.

Communication and Interaction:

- Autistic Spectrum Disorders (ASD)

Speech Language and communication need (SLCN):

- Speech difficulties such as stuttering and other speech and language developmental issues

Physical and health related disability (PD):

- Visual Impairment (VI) including blindness
- Hearing Impairment (HI) including deafness
- Physical Disability (PD) – a disability that impacts on the student's ability to carry out everyday tasks.

Assessed Syndrome (ASD):

- Genetic and hereditary disorders such as Downs Syndrome

Behavioural, Social and Emotional (BESD):

- Students who are experiencing general social, emotional or behavioural problems that impact on their ability to access the curriculum.
- Specific disorders such as Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD)

Gifted:

- This refers to a student who is in possession of untrained and spontaneously expressed exceptional natural ability in one or more human domains. These domains will include intellectual, creative, social, physical abilities. Whilst a gifted child may have exceptional potential, they may not actually use this potential to exceed expectations.

Talented:

- This refers to a student who has been able to transform their "giftedness" into exceptional performance. Talented students will always demonstrate exceptional levels of competence in the specific domains of human ability.

IDENTIFICATION OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

All students at Banana Island School undergo regular and thorough assessment, both formative and summative. This assessment, throughout their learning journey, is to ensure that they are making appropriate progress and have the correct support and provision in place for them to be able to make this progress.

It is important that a student's special educational needs are identified as early as possible so that the appropriate provision can be put in place.

The purpose of identification is to allow the teacher and Senior Leadership Team to work with students, parents, teachers and outside agencies to create a plan for implementing actions, interventions and support to address the barriers that may impact on progress and attainment.

On application, the following measures are used to help assess the level of individual need and to ensure that appropriate provision can be made for each student.

- Parent/carers are asked to disclose any special educational need that has been previously identified.
- Each student's application needs to be accompanied by previous academic reports, transfer certificates and any previous medical/psychological assessments that are relevant to the application, including previous IEPs and Provision Plans.
- Before entry to Toddlers/Playgroup/Nursery or Reception, students are invited to a 'play' session and observed by staff and discussions with parents take place during the session.
- For placement in Primary, students are asked to complete a standardised Literacy and Numeracy assessment.
- When a student is flagged through admissions, the student might be called back for a follow-up assessment with the Head Teacher.

If any of these measures indicate that the student may have an additional need, the application will be referred to the Head Teacher for individual consideration. The school is committed to providing appropriate support and, where possible, may offer a place to a child on the SEN spectrum, subject to the school having the appropriate facilities, resources and capacity to meet the child's individual needs. However, if it becomes clear that the school cannot adequately meet the child's needs or provide the necessary level of support, the parents will be advised to consider a more appropriate setting that can better meet the child's needs.

IDENTIFICATION OF ENROLLED STUDENTS

For students already enrolled in Banana Island School, the following is taken into consideration:

- **Baseline assessments** – all children will complete baseline assessments at the beginning of each year. These baseline assessments will be in Literacy, Mathematics and Science. From the data gathered, the Senior Leadership Team and teachers will identify those children who may be falling behind their peers.
- **On-going Assessments** - As the students continue through Banana Island school, regular assessment will show progress. Students struggling to make expected progress may be referred to the Head Teacher.

As an English Curriculum school, Banana Island School will work within the guidelines of the UK SEND Code of Practice, 2015. The Code of Practice includes four broad categories of need:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical need

Students at Banana Island School may present with one or more of the following:

- Falling well below the age-appropriate expected level of attainment
- Significant lack of academic progress over a period of time
- Specific difficulties in spelling, reading and writing
- Specific difficulties in literacy
- Specific difficulties in mathematics
- Developmental difficulties
- Weakness in verbal skills which can sometimes be associated with earlier delays in language development
- General cognitive abilities well below the level of their peers
- Limited attention span, poor organisation skills, impulsive behaviour
- Processing difficulties
- Difficulties arising from disrupted educational experience
- Specific learning difficulties
- Behavioural, social and emotional barriers to learning
- Medical reasons that may affect learning.

ASSESSMENT

Once a referral has been made, the student will be assessed by the Head Teacher. The assessment may comprise of several different elements, but is likely to include:

- Seeking the viewpoint of the student.
- Seeking and co-ordinating feedback from teachers across the curriculum to identify common difficulties and/or strategies that have proved effective with this student.
- Discussions with parents on historical and current difficulties the student may be experiencing.
- Observations and advice from internal or external specialist staff if required.

It may be appropriate to seek advice from external agencies that could help give a clearer picture of the student's needs. This may include a request for a full educational assessment from a suitably qualified professional.

Once the assessment has been completed, the Head Teacher will collate and assess the information to decide if further action needs to be taken. If the student is considered to have a need that necessitates additional provision, in or out of the classroom, the Head Teacher will meet with the student, parents and associated professionals to plan for provision in the Referral Review Meeting.

RESPONSIBILITIES

THE ROLE OF THE CLASS TEACHER

All teachers have a responsibility to monitor and assess the progress of each individual student they teach. Where a student is exhibiting difficulties that indicate that additional provision may be necessary, the teacher will refer the student through the Referral Process.

PROVISION FOR GIFTED AND TALENTED

Another important aspect of inclusive provision is the need for early identification and support for children who may be considered as Gifted and Talented. At Banana Island School, we believe that it is important to challenge and extend all children so that they can reach and hopefully exceed their targets. However, it is also essential that we thoroughly support those more able children so that they can reach their full potentials. Provision will be made for these children within the normal class teaching through differentiation and challenge, but sometimes we will provide enrichment or extension activities to promote their skills and talents further.

IDENTIFICATION

There are a wide range of identification strategies available to assist schools. It is important to note that no single process should be used in isolation. The identification process needs to be ongoing and all practitioners should have an open-mind when trying to identify children who may have special gifts and talents. It is also important to remember that some gifted and talented students may also be on the SEND register. The Head Teacher will have overall responsibility for children identified as Gifted and Talented.

Identification is usually made by:

- Summative assessments in class
- Teacher observations and nominations
- Reports from previous schools
- Pupil's work
- Parental information

Once identified, the Head Teacher will validate the information through data analysis and discussions with the pupil/class teacher. If agreed that the child meets the criteria, they will be entered onto the Gifted and Talented list.

PROVISION

All teachers will have high expectation for all of their students, but will ensure that their most able are provided with appropriate work and opportunities for development. Extension work opportunities will be identified within lesson planning. Children will be encouraged to teach others and design activities for lower attainers to support their own and their peers' development.



BANANA ISLAND SCHOOL

A Happy School with High Expectations

Accredited Member British Schools Overseas (BSO)

MONITORING AND EVALUATION

The overall effectiveness of inclusive provision will be monitored and reviewed by members of the Senior Leadership Team, on a termly basis, to ensure consistency across Banana Island School.

There will be an annual review of this policy by the Head Teacher and other members of the Senior Leadership Team.