

# Meridian International School s.r.o.



## – Special Educational Needs & Disabilities (SEND) Policy –

### PRIMARY SCHOOL (GRADE 1 to GRADE 5)

**Review Date:** 1<sup>st</sup> September (2017)

**Next Review Date:** 20<sup>th</sup> August (2018)

**Approved by:** Mr. Ahmet Gursoy (School Director)

**Signature:**

A handwritten signature in black ink, appearing to read 'A. Gursoy', is written above a solid black horizontal line.

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## **Meridian International School**

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# 1. Introduction

Meridian International School provides a broad and balanced curriculum for all children. The National Curriculum of England is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school in order to make progress. These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

**Meridian International School's SENCO officers are referred to as The School Director and Head of School throughout this policy.**

## 1.1 Definition of Special Educational Needs & Disabilities (SEND)

Students have Special Educational Needs (SEN) if they have a learning difficulty, which calls for special educational provision to be made for them in order that good progress is made. Students have a learning difficulty if they:

- i) Have a significantly greater difficulty in learning than the majority of children of the same age;

or

- ii) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools.

Students 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. The focus of the Special Educational Needs and Disability Code of Practice is to remove the barriers to a child's progress through arranging provision that recognises a child's learning characteristics, modifies the learning environment and uses a range of teaching styles.

Students are identified have having SEN when they have not made progress despite the school setting suitable learning challenges which reflect the student's abilities, learning potential and emotional development, responding to the individual's diverse needs, seeking ways to overcome potential barriers to learning and assessment for individual and groups of students, evaluating the strategies and interventions employed in an inclusive curriculum.

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- i) Closes the attainment gap between the student and the student's peers;
- ii) Prevents the attainment gap growing wider;

- iii) Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- iv) Matches or betters the student's previous rate of progress;
- v) Ensures access to the full curriculum;
- vi) Demonstrates an improvement in self-help, social or personal skills;
- vii) Is likely to lead to appropriate accreditation; and,
- viii) Is likely to lead to participation in further education, training and/or employment.

If appropriate progress is achieved in the classroom then the student is not considered to have Special Educational Needs. Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

## **2. Aims & Objectives**

The aims of this policy are:

- i) To create an environment that meets the special educational needs of each child;
- ii) To ensure that the special educational needs of children are identified, assessed and provided for;
- iii) To make clear the expectations of all partners in the process;
- iv) To identify the roles and responsibilities of staff in providing for children's special educational needs;
- v) To enable all children to have full access to all elements of the school curriculum;
- vi) To ensure that parents are able to play their part in supporting their child's education;
- vii) To ensure that our children have a voice in this process.

## **3. Educational Inclusion**

At Meridian International School, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- i) Have different educational and behavioural needs and aspirations;
- ii) Require different strategies for learning;
- iii) Acquire, assimilate and communicate information at different rates;

- iv) Need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- i) Providing support for children who need help with communication, language and literacy;
- ii) Planning to develop children's understanding through the use of all available senses and experiences;
- iii) Planning for children's full participation in learning, and in physical and practical activities; iv. helping children to manage their behaviour and to take part in learning effectively and safely;
- iv) Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

#### **4. Special Educational Needs**

Children with special educational needs have specific needs that call for special provision to be made. It may be that:

- i) They have an emotional or behavioural difficulty that hinders their learning;
- ii) They have significantly greater difficulty in learning than the majority of children of the same age;
- iii) They have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age.

Many of the children who join our school have already attended an early education setting. In many cases children join us with their needs already assessed. All our children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

Using progress as an indicator of need if our assessments show that a child may have a learning or behavioural difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The Head of School, if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The Head of School will then take the lead in further assessments of the child's needs. We will record the strategies used to support the child. The strategies will show the short-term target set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term. If the strategic review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, it will be recommended that children should see external support services. This may lead to additional or different strategies to those at already decided upon in school.

If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the appropriate authorities. A range of written evidence about the child will support the request. The progress and the specific support outlined in their statement will be reviewed annually and a report provided for the whichever agency deals with the request.

At Meridian International School, the school leadership and staff will:

- i) Ensures the school's SEN policy is followed;
- ii) Co-ordinates the provision for and manages the responses to children's special needs;
- iii) Supports and advises colleagues;
- iv) Oversees the records of all children with special educational needs including IEPs and statements;
- v) Communicates with the parents of children with SEN;
- vi) Works with external agencies and other professionals including the educational psychology service; LEA support services; health service; social services and voluntary services;
- vii) Monitors and evaluates the special educational needs provision and reports to the School Director;
- viii) Works with specific children as required to provide in depth assessments.
- ix) Contributes to the development and training of all staff.
- x) Arranges Annual Reviews for children.

It is important to note that these strategies are not meant to replace the normal disciplinary procedures in the school. If a child with ADHD misbehaves for instance, sanctions may need to be imposed to help them understand that their behaviour was unacceptable. It is to be understood that the sanction applied may not affect child's behaviour immediately but in the future. The sanction fundamentally shows right from wrong. Long term behaviour change is only likely to be brought about by some supportive strategies.

When applying such strategies and targets they are to be implemented sensitively and supportively so that a child's self-esteem, relationships with others, academic progress can be developed in a positive manner to minimise the potential for other negative emotions and responses.

## **5. Role of the School Director**

The School Director has due regard to the code of practice when carrying out its duties toward all pupils with special educational needs. The School Director does its best to secure the necessary provision for any pupil identified as having special educational needs. The school leadership ensures that all teachers are aware of the importance of providing for these children. They consult the local authority and other schools, when appropriate, and report annually to



parents on the success of the school's policy for children with special educational needs. The School Director ensures that parents are notified of a decision by the school that SEN provision is being made for their child.

The School Director has identified a Member of the Senior Leadership Team to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the Head of School. The Head of School ensures that all those who teach a pupil with a statement of special educational needs are aware of the nature of the statement. The school staff are aware of the school's SEN provision, including the deployment of funding, equipment and personnel. The School Director employs the admissions criteria which do not discriminate against pupils with SEN, and its admission's policy has due regard for the guidance in the code of practice.

## **6. Allocation of Resources**

The Head of School and the School Director are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

## **7. Assessment**

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the Head of School assess and monitor the children's progress in line with existing school practices. This process involves gathering information about student's progress and challenges via Concern Form and liaising with Educational Psychologists, Cognitive Behavioral Therapists and other specialists as and when required. The Head of School makes a decision what external agencies need to be involved following consultations with Students, Parents, and Teachers.

The Head of School works closely with parents and teachers to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the Head of School can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

Meridian International School will help parents find the appropriate external help, if and when necessary.

## **8. Access Arrangements for Examinations**

Students with specific learning needs may qualify for “access arrangements”, e.g. extra time, in Cambridge Progression and Checkpoint exams, as well as IGCSE and A-Level examinations. It must be understood that the formal diagnosis of SEND must be in place well in advance of application for such a request and the school must have evidence supporting the requirement to validate the claim when directing this to the examining groups.

Successful application for such arrangements to be made to the Examining Boards will depend on past ‘evidence of need’, ‘evidence of provision’, and suitable recent assessment results, and must be based on the current regulations.

## **9. Access to the Curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- i) Understand the relevance and purpose of learning activities;
- ii) Experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children’s special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Differentiation, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

## **10. Partnerships with Parents**

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The homeschool agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision making by providing clear information relating to the education of children with special educational needs.

The school regularly provides information about how we wish to cooperate with parents, as well as offer independent sources of support and advice when needed.

## **11. Public Participation**

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills. Children are increasingly involved at an appropriate level in setting targets. Children are encouraged to make judgments about their own performance against their targets. We recognise success here as we do in any other aspect of school life.

## **12. Specialist Provision**

Meridian International School does not have a special unit but it is committed to improving its facilities for children who need specialist provision.

The School Director and Head of School will provide teachers and other members of staff with as much information as possible. In the future, additional guidance will be given and the schools aims to establish a more dedicated specialist regime in order to offer SEND pupils the required education that they deserve and need.

Links with other agencies and voluntary organizations and external support services play an important part in helping the school to identify, assess and make provision for pupils with SEN. In addition, the school may seek advice from specialist advisory teaching services for children with sensory impairment, physical difficulties, speech and language and communication difficulties and behaviour difficulties. We work in partnership where possible with Social Services and health services.

## **13. Complaints & Procedures**

These are outlined in the Complaints Policy. They can be summarised as:

- i) Speak informally with the class teacher.
- ii) Speak to the designated member of staff i.e. SENCO.
- iii) Make an appointment to see the Head of School.
- iv) Write to the Chair of Management Committee.

## **14. Monitoring & Evaluation**

The School Director and Head of School monitors the movement of children within the SEN system in school. The School Director and Head of School provides staff and the administration with regular summaries of the impact of the policy on the practice of the school.

The School Director and Head of School is involved in supporting teachers involved in drawing up individual education plans for children. The School Director and Head of School hold regular meetings to review the work of the school in this area. The School Director and Head of School and senior leadership team hold regular meetings.

The School Director and Head of School reviews this policy annually and considers any amendments in the light of the annual review findings.

**APPENDIX 1: RELEVANT INFORMATION FROM THE EDUCATION ACT (2004) OF SEND EDUCATION IN THE CZECH REPUBLIC**

**Education of Children, Pupils and Students with Special Educational Needs and Gifted Children, Pupils and Students**

Section 16

**Education of Children, Pupils and Students with Special Educational Needs**

- (1) A child, pupil or student having special educational needs shall be a disabled person, or a person disadvantaged in terms of health condition or social position.
  - (2) For the purpose of this Act, disability shall mean mental, physical, visual or auditory disability, language deficiency concurrent with more deficiencies, autism and development deficiency in learning or behaviour.
  - (3) For the purpose of this Act a health disadvantage shall mean a serious health defect, long-term disease or modest health defect resulting in problems in learning and behaviour which must be taken into account in education.
  - (4) For the purpose of this Act, social disadvantage shall mean:
    - a) a family environment with a low social and cultural status, threat of pathological social phenomena;
    - b) institutional education ordered or protective education imposed, or
    - c) the status of asylum seeker, a person enjoying supplementary protection, or a party to proceedings for granting international protection in the Czech Republic under a special legal regulation<sup>11</sup>.
  - (5) The special educational needs of children, pupils and students shall be ensured by a school advisory facility.
  - (6) Children, pupils or students with special educational needs shall be entitled to an education the content, form and methods of which correspond to their educational needs and possibilities, on the creation of necessary conditions enabling such education and on the advisory assistance of the school and the school advisory facility. When admitting disabled pupils and students, and pupils and students who are disadvantaged in terms of health conditions, and when such pupils and students complete their education, adequate conditions corresponding to their needs shall be specified. When evaluating pupils and students with special educational needs the nature of their disability or disadvantage must be taken into account. The head teacher may, in exceptional cases, prolong the length of secondary and tertiary professional education, however not more than by two (2) years, for individual disabled pupils or students.
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- (7) Disabled children, pupils or students shall be, during their education, entitled to the free use of special textbooks and special didactical and compensatory teaching aids provided by the school. Children, pupils and students who are deaf-and-mute and deaf- blind shall be entitled to free education through or by means of communication systems for the deaf-and-mute or deaf-blind pursuant to the special legal regulation<sup>11a)</sup>. Children, pupils and students who cannot read normal print shall be entitled to education using Braille print. Children, pupils or students who cannot communicate in spoken language shall be entitled to free education through or by means of compensatory ways of communication.
- (8) Should it be required by the nature of schools for the disabled or, with the consent of a Regional Authority, classes, departments or study groups at schools using adapted educational programmes shall be established for disabled children, pupils or students. Pupils with intellectual disability or pupils suffering from serious mental disability, pupils with several parallel learning disabilities, and autistic pupils shall be entitled to be educated at a special basic school if they are not thus educated otherwise. Children with intellectual disability or children suffering from serious mental disability, children with several parallel learning disabilities, and autistic children can be prepared for education in a preparatory grade of a specialized basic school.
- (9) Head teachers of nursery schools, basic schools, basic special schools, secondary schools, conservatories and tertiary professional schools may, with the consent of the relevant Regional Authority, establish the post of teacher's assistant for classes or study groups where a child, pupil or student with special educational needs is educated. In the case of disabled children, pupils and students or children, pupils and students disadvantaged in terms of health conditions the opinion of the school advisory facility shall be required.
- (10) To open an individual class, department or study group with adjusted educational programmes in a school under sub-section 8 and to establish the post of teacher's assistant under sub-section 9 the consent of the Ministry is required in the case of schools established by the Ministry or registered churches or religious societies, and the consent of the relevant Regional Authority in the case of schools established by other entities.

## Section 17

### **Education of Gifted Children, Pupils and Students**

- (1) Schools and school facilities shall create conditions for the development of gifted children, pupils, and students.
- (2) With regard to the development of gifted children, pupils, and students, the extended teaching of some subjects or groups of subjects may be organised. Head teachers of schools may adjust the organisation of education in classes aimed at physical education or for pupils and students undergoing sports training.

- (3) Head teachers of schools may, in the case of an extraordinarily gifted pupil, at the request of a person specified by a special legal regulation<sup>12</sup> or upon the judgment of the court authorised to act on behalf of the child (hereinafter referred to as “statutory representative”), and in the case of an extraordinarily gifted pupil who is of legal age, at his/her own request, transfer that pupil to a higher grade without completing the previous grade. The opinion of the school advisory facility or a paediatrician registering the pupil concerned shall be enclosed with the application of the pupil whose school attendance is compulsory. The transfer shall be made upon the condition of passing examinations relating to the syllabus or the part of the syllabus of the grade the pupil or student shall not complete. The head teacher shall specify the content and scope of such examinations.

#### Section 18

### **Individual Educational Plan**

Head teachers may, after receiving in writing the recommendation of a school advisory facility, in the case of a minor pupil with special educational needs or being extraordinarily gifted, at the request of his/her statutory representative, or in the case of a pupil who is of legal age or a student with special educational needs or being extraordinarily gifted, at his/her own request, permit education according to an individual educational plan. With regard to secondary or tertiary professional education head teachers may permit education according to an individual educational plan also on the basis of other serious reasons.

#### Section 19

The Ministry shall lay down in an implementing legal regulation rules and other details for determining the educational needs of gifted children, pupils, and students and the adjustment of organisation, admission, the course of teaching and completion of education of children, pupils and students with special educational needs and gifted children, pupils and students, including details of the individual educational plan and conditions for transferring these children, pupils, and students to the relevant higher grade.