



PEGASUS SCHOOLS, EKET, AKWA IBOM STATE, NIGERIA

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Approved/reviewed by	
The Head of Schools	
Date of review	January 2024
Date of next review	January 2025

STATEMENT

At Pegasus Schools, we follow the principle that every child has the right to receive an education tailored to their unique requirements within an inclusive community that is guided and advanced by inclusive policies. Each child is entitled to access a comprehensive and well-rounded curriculum, adapted as necessary to accommodate their individual needs, ensuring that these needs are effectively addressed within the context of their peer group. It is acknowledged that some children may exhibit special educational needs at any point during their school journey, necessitating additional support, whether on a temporary basis or to address enduring needs.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them. Children have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age.
- b) Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

Children are considered to have a disability if they have a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities. Many children who have SEN may also have a disability.

OBJECTIVES

- a) To create an inclusive environment that meets the special educational needs of each child.
- b) To ensure that the special educational needs of children are identified, assessed and provided for.
- c) To identify the roles and responsibilities of staff in providing for children's special educational needs.
- d) To enable all children to have full access to all elements of the school curriculum.

ARRANGEMENTS FOR COORDINATING THE SEN PROVISION

The role of the Special Education Needs and Disabilities Coordinator (SENCO) will include:

- a) Overseeing the day-to-day operation of the school's SEND policy.
- b) Coordinating provision for children with special educational needs.
- c) Liaising with and advising fellow teachers.
- d) Managing Learning Support staff.
- e) Overseeing the records of all children with special educational needs.
- f) Liaising with parents of children with special educational needs.
- g) Contributing to the in-service training of staff.
- h) Liaising with external agencies where appropriate.

EDUCATIONAL ACCESS

Additional support is provided in class through the use of Learning Support Assistants enabling a smaller adult/child ratio. The implementation of targeted intervention strategies, designed to eliminate learning obstacles, may be employed for small groups of students. These strategies will be formulated by the class/form teacher or a designated specialist teacher and may be executed by Learning Support Assistants. Individualized support may be extended to a select few students.

IDENTIFICATION, ASSESSMENT AND PROVISION

The provision for children with special educational needs is the collective responsibility of the entire school community. In addition to the governing body, the Head of Schools, the SENCO, and all staff members hold crucial day-to-day responsibilities in this regard. Every teacher within the school plays a pivotal role in addressing the needs of children with special educational requirements. The teaching responsibility extends to all staff members, emphasizing that catering to such children is an overarching responsibility shared by the entire school.

Special Educational Needs Policy

In order to support children with special educational needs effectively, the school will implement a graduated response. This approach recognizes the spectrum of special educational needs and progressively incorporates specialized expertise to address the specific challenges faced by individual children.

IDENTIFICATION OF PUPILS WITH SEND

First Concerns

Concerns raised will prompt the class or form teacher to initiate a dialogue with the parents. Following mutual agreement on the course of action, a thorough observation and progress monitoring process will commence. A tailored program will be established to address the specific needs of the child, with the goal of fostering improved progress. Additionally, the class or form teacher may propose strategies for parental involvement at home.

In order to ascertain potential special educational needs in students, the school employs the following measurement criteria:

- a) Ongoing observation and assessment conducted by the teacher to monitor the students' performance.
- b) The outcomes from baseline assessment results.
- c) Their performance against the level descriptions at the end of term, and/or other appropriate measurable data.
- d) Standardized screening or assessment tools.

WAVE 1: When a class/form teacher or the SENCO identifies a child with special educational needs, the child's teachers will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum. This will be called Wave 1. The triggers for intervention through Wave 1 will be a concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- a) Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- b) Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- c) Presents persistent emotional or behavioral difficulties which are not ameliorated by the behavior management techniques usually employed in the school.
- d) Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- e) Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

The SENCO and the child's teacher will decide on the action needed to help the child progress in the light of their earlier assessment. This may include

- a) Different learning materials or special equipment;
- b) Some group or individual support;
- c) Staff development and training to introduce more effective strategies;

WAVE 2

At Wave 2 Learning Support services will be involved with the child. This may be in an advisory capacity so that they can support teachers with Individual Support Plan (ISP) targets and accompanying strategies, or they may provide external professionals.

The triggers for Wave 2 will be that, despite receiving individualized support under Wave 1, the child:

- a) continues to make little or no progress in specific areas over a long period.
- b) continues working at levels substantially below that expected of children of a similar age.
- c) continues to have difficulty in developing literacy and mathematics skills.
- d) has emotional or behavioral difficulties which substantially and regularly interfere with the child's learning or that of the class group, despite having an individualized behavior management program.
- e) has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.

- f) has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The school may request the support of an external agency, for example, Educational Psychology services, if the support of the school Counsellor has been unsuccessful. This will necessitate some level of information sharing and involve a discussion of needs and concerns. Support may take the form of specialist advice following a consultation or observation, specialist assessment, or an individual program that has been drawn up to be delivered by an adult within the school. Parents are encouraged to also independently pursue specialized assessments and advice. Subsequently, it is anticipated that the acquired information is communicated to the SENCO and Learning Support team for the purpose of optimal provision allocation..

The child's ISP will be used as a method of recording targets and measuring progress against these. These will be implemented, at least in part, in the normal classroom setting. The child may also receive group or individual support delivered by staff from Learning Support. If not already informed, at this stage the class or form teacher will contact parents to inform them about the support being provided.

INDIVIDUAL SUPPORT PLANS

Strategies employed to enable the child to progress will be recorded within an Individual Support Plan (ISP). The ISP may include information about:

- a) the short-term targets set for the child.
- b) the teaching strategies to be used.
- c) the provision to be put in place.
- d) when the plan is to be reviewed.
- e) outcomes (to be recorded when ISP is reviewed).
- f) views of parents and pupils.
- g) recent assessment data.

The ISP will only record that which is additional to, or different from the differentiated curriculum and will focus upon two or three individual targets that match the child's needs. The ISP will be reviewed termly and parents' views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

INCLUSION ARRANGEMENTS FOR PUPILS/STUDENTS WITH SEND

This policy emphasizes the active involvement of all students within the school community, ensuring their comprehensive participation in both academic and extracurricular pursuits.

Every student is entitled to access the complete range of curricular and extracurricular activities provided by the school, fostering a holistic educational experience.

In instances where individualized learning support is deemed necessary for students with special educational needs, such interventions will be thoughtfully designed to be brief and purposeful, minimizing disruptions to their overall school experience.

SPECIAL EDUCATIONAL NEEDS AND ACCOMMODATION FOR ASSESSMENT

When granted, these arrangements may include:

- a. modification to exam papers.
- b. Extension to deadlines.
- c. Assistance with practical work.
- d. Additional time.
- e. Rest periods.
- f. Information and communication technology.
- g. Scribe and transcription.
- h. Readers.

EVALUATING SUCCESS

Our aim is to facilitate the early identification of children with Special Educational Needs and Disabilities (SEND) and establish Individualized Support Plans (ISPs) that are characterized by specificity, measurability, and achievability. The goal is to enhance the overall support and accommodations provided to children with SEN.

ISPs will be crafted based on comprehensive assessments, considering the unique needs and abilities of each child with SEN. The plans will undergo a termly review, typically at the mid-point of each term, to ensure their ongoing relevance and effectiveness.

Secondly, this policy encourages collaboration among educators, parents, and relevant specialists to collectively contribute to the development and refinement of ISPs. This collaborative approach aims to create a holistic support system for children with SEN, fostering a conducive learning environment.

Thirdly, continuous monitoring of ISPs will be conducted, allowing for timely adjustments and modifications as needed. This proactive approach ensures that the support provided remains aligned with the evolving needs of the children with SEN, promoting their continuous progress.

Additionally, regular reporting on the effectiveness of the policy implementation will be shared with stakeholders, fostering transparency and accountability.

AT-RISK OR MARGINALISED PUPILS

Identification and support for marginalized or socially disengaged pupils/students is a priority within our school. Class teachers, House Masters/House Tutors, and other stakeholders are actively encouraged to recognize and report instances where students may be facing challenges in social integration. A comprehensive anti-bullying policy is meticulously enforced, ensuring that any student who perceives themselves as marginalized receives prompt and tailored assistance. Furthermore, fostering a collaborative approach, staff, students and parents are urged to actively participate in the identification process, contributing to a supportive environment where all students can thrive.

PARENT RESPONSIBILITIES

Parents of children with special educational needs are treated as partners. They should be supported to be able to:

- a. Recognize and fulfil their responsibilities as parents and play an active role in their child's education.
- b. Know their child's entitlement within the Policy.
- c. Have access to information, advice and support.
- d. Communicate to the school all documents regarding their child's special educational needs.
- e. Communicate with the school any changes regarding those needs.