



Special Educational Needs & Disabilities Policy

School name	Falkland Islands Schools: Infant, Junior School and Camp Education Falkland Islands Community School
Special Needs Coordinator (SENDCO)	Sarah McAndrew
Deputy SENDCO	Sara Flello
Date of policy	May 2016
Review date	April 2017 Aug 2018 Aug 2019 July 2020 June 2022 January 2024 January 2025 January 2026

Review	The SEND Policy was last reviewed in January 2025 This policy was created by the school's SENDCO in consultation with both the schools' Senior Management Team.
Compliance	This policy complies with the requirements set out in the SEND Code of Practice 0-25 (2015) and has been written with reference to the following guidance and documents: • SEND Code of Practice 0 – 25 (2015) • Equality Act 2010: advice for schools DfE (February 2013) • Schools' SEN Information Report Regulations (2014) • Statutory Guidance on Supporting CYP at School with Medical Conditions (April 2014) • The National Curriculum in England, Key Stages 1 & 2 (September 2014) • Safeguarding Policy • Teachers Standards 2012 • Admissions Policies
Aims	We aim to raise the achievement of all learners through: • Access to a full and balanced curriculum, using purposeful and meaningful learning objectives • Quality First Teaching for all, responding to diverse learning needs • Early identification of barriers to learning and appropriate interventions • Listening to learners' views and involving them and their parents/ carers in planning and review • Working in partnership with parents and liaising with other agencies e.g. SALT, Educational Psychologist, Clinical Psychologist, Health and Social Care as required.
Definition of SEND	A learner has a Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have: • a significantly greater difficulty in learning than the majority of the others of the same age, or • a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age. There are four broad areas of need: 1. Communication and interaction 2. Cognition and learning 3. Social, mental, and emotional health difficulties 4. Sensory and/or physical needs

SEND information	The types of SEND that are provided for Our schools currently provide additional and/or different provision for a range of needs, including: • Communication and interaction, for example, autistic spectrum Disorder and speech & language difficulties • Cognition and learning, for example, dyslexia, dyspraxia • Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), attachment disorder • Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy • Moderate/severe/profound and multiple learning difficulties
Children and Young People with medical conditions	Health Care Plans are prepared for individuals with medical conditions by the School Nurse in collaboration with SENDCO. Copies of the documents are kept on Edukey. Staff are informed when a new learner has a Health Care Plan created, or when a Health Care Plan is updated.
SEND Team - Roles and Responsibilities	The SEND Team: • SENDCO and Deputy SENDCO • SEND Teachers • Senior and Higher Learning Support Assistants (SLSAs & HLSAs) • Learning Support Assistants (LSAs) - supporting learners in class group situations, in whole groups, small groups and on a 1:1 basis We work with the following agencies to provide additional support for some learners with SEND: • Clinical Psychology • Educational Psychology • CAMHs • School Nursing • Speech and Language • Occupational Therapy • Physiotherapy The SENDCO will: • Work with the Executive Head to determine the strategic development of the SEND policy and provision in the school • Have day-to-day responsibility for the implementation of this SEND policy • Provide and organise professional guidance to colleagues, parents, and other agencies to ensure that learners with SEND receive appropriate support and high-quality teaching • Ensure that SEND records are kept up-to-date

	• Advise on the graduated approach to providing SEND support • Advise on the deployment of the school's delegated budget and other resources to meet learners' needs effectively • Be the point of contact for external agencies • Liaise with potential next providers of education • Oversee and support to develop the curriculum for students with Specific Learning Difficulties inclusive of modified curricula that requires out-of-class, high level support, including Hub and Mini-Hub • Have the lead responsibility for the provision and monitoring of progress for learners with SEND • Oversee and support to develop the curriculum for students who require a reduced mainstream curriculum due to their SEND • Lead, develop and manage staff (Complex Needs Teachers and LSAs) including provision of CPD programmes • Work effectively with Pastoral Lead and teachers to secure support for students where there is a cross over between pastoral needs and SEND • Communicate with NVQ assessors to support LSAs in accessing their qualifications and training The Principals will: • Work with the SENDCO and Executive Head to determine the strategic development of the SEND policy and provision within the schools • Have overall responsibility for the provision and progress of all learners, including those with SEND and/or a disability within their setting Teachers are responsible for: • The progress and development of every learner in their class, including those with SEND • Working closely with any Learning Support Assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching • Reviewing each learners' progress and development and making changes to provision where needed, working with the SENDCO for advice as necessary • Following this SEND policy
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Our approach to teaching learners with SEND	Teachers are responsible and accountable for the progress and development of all the learners' in their class, including those with SEND. Quality First Teaching is our first step in responding to learners who have SEND. We also provide a range of targeted and evidence-based interventions. Adaptions to the curriculum and learning environment: We make the following adaptations to ensure all learners' needs are met: • amending our curriculum to ensure all learners are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc. • adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc. • adapting our resources and staffing • using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc. for learners with identified needs
Identifying learners with SEND, Referral Process and the Record of Need	Where there are concerns about a learner, which may include the results from assessments and/or identify learners whose progress: • is significantly slower than that of their peers starting from the same baseline, • fails to match or better the learners' previous rate of progress, or • fails to close the attainment gap between the learner and their peers, despite quality first teaching and good intervention, teachers will discuss next steps with the SENDCO. The recommendations may include: to implement an intervention, reach out to colleagues or parents to seek further advice, or to complete an Initial Concern Form. The school will use the graduated response: A thorough referral form should be completed by the teacher(s), following initial discussions, it should list prior intervention and support put in place, consent from parents and detailed concerns. The SENDCO will take the appropriate next steps: • complete an initial observation • parent consultation • recommend interventions • alterations to curriculum/ timetable • complete screeners • reach out to other professionals The outcomes will be shared, and if appropriate, the learner will be added to the Record of Need and Learning Plans.

	Our Record of Need has the learner categorised as follows (SEND Code of Practice 0 – 25, 2015): Quality First Teaching High quality teaching, differentiated for individuals, for all learners and young people in educational settings is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Quality First Teaching enables all learners access to lessons 1. Universal Provision: reasonable adjustments are made for needs – adapting curriculum, teaching, resources, behaviour management and assistive technology 2. Targeted Provision: closing the gap in achievement through catch-up, time-limited interventions 3. Special Provision: learners with complex needs have opportunities to be taught within personalised provisions set up to meet the needs of learners with significant barriers to learning, whose needs cannot partially or wholly be met in the mainstream classroom, (as well as being supported to learn within mainstream classes where appropriate) The SENDCO is responsible for updating the Record of Need as required.
Assessing and reviewing learners progress	SEND support will take the form of a four-part cycle through which decisions and actions are revisited, refined and revised with a growing understanding of the learners needs and of what supports the learner in making good progress and securing good outcomes. Assess: • teacher’s assessment and experience of the learner, information about the learners’ progress, attainment, and behaviour. Including discussions with colleagues to build a holistic picture of need, • individual’s development in comparison to their peers, the views and experience of parents, • the learner’s own views • SENDCO observations • SENDCO Diagnostic screener assessments – possibly leading to external professionals’ assessment Plan: • learners identified with SEND will have a Learner Support Plan which is reviewed termly, by the class teacher (IJS&CE) and SENCO (FICS), • plans will hold; identified barriers, strategies to best support in overcoming barriers, views and aspirations from parents and the learner. Plans will be held on Edukey.

	Do: • Quality First Teaching, adapted for individual learners, is the first step in responding to learner who has SEND • interventions are put in place and the Learner Support Plan will become a working document to support teachers to meet learners needs. Review: • reviews of the Learner Support Plan will be attended by the SENDCO, teachers, parents, and where appropriate, the learner, and any external agencies. Amendments will be made and shared with those who teach the learner.
Staff training	A range of training will be provided for staff, as required to address the specific requirements of learners, e.g. Behaviour Management, Dyslexia friendly classroom; communication, PACE. This training may be delivered by the SENDCO, other staff members of external professionals or available through self study.
Examination Access Arrangements (EAA)	A diagnosis or inclusion on the Record of Need does not mean that the student is entitled to additional support for external examinations. A 'normal way of working' must be established alongside meeting stringent criteria after assessment by a qualified EAA assessor, before an application can be made to the examination boards. A list of Access Arrangements is held by the SENDCO and Exams Officer, this is communicated with staff as required.
Record keeping, monitoring and data management	• We use Provision Map (Edukey) – from January 2024, all Learner Support Plans will be held here • Staff are kept up-to-date by the SENDCO via email, SEND Bulletins and face to face • Individual paper files are stored in a locked filing cabinet in the SENDCO rooms at IJS&CE and FICS • SEND information about learners, on paper or electronic, is securely destroyed after 9 years from the point the learner has left school, in line with the FIG Record Retention Schedule Our Record of Need has the learner categorised as follows: 1. Universal Provision 2. Targeted Provision 3. Special Provision The SENDCO is responsible for updating the Record of Need as required.
Supporting Transitions	Pre school If any learner has identified needs in one of the nurseries, information is transferred to FS1 staff and the SENDCO, as necessary. Links with the health

	visitor and speech therapist also enable staff to prepare with families of a learner who has identified additional needs. Learners who live in Camp Camp learner transition to Stanley begins in Y4, ready to be in IJS&CE at some time during Y5. Staff work closely with Camp teachers, the Head of Stanley House, and the Camp Manager to ensure smooth transition into town. Learners with specific learning needs might require additional support during this time. All documents, levels and notes will be shared between practitioners. Families from Camp are encouraged to support their child to transfer in to Stanley during Y5. Y6/Y7 Data, work samples and pastoral information is passed to FICS from IJS&CE during transition. As a result, more accurate evidence is shared and linked to planning. Staff in both schools attend core multi-agency meetings for individuals and families which ensure planning and preparation for transition is satisfactory. 16 plus We will share information, with consent, with the school, college, or other setting that the learner is moving to after FICS. The SENDCO will work with the KS4 SEND teacher and parents to support with planning the most appropriate next steps. Additional transition work can be carried out if identified at reviews as required.
Significant SEND support	Learners in the Falkland Islands do not currently have Education Health Care Plans (EHC plans- formally Statements). There is no statutory assessment process to define an individual's needs. The basis for a statutory assessment process will be explored through the Stage 3 of the Education Ordinance development project, estimated 2026-27. Individual learners are supported on a needs basis from existing resources. Where a learner has significant and complex needs which cannot be met within the school's resources, the case will be considered by the Executive Head and Director.

	Additional support for a learner is only requested when it is assessed that the additional needs cannot be provided from within the school's existing resources. These resources may include money, staff, and /or special equipment.
Evaluating the effectiveness of SEND provision	We evaluate the effectiveness of provision for learners with SEND by: • reviewing individual learners' progress at regular intervals through regular whole school data points • reviewing the impact of interventions • end of term review of Learner Support Plans • monitoring by the SENDCO • provide information to Principals to inform whole school SEND progress reports to School Governors
Immigration Assessments	The SENDCO completes an educational assessment for all dependents of immigration permit applicants, who require a school placement. The purpose of this is to determine if there are any additional learning needs which may require intervention. A costed provision map may be completed to determine if the needs can be met within the usual school budgets and whether there will be any impact on other learners in the school. The assessment informs the Customs and Immigration decision regarding the permit request.
Complaints process	The complaints procedures for both schools is found on the FIG website.