

KAMUZU ACADEMY



SPECIAL EDUCATION NEEDS & DISABILITY POLICY

Date updated: 25th August 2024

Special Educational Needs & Disabilities (SEND) Policy

Introduction

1. Special Educational Needs and Disabilities:

Refers to students with particular learning problems or disabilities that make it more difficult for them to learn, compared to their peers.

2. SEND may be categorised as:

a. Communication and Interaction Needs:

Students may have speech, language and communication difficulties which make it difficult for them to understand how to communicate effectively or appropriately with others, for example Autism.

b. Cognition and Learning Needs:

Children may learn at a slower pace; find it hard to understand parts of the curriculum; have difficulties in organising themselves or remembering things; have a specific difficulty with one particular part of their learning, such as literacy or numeracy; for example, Dyslexia.

c. Social, Emotional and Mental Health Needs:

A student may find managing relationships difficult; be withdrawn; behave in a way that causes problems for themselves or others; for example, Attachment Disorder

d. Sensory and Physical Needs:

This includes visual or hearing impairments or a physical need that may require extra on-going support or equipment

3. Learning Support:

Refers to the individual support which is provided to a student in order to help them make good progress in line with their peers

4. Special Educational Needs Coordinator (SENCO)

The SENCO holds a professional qualification in Special Needs Leadership and has responsibility for working with parents, teachers and outside professionals to ensure that the individual needs of students are identified. The SENCO is responsible for co-ordinating Learning Support for identified students and to preparing Guidance for teachers on how best to support each student.

5. Learning Support Assistants (LSAs)

Work under the direction of the SENCO to support individual students both within and outside the classroom to ensure that their individual needs are met. LSAs work in cooperation and collaboration with subject teachers in the classroom.

Admissions:

To qualify for entry to the Academy, candidates with learning difficulties must:

- Perform adequately in the entrance tests for the appropriate year of entry
- Make the SENCO aware of any potential or identified special needs, including extra support given at primary school
- Have their application approved by the DHM(A)
- Be informed, if appropriate, that any offer of a place made may be *conditional* upon satisfactory effort and appropriate level of performance for an agreed period

- Accept that the provision of specialist devices, e.g., auditory aids, special spectacles, voice synthesizers, mobility aids, (incl. free-wheeling or powered chairs), personal computers, braille processors, etc. need to be declared and will be the responsibility of the student
- Declare the use of any medication associated with managing a diagnosed condition so that the Clinic can supervise use of this medication
- Accept that if the learning difficulty is revealed to be severe, parents may be asked to withdraw the student if, in the opinion of the Headmaster, the Academy cannot provide adequately for that student's specific needs.

The Curriculum:

All students are entitled to a broad, balanced curriculum and access to extra-curricular activities. Students with specific needs should have as much access as possible to the whole curriculum, in order to provide them with an academically successful, broadly educated, independent thinking and self-reliant future.

The curriculum may be modified or adapted where appropriate to better meet the needs of the individual student. Such modifications are made by the DHM(A) on the advice of the SENCO and any outside professionals who are involved in the assessment of the student's needs, following consultation with parents.

Assessment and Identification of Needs

- Parents should inform the SENCO of any concerns they may have, about their child's special educational needs
- The Admissions procedures provide parents with an opportunity to inform the SENCO of their child's needs
- Teaching staff should be active in raising concerns with the SENCO about a student's learning needs, progress or social and emotional needs. Teachers have a responsibility to make referrals to the SENCO for any students who they are concerned about because they appear not to be making expected progress or they suspect them to have some learning needs
- The SENCO will identify basic needs and put in place appropriate support.
- The SENCO will, with the cooperation of parents, make referrals to outside professionals for the assessment, diagnosis or identification of more complex needs and seek guidance on appropriate support.

Support

- It is a professional responsibility of each member of the teaching staff to ensure that within the classroom, the learning needs of identified SEND students are met
- Teaching staff have a responsibility to ensure that the SEND Guidance provided by the SENCO, is followed wherever possible, in order to ensure that the learning needs of identified SEND students are met.
- The SENCO, has responsibility to co-ordinate Learning Support for identified students and to prepare Guidance for teachers on how best to support each student.

Types of Support Available

- Schemes of Work which include **differentiation**
- Guidance to teachers on how to support an individual's needs

- Use of a range of **suitable texts, learning resources** and **visual aids** to support individual learning
- **Larger fonts and large print copies** of texts and worksheets
- Emphasis on **group work** undertaking **‘stepped’ tasks** (with increasing difficulty)
- Regular and **frequent diagnostic testing** and re-testing of knowledge and skills
- Differentiation when designing prep – given that **prep is used to reinforce learning**
- **Peer mentoring** – encouraging students to support learning in others in group work and in prep time (within the prep guidelines)
- **Formal setting by ability** with regular opportunities to move between sets, (e.g. English, Mathematics and Sciences)
- Entering students for appropriate papers at **‘core’ and ‘extended’ levels** at IGCSE
- Reduced number of **Subjects** with Private Study or 1:1 support from an LSA time replacing a subject
- **In class support** from an LSA or Form 6 Volunteer
- **Access Arrangements**, including extra time, use of a prompt, reader, or scribe in tests and examinations, where appropriate
- **Study Guides** which is subject based
- **Technology Support** – animations, specialised support programs software
- **Assessment Considerations** – shorter exam papers, extended time limit, frequent breaks

Contacting the SENCO

- The SENCO is Mrs Gloria Chembe Banda
- The SENCO can be contacted by emailing bandacg@ka.ac.mw