



**LJUBLJANA**  
**INTERNATIONAL SCHOOL**  

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**SLOVENIA**

# Special Educational Needs Policy

Prepared/Updated by

Andi Davies

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Approved by:

Principal

Katharine Knott

# SEN (Special Educational Needs) Policy

September 2016

## Legislative Compliance

We are not legally obliged to follow any guide lines due to our status as an international school.

## Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- Specialist SEN consultation is available, and sought regularly on a needs basis in order to determine how children and teachers can be supported in order to achieve the school's inclusion aims.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- We focus on individual progress (academic and personal) as the main indicator of success.
- We strive to work collaboratively with parents to develop forms of access to the curriculum, and in diagnosis of needs.
- No pupil will be refused admission to our school on the basis of special educational needs.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.
  - Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
  - Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through Additional SEN Support.
- We understand the difference between a child having difficulty accessing the curriculum because they are learning the language of instruction and a child who has difficulty accessing the curriculum due to learning difficulties.

## Aims and Objectives of this Policy

The aims of our inclusion policy and practice in this school are:

- To provide curriculum access for all

- To secure high levels of progress for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure good levels of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with appropriate support agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others.
- Teachers should plan opportunities for children to experience challenge and make progress.

### **Speakers of other languages**

- **Ethos**

We recognise, welcome and celebrate linguistic and cultural diversity and create opportunities for progress and challenge to all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

- **Admissions**

No pupil will be refused admission on the basis of ethnicity or linguistic background. Pupils who are learning our languages of instruction will be admitted under the same criteria as any other pupil applying for a school place. On admission, the pupil will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

- **Parental support**

We recognise that some parents who are learning English/Slovene may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include such parents in the life of the school by, wherever possible.

- **Management of Inclusion within our school- Responsibilities**

The governing body have delegated the responsibility for the ongoing implementation of this Policy to the headteacher. He or she is responsible for reporting regularly to the governor with responsibility for SEN on the ongoing effectiveness of this inclusion policy.

- **Headteacher**

- The headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn

- The headteacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
  - pupil progress meetings with individual teachers
  - regular meetings with the parents
  - discussions with pupil
  
- **Class teacher**
  - liaising with the headteacher to agree :
    - which pupils in the class have special educational needs
    - which pupils are underachieving and need to have their additional interventions monitored
    - which pupils require additional support because of a special educational need
  
  - securing good provision and good outcomes for all groups of vulnerable learners by:
    - providing differentiated teaching and learning opportunities, including differentiated work for SEN pupils which allows for access whilst maintaining challenge
    - ensuring there is adequate opportunity for pupils with special educational needs to working on agreed aims which are genuinely additional to or different from those normally provided as part of the differentiated curriculum
    - ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

- **Parents**

The school aims to work in partnership with parents. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents feel welcome
- encouraging parents to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child

- **Complaints**

If there are any complaints relating to the provision for children with SEN these will be dealt with in the first instance by the class teacher and Principal. The Director with specific responsibility for SEN/inclusion may be involved if necessary – Monica Segovia

[Monica.segovia@iesmail.com](mailto:Monica.segovia@iesmail.com) .