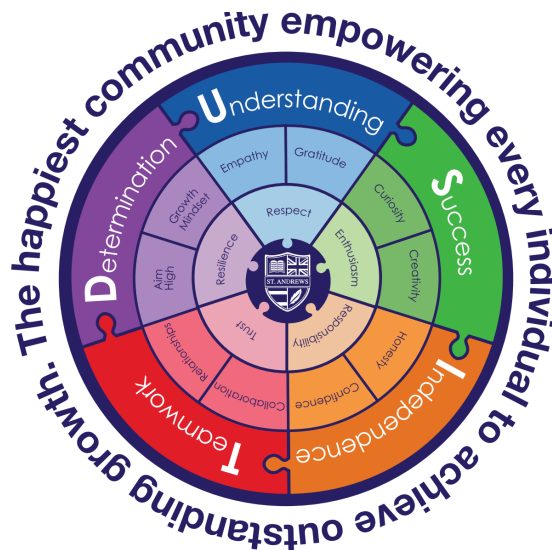




Special Educational Needs Policy

Revised date: May 2025
Approved by HoS: Aug 2025
Review Date: Aug 2027



Our Vision

At Dusit, the focus is on how children learn and the way our curriculum is delivered to meet all learning styles and abilities. The school prides itself on providing an exciting, engaging and challenging curriculum, which enables each individual student to make excellent progress and achieve their full potential.

Students are recognised as individuals at St. Andrews and are encouraged to challenge themselves in all areas of school life and to do their best.

At Dusit, we want each child in our care to be confident, happy and develop a real love of learning which they will carry with them through life.

Our Values

At St. Andrews Dusit, we believe it is not only important to provide a rigorous academic education but also one that is underpinned by the development of wider personal growth.

Aim

This policy sets out how St. Andrews Dusit identifies, supports, and includes pupils with special educational needs and/or disabilities. It ensures that all pupils, regardless of their individual challenges, have equal access to education and opportunities to thrive.

Specifically, the aims of an SEN policy are:

- **Inclusion and equality:** To promote the full inclusion of pupils with SEN in all aspects of school life.
- **Identification and early intervention:** To outline how the school will identify pupils who may have SEN and put support in place as early as possible.
- **Access to a broad and balanced curriculum:** To ensure that all pupils, including those with SEN, can access and participate in a high-quality curriculum tailored to their needs.
- **Personalised support:** To provide a framework for planning and delivering appropriate, personalised provision to help pupils make good progress.
- **Working in partnership:** To highlight the importance of working closely with parents, carers, and external agencies to support each child's development and well-being.
- **Monitoring and evaluation:** To describe how the effectiveness of SEN provision will be monitored, evaluated, and improved over time.

Definition of Special Educational Needs and Disability (SEND)

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children and young people who have SEND may also have a disability under the Equality Act 2010 – that is '...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'. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.' (Code of practice)



Definition of Additional Education Needs (AEN)

This refers to children or young people who, for a variety of reasons, may face additional barriers to their education and learning. This makes it difficult for them to achieve their full potential. These needs range widely and can affect the child in the short term or long term.

Legislation and regulation

This policy has regard to:

- SEN and Disability Code of Practice, 0-25 years 2014 (SEND Code 2015) (DFE)
- The Children and Families Act 2014
- The Equality Act 2010
- The Data Protection Act 1998
- The 'Special Educational Needs and Disability Policy: Asia (September 2017)' from the Director of Education for implementation in September 2018

Principles underlying practice

The Code of Practice describes the principles that should be observed by all professionals working with children and young people who have SEN and/or disabilities. This includes:

- Focus on inclusive practices and removing barriers to learning;
- Identify early the special educational needs of young people;
- Make high quality provision to meet the needs of young people and to ensure equality of opportunity;
- Take into account the views of young people and their families;
- Enable young people and their parents to participate in decision-making;
- Collaborate with partners in education, health and social care where appropriate;
- Ensure that appropriate resources are available for students with temporary or long-term special needs



- Provide support for teachers to meet the learning needs of all students.

St. Andrews International School, Dusit, is an inclusive mainstream school. We are committed to inclusion and to meeting the needs of children with a range of needs. We believe that our inclusive teaching practices enable the school community to recognise the diversity of our students and are dedicated to ensuring that all students can access learning opportunities, fully participate in activities, and demonstrate their knowledge and strengths to reach their full potential.

All our teachers at St. Andrews Dusit work effectively together to support good learning and progress for all children. We firmly believe that all children are entitled to a high-quality, differentiated curriculum. We strive to remove barriers to learning and improve the outcomes for children while upholding an ethos of inclusion and high expectations for all of our students.

Roles and Responsibilities

All schools have duties under the Equality Act 2010, not only to ensure that 'reasonable adjustments' are made for students already attending the school, but also to consider what might be needed to ensure that any future students with a disability are not disadvantaged.

The Senior Leadership Team

Led by the Head, the school regularly reviews how expertise and resources used to address SEND can be leveraged to enhance the quality of whole-school provision as part of their approach to school improvement.

Learning Support Coordinator

- The day-to-day responsibility for the operation of the SEND Policy and coordinating provision made for students with SEND.
- Provides professional guidance to colleagues with the aim of securing high quality teaching for students with SEND, and works closely with students, parents and other professionals to ensure students with SEND receive appropriate support.



- Plays an important role with the head of school in determining the strategic development of the SEND Policy and provision within the school in order to raise the achievements of students with SEND.
- Plays an important role in the management of the difficulties and concerns where schools do not have the specialist support needed and therefore, cannot meet the needs of a student.
- Identifying the student's special educational needs, and coordinating the making of special educational provision which meets those needs
- Informing a parent/carers of the needs of a student that as soon as possible
- Monitoring the effectiveness of any special educational provision made
- Securing relevant services for the student where necessary
- Ensuring the records of the student's special educational needs and the special educational provision made are maintained and kept up to date
- Liaising with and providing information to a parent/carers of the student on a regular basis about that student's special educational needs and the special educational provision made
- Ensuring that, where the student transfers to another school or educational institution, educational provision made is conveyed to the appropriate authority or the proprietor of that school or institution
- Promoting the student's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities
- Selecting, supervising and training learning support assistants and / or 1:1 support who work with students with special educational needs
- Contributing to in-service training for teachers at the school to assist them to carry out necessary tasks to meet the needs of students with special educational needs
- Preparing and reviewing the information required by Cognita (UK best practice) to be published in relation to special educational needs provision.

Teachers

The SEND Code of Practice explicitly states that, "Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff." All subject staff are required to be aware of a student's specific



needs and be prepared to differentiate work appropriately, particularly regarding the advice included in the Personalised Learning Plan.

Learning Support Team

- Develop and monitor support measures where a need is identified.
- Maintain and update the SEND Register and ensure that it is circulated among teaching staff.
- Work closely with teaching staff to ensure confidential communication regarding the learning needs and progress of students.
- Teach students according to their specific needs, recognizing their particular strengths and learning needs to promote the achievement of their academic potential.
- Communicate effectively with parents/guardians about the learning needs of students and provide a Learning Plan for those on the Learning Support Register, ensuring that these plans are circulated to the relevant staff.

Admission Arrangements

At the point of application, parents must disclose any identified needs or concerns and provide all relevant paperwork from previous settings or medical reports. The child will undergo trial days during which the Learning Support Coordinator will observe them to assess their needs and the required provisions for our setting. The school will also contact previous settings to gain a comprehensive understanding of the child's background. Following this, a meeting with parents will be scheduled to discuss the recommended support provision.

Working with parents / families of learners with SEN

St. Andrews International School, Dusit, believes that a close working relationship with parents and carers is vital to ensure:

- Early and accurate identification and assessment of SEND, leading to the correct intervention and provision.
- Ongoing social and academic progress for children with SEND.
- Personal and academic targets are set and met effectively.



In cases where more frequent contact with parents and carers is necessary, arrangements will be made based on the individual student's needs.

If an assessment or referral indicates that a student has additional learning needs, parents and carers, as well as the student, will always be consulted regarding future provision. Parents and carers are invited to attend meetings with external agencies concerning their child and are kept informed and consulted on any actions drawn up regarding the provision for their child.

Parents can also contact the school's Learning Support Coordinator with any learning support concerns.

Transition

Transition can be challenging for many children, particularly for those with SEND. The following key principles are adhered to in order to support successful transitions for children with SEND:

- Effective and meaningful documentation is exchanged to understand prior learning needs.
- The Learning Support Coordinator will contact the previous school (where possible). Admissions departments may also assist with this.

When children with SEND leave the school, the Learning Support Coordinator will work cooperatively with the receiving school to provide relevant information about the student (where possible).

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Identifying Special Educational Needs

To understand the learning needs of students, we apply the four broad categories of need as set out in the SEN and Disability Code of Practice (2014):

1. **Communication and Interaction**
2. **Cognition and Learning**
3. **Social, Mental, and Emotional Health**
4. **Sensory and/or Physical**

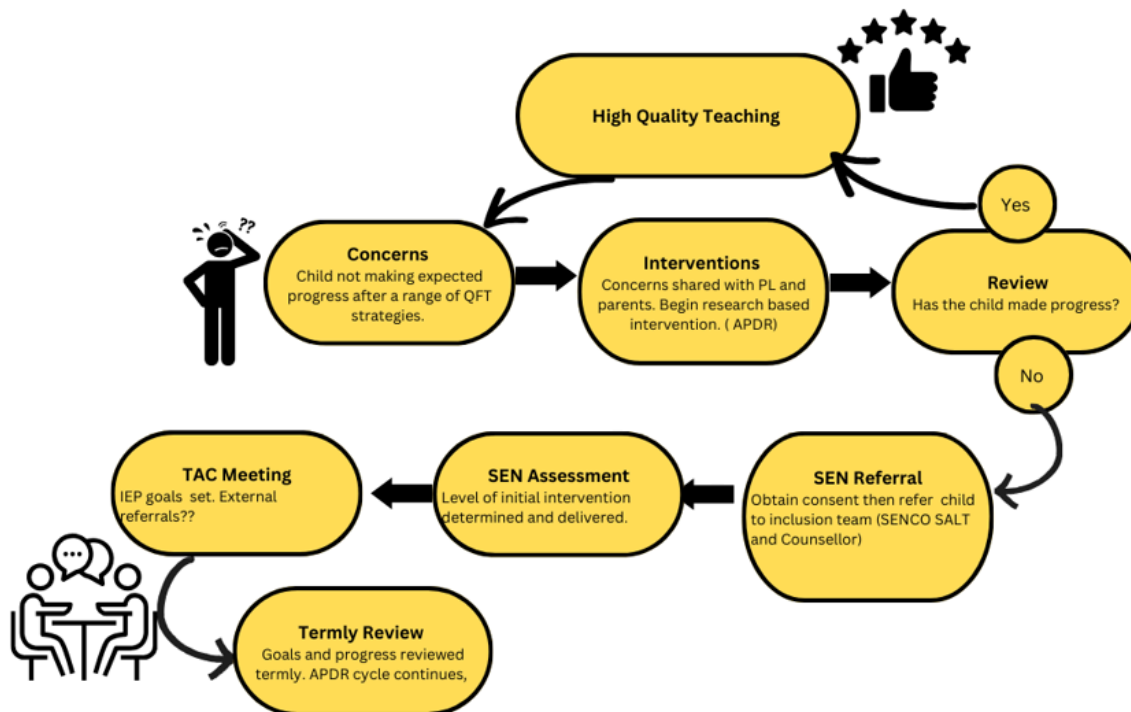


<i>Communication and Interaction</i>	<i>Cognition and Learning</i>	<i>Social Emotional and Mental Health</i>	<i>Sensory and Physical</i>
Students who struggle with understanding, processing, or expressing language, as well as with social interactions.	Students who learn at a slower pace than their peers or who have difficulties acquiring skills in specific areas, such as literacy, may require additional support. This includes students with moderate learning difficulties and severe learning difficulties, who need assistance in all areas of the curriculum and participation in school life in general.	<p>Students' needs may manifest in different ways, such as becoming withdrawn or displaying challenging behavior. These may include being disruptive or engaging in self-harming behaviors.</p> <p>Students who have difficulty paying attention or forming attachments with adults also fall into this category.</p>	<p>Students who require additional support because they have a need that prevents them from accessing the curriculum.</p> <p><i>Currently, our facilities do not enable us to meet the needs of children with significant physical disabilities..</i></p>

REFERRAL PROCESS

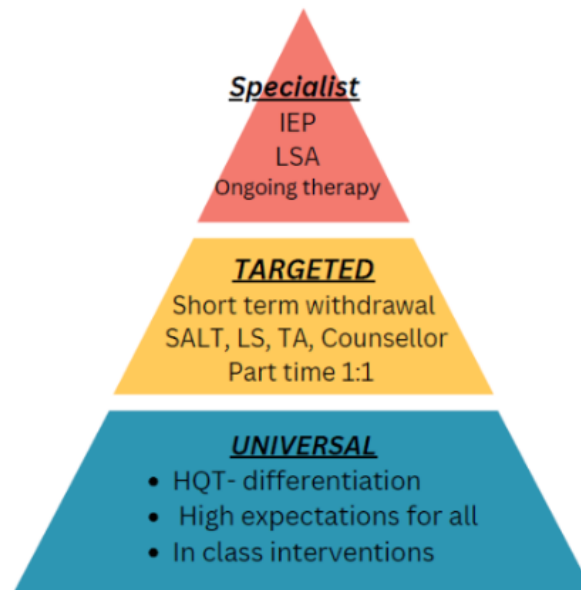
Our approach to supporting children with Special Educational Needs (SEN) begins with high-quality teaching for all students. If a teacher notices any concerns about your child's learning or development, they will inform you and implement targeted interventions. Should these interventions not address the concerns, the teacher will make a referral to the SEN team.

The SEN team will meet with you to discuss the next steps and may conduct formal assessments to better understand your child's needs. Based on these results, we may recommend further external assessments or assign a Learning Support Assistant (LSA) to work with your child. If an LSA is allocated, your child will have an Individual Education Plan (IEP), which will be reviewed termly with you, any external specialists involved, and the school team.



LEVELS OF SUPPORT

At St. Andrews Dusit, we provide three levels of support to meet every child's needs: *Universal Support* through quality teaching for all, *Targeted Support* with additional interventions for some, and *Specialist Support* with individualised pathways for a few.



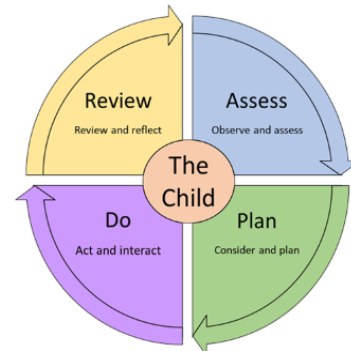
<i>Universal Support</i>	<i>Targeted Support</i>	<i>Specialist Support</i>
It is our firm belief that students' needs are best met in the classroom, and therefore, every teacher is	We provide targeted support when we consider it appropriate to make additional special educational provision to	We provide specialist support when we consider it necessary to plan for the best possible learning outcomes for students



The Code of Practice states a **Graduated Approach** to the identification and assessment of SEN. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may experience.

The first response to existing learning needs or possible SEN is High Quality teaching in subject lessons, using **differentiated** teaching strategies to target specific difficulties. Teachers use data that has been collected by the school and any available information regarding existing SEN to gain a full understanding of progress and individual needs. Sources of information might include:

- Information from previous schools for new students;
- Observations in lessons;
- In-class assessments
- Standardised tests (e.g. GL Assessment, CAT4)
- Discussions with the Learning Support Team.



Teachers will implement strategies and interventions in response to the picture of need and then review outcomes within a reasonable time frame. Where students have not made progress despite this approach, we will incorporate further specific interventions such as:

- Additional assessment by the Learning Support Team;
- Targeted one-to-one or small group lessons with a specialist in the Learning Support Team
- Mentoring sessions;

Once again, the student's progress will be reviewed following these specific interventions and if the desired progress has not been made, the level of support may increase to include liaison with outside agencies such as:

- Education or Clinical Psychologist, or Psychiatric Assessment;
- Full Specialist Teacher assessment;
- Mental health counselor involvement;
- Additional specialist support; and/or
- Doctor / medical review.

Using all the information gathered at this stage, the process of applying new strategies and reviewing progress will continue.



The school is willing to accept assessments from external professionals whose work closely aligns with the assessments used within our curriculum. Before parents pay for external assessments, they are advised to meet with the Learning Support Coordinator to discuss the suitability and relevance of the assessment for their child.

Criteria for Requiring an LSA (Learning Support Assistant)

An LSA, or Learning Support Assistant, is a staff member who provides additional support to students with special educational needs in the classroom.

If it becomes evident that a child's needs cannot be fully met through differentiation and standard teacher/TA support, the school will evaluate whether additional support is necessary. This decision is typically made when:

- The child is working significantly below the level of their peers despite intervention.
- The child requires regular, targeted intervention to progress in their learning.
- Their needs extend beyond what can reasonably be provided through classroom strategies alone.

It is important to note that teachers and teaching assistants cannot provide 1:1 support on a continuous basis while fulfilling their broader responsibilities effectively.

SEN REGISTER

Children requiring additional support over a long period are added to the SEN register once identified. The register records the level of support children require, ranging from universal to targeted. Children who are being monitored for learning support will be placed on a monitoring register to track their progress. If interventions are successful, they will not be added to the main SEN register. However, if monitoring leads to targeted or specialist interventions or a diagnosis, they will be added to the main register. When children leave the school, they are removed from the register, but their SEN file is retained in case parents would like this information shared with their new school.



Individual needs are captured and planned by using:

- Cognitive assessment data eg. CAT, Progress Tests
- Formative teacher assessments
- Teacher referrals
- Head of Learning Support observation
- Liaison with parents
- External agency assessments eg. Educational Psychology, Occupational Therapy, Speech and Language Therapy
- Termly Team Around the Child (TAC) meetings

Provision for children assessed as needing specialist support can lead to a child requiring an LSA, which is planned for using Individual Education Plans (IEPs). Individual Education Plans (IEPs) identify a child's strengths and needs, outline effective support strategies, and set personalised targets, detailing how and who will help achieve them. The IEPs are shared with staff and parents and reviewed termly.

Tracking Forms

Students with full or part-time LSA support will receive a weekly report sent to parents via ClassDojo. This report provides a brief summary of progress made toward IEP targets for that week and is collaboratively written by the class teacher and the LSA.

Fees

A Learning Support (LS) fee for a student with Additional Learning Needs/Special Educational Needs will be charged based on the level of support required. This support can be provided in various ways, including both group and individual assistance. Since support is tailored to meet a child's specific needs, costs will vary accordingly. Fees may vary from year to year depending on specific needs. Relevant information for each year, can be found [here](#).

Parents and families will be informed of the need for their child to receive additional support by the Learning Support Coordinator. They must agree to pay the fees before any support can commence.

Students receiving 1:1 support will have an Individual Education Plan (IEP) outlining the specific areas of learning that need to be targeted. These objectives are based on school assessments and any relevant external reports.

The Learning Support Assistant (LSA) will work with the child under the guidance of the teacher. The teacher and LSA will meet weekly to review progress toward the targets, using a Tracking Form to document and monitor development.

In addition to the weekly report on the IEP targets, parents and families will receive a termly update providing information on the child's progress in other areas of the curriculum.

Document retention (guidance for schools)

We are required to keep SEND documents for specified amounts of time in accordance with legislation, however the School Records Management Policy should be adhered to. The following table offers guidance to the legislation mentioned above:

Basic file description	Retention period	Action at end of administrative life of the record
Special educational needs files, reviews and individuals education plans	Date of birth of the student + 25 years	Secure disposal
Statement maintained under section 234 of the Education Act 1990 and any amendments made to the statement	Date of birth of the student + 25 years (normally retained on the student file)	Secure disposal unless the document is subject to a legal hold
Advice and information provided to parents regarding educational needs	Date of birth of the student + 25 years	Secure disposal unless the document is subject to a legal hold



	(normally retained on the student file)	
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Monitoring and Review

SEN provision is evaluated against the stated objectives in this policy. Staff and parents are all involved in the evaluation process. Evaluation is ongoing which means SEN provision is always the subject of continuous assessment and review.

Parents, Classteachers, LSA's and Learning Support Coordinator will have a review meeting every term to assess the child's progress. This will mostly be linked to the targets set on the IEPs (Individual Education Plans).