



Ministry of Education

Cayman Islands Government

Policy Name: Additional Learning Support Needs, including Special Educational Needs and Disability Policy for Children and Young People in Education

Policy Code: ED 31

Approved on: March, 2023

Next Review: March, 2028

Cross References:

This policy should be cross-referenced with the following:

- I. Cayman Islands' Constitution Order (2009)
 - Disabilities (Solomon Webster) Act (2016)
 - Education Act (2016)
 - Education Regulations (2017)
 - Code of Practice for Additional Learning Support Needs (2021)
 - Children Act (2012 Revision)
 - Strategy for Additional Learning Support Needs (2023) (In Draft)

Introduction

This policy document describes the arrangements that must be implemented to ensure that *children and young people* with additional learning support needs (ALSN), including special educational needs and disabilities (SEND) entitlement to effective learning opportunities and provision are realised.

It is the policy of the Ministry of Education that all *children and young people*¹ (C&YP) in education in the Cayman Islands have access to education and training opportunities that support the fulfilment of their potential and which meet the present and future needs of these Islands.

To fulfil this aim the Ministry of Education maintains overarching responsibility for policies, structures and processes that ensure the *responsible authority*² of each *educational institution*³:

- *identify, assess and provide for all C&YP with ALSN, including SEND appropriately and equitably;*
- *ensure that all C&YP have access to appropriate information and support;*
- *continue to improve and monitor the quality of learning opportunities;*
- *secure and deploy appropriate resources and funding.*

¹ There is no universally agreed international definitions of the terms “children and young people”, youth, young adults etc. For statistical purposes, however, the United Nations—without prejudice to any other definitions made by Member States—defines ‘youth’ as those persons between the ages of 15 and 24 years. This definition, which arose in the context of preparations for the International Youth Year (1985) (see A/36/215), was endorsed by the General Assembly in its resolution 36/28 of 1981. The operational definition and nuances of the term ‘children and young people’ vary from country to country, depending on relative sociocultural, institutional, economic and political factors. It is ultimately decided upon by respective countries.

² The “responsible authority” in relation to a Government school is the Director of the Department of Education Services and in relation to an assisted school or independent school, the governing body (or in the absence of a governing body the school / centre owner) of that school or centre.

³ “Educational institution” means - a school; or an institution that provides part-time or full-time - early childhood care and education; compulsory education; post-compulsory education and training; technical and vocational education and training; education to prepare for the award of any degree, qualification or certification; or education provision for persons with special education needs and disabilities.

I. The Policy

The Ministry of Education has a responsibility to ensure that all children and young people with additional learning support needs, including special educational needs (SEND) and disabilities receive appropriate support to enable them to access effective learning opportunities suited to their needs and ability.

The term ‘*children and young people*’ refers to all individuals in educational institutions between the ages of 0 – 24 years. Children and young people (C&YP) with additional learning support needs (ALSN), including SEND will be able to access an educational institution where:

- all C&YP are valued equally;
- barriers to learning and participation are reduced;
- there are systems and resources that ensure early identification and intervention;
- suitable learning challenges and targets are set to meet the learning needs of all C&YP;
- C&YP, all staff and parents fulfil roles and responsibilities as defined in the *Cayman Islands’ Code of Practice for Additional Learning Support Needs*, including SEND;
- the criteria for allocating resources is transparent and fair;
- the procedures and processes reduce administration and bureaucracy that may lead to time inefficiencies relating to provision;
- there are high quality staff delivering high quality teaching.

2. Interpretation

The term “additional learning support needs” is an umbrella term that describes the continuum of needs that requires additional learning support, including those children with exceptional and substantial needs associated with SEND categorisation.

Children and young people (C&YP) are understood to have additional learning support needs if they require support that is additional to or otherwise different from the educational provision generally made for children of the same age in schools and early childhood care and education centres. A child can have additional learning support needs without the need for formal assessment procedures that could lead to special educational needs and/or disability categorisation and the requirement for a statement of eligibility. A child who has special educational needs and/or has a disability (SEND) will, by definition, have 'additional learning support needs' (ALSN).

As per the Education Act, 2016:

Special educational needs – in relation to a student (C&YP), means that, by reason of characteristics of body or mind personal to the student, the student’s educational needs cannot be satisfied otherwise than by making **exceptional provision** in relation to the student; and, for the purposes of this definition:

- a) Provision is exceptional in relation to a student (C&YP) if it is **substantially different** from that which is made for the education of the generality of person of equivalent age and description; and
- b) Students (C&YP) for whom English is an additional language or who are gifted or talented are not to be treated as having special educational needs

The Education Act states:

A disability is, “any short term or long-term physical, mental, intellectual or sensory impairment which significantly hinders a person’s full and effective participation in society, on an equal basis with other persons.”

All education institutions should adhere to responsibilities under the Cayman Islands’ Disabilities (Solomon Webster) Act, 2016. In particular, they should not discriminate against children with additional learning support needs, including SEND and they should make “reasonable accommodations” to prevent them being put at a disadvantage.

As per the Cayman Islands’ Disabilities (Solomon Webster) Act, 2016:

“Discrimination” means any distinction, exclusion or restriction, on the basis of disability, which:

- a) has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise, on an equal basis with others, of all rights and freedoms in the political, economic, social, cultural, civil, or any other field; and,
- b) cannot be shown to be a proportionate means of achieving a legitimate aim;

As per law “reasonable accommodation” means the necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden where needed in a particular case, to ensure to a person with a disability, the enjoyment or exercise, on an equal basis with persons who do not have disabilities, of privileges, interests, benefits and treatment, and the facilitation of such privileges, interests, benefits and treatment, by the provision of auxiliary aids and services, including:

- a) assistive devices;
- b) interpreters, technologies and effective methods of making aurally delivered and received materials available to a person with a disability;
- c) readers, taped audio visually recorded texts or other effective methods of making visually delivered and received materials available to a person with a disability; and
- d) physical modification to buildings and the built environment.

In this Act, “disproportionate or undue burden” includes:

- a) the nature of the benefit likely to accrue to, or the detriment likely to be suffered by, any person concerned;
- b) the effect of the relevant disability on a person concerned;
- c) the financial circumstances of the person concerned who is claiming a disproportionate or undue burden; or
- d) the estimated amount of expenditure or other allocation of resources required by the person concerned who is claiming a disproportionate or undue burden and whether it is reasonably proportionate to the benefit likely to accrue.

3. Implementation

In order to implement the policy and principles there is the single, national, *Code of Practice for Additional Learning Support Needs (2021)*, including SEND, containing procedures for and guidance on the identification, assessment, provision for, and review of C&YP with additional learning support needs, including SEND, as set out.

4. Responsibilities for Policy Implementation

4.1 It is the responsibility of the **Ministry of Education** to:

- i. provide strategic national policy direction for additional learning support needs, including SEND provision;
- ii. ensure all C&YP have access to a broad, balanced, relevant and appropriately differentiated curriculum at a national level;
- iii. collect and maintain national data to inform future planning;
- iv. ensure all records relating to national data and statistical measures are well maintained and reported as required;
- v. ensure that there are sufficient provisions and placements or alternative provisions to meet the needs;
- vi. monitor the quality of the provision nationally;
- vii. provide resources, as reasonable, and as appropriate;
- viii. manage the national criteria for eligibility for entry and the admission arrangements;
- ix. maintain a Ministry of Education team that can provide advice, support and training to educational institutions as is appropriate within their national remit and requirements;
- x. develop partnerships with other agencies to support C&YP in all educational institutions nationally;
- xi. provide clear guidance and support to educational institutions through required national policies to ensure the needs of C&YP are identified and met.

4.2 It is the responsibility of the **Responsible Authority** of an educational institution is to ensure that:

- i. the requirements of the pertinent laws, including the Cayman Islands' *Education Act (2016)*, the *Education Regulations (2017)*, the *Disabilities (Solomon Webster) Act* and the policies of the Ministry of Education are adhered to;
- ii. planning for SEND provision is incorporated and evaluated within each educational institution's School Improvement Plan;
- iii. the *Cayman Islands' Code of Practice for Additional Learning Support Needs (2021)*, including SEND, is properly implemented;
- iv. a policy for C&YP with additional learning support needs, including SEND, is developed, implemented and reviewed by the respective educational institution (see Appendix I);
- v. all staff are aware of the importance of identifying and providing for C&YP who have SEND, and are skilled to do so;
- vi. all staff have high expectations of C&YP and the educational institution is consistent in implementing its teaching and learning policy to a good or better standard;
- vii. ensure that the allocation of resources for C&YP with additional learning support needs, including SEND are appropriate to meet their needs.

4.3 It is the responsibility of the **Educational Institution's leader** to ensure:

- i. that the institution has a current policy for additional learning support needs, including SEND, that meets the requirements of the *Additional Learning Support Needs Policy* of the Ministry of Education and the requirements of the Code of Practice. The policy should include procedures for and guidance on the identification, assessment and review of additional learning support needs, including SEND; (see Appendix I)
- ii. the regular review and monitoring of the implementation of the Policy;
- iii. the educational institution has a named coordinator for additional learning support needs, including SEND known as a Special Educational Needs Coordinator / Designated Lead (SENCO/DL) in line with the Code of Practice;
- iv. all records are maintained, and reported as required;

- v. individual's needs are identified, known to all involved thus ensuring continuity of provision and that individual records are well maintained;
- vi. the identification and provision of the required resources needed to support the needs of C&YP;
- vii. individual C&YP with SEND make progress and achieve according to their individual ability;
- viii. that information concerning SEND is available to parents on request and incorporated within the educational institution's policy / "Handbook" that can be readily accessed or shared with parents / guardian.

4.4 The specific responsibility of the **Special Educational Needs Coordinator / Designated Lead Person**⁴, as determined by the educational institution, is to:

- i. co-ordinate and implement the operation of the educational institution's policy for additional learning support needs (ALSN), including SEND (see Appendix I), and ensure that the Code of Practice containing procedures for and guidance on the identification, assessment, provision and review is adhered to;
- ii. co-ordinate provision for C&YP with additional learning support needs, including SEND;
- iii. maintain the institution's records relating to additional learning support needs, including SEND;
- iv. oversee and analyse the records for all C&YP with additional learning support needs, including SEND to identify attainment and progress clearly;
- v. ensure all C&YP with additional learning support needs, including SEND have a Learning Support Plan (LSP), and that it is reviewed termly, at a minimum, in consultation with C&YP, parents/guardians and all other stakeholders;
- vi. liaise with parents/guardians of C&YP with additional learning support needs (ALSN), including SEND;
- vii. liaise with and advise colleagues;
- viii. support colleagues in developing teaching strategies to effectively meet the additional learning support needs (ALSN), including SEND of C&YP;
- ix. contribute to the training of staff, as is appropriate;
- x. liaise with other external professions and external agencies;
- xi. support and manage (as appropriate) staff who are assigned to C&YP with additional learning support needs (ALSN), including SEND, as required.

4.5 It is the responsibility of **all staff** in each educational institution that have a responsibility for teaching and learning instruction to:

- i. follow all procedures in the respective educational institution's policy, as informed by Ministry of Education led national requirements, guidance and advice relating to providing for C&YP with additional learning support needs, including SEND.

⁴ See Pages 10 and 62 of *The Cayman Islands' Code of Practice for Additional Learning Support Needs (2021)* for a detailed outline of the role of the SENCO / DL.

Appendix I

Centre / School Name & Logo

Additional Learning Support Needs Policy

Date here

(Exemplar)

This to remain on cover page: This policy and all outlined requirements must be in adherence with the *Cayman Islands' Data Protection Act (2017)*. As the “data controller” the [school / centre name] shall be compliant with the eight data protection principles set out in Schedule I of the Act. [Data Protection Act link](#)

Additional Learning Support Needs Policy

The Centre / School Name

Approved and adopted:

This policy has been developed and implemented in consultation with [insert relevant Governing Body] / Department of Education Services (DES), the school / centre leader (SL / CL), the school / centre leadership team, the Special Educational Needs Coordinator (SENCO) / Designated Lead (DL), and the school / centre staff. This policy is required as set out in the Ministry of Education's *Code of Practice: Identification, Assessment and Provision for Additional Learning Support Needs in Education* (2021). [Link to the 'Code of Practice'](#).

Review Date:

SIGNATURES:

Head of the Governing Body:

School / Centre Leader

Special Educational Needs Coordinator / Designated Lead:

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I. Aims

Vision

The centre / school-name is committed to identifying, assessing and providing for all additional learning support needs, including those with special educational needs and disabilities.

We firmly believe that all students with additional learning support needs (ALSN), including special educational needs and disabilities (SEND) are entitled to an education which enables them to:

- + achieve the best possible outcomes
- + make a successful transition through each stage of their lives
- + become confident individuals living fulfilling lives

Objectives of the ALSN Policy

The specific objectives of the [centre / school name] ALSN Policy align with the *Cayman Islands' Code of Practice for Additional Learning Support Needs in Education* (the 'Code of Practice') and are as follows:

- + to identify all children with additional learning support needs, including SEND, and to ensure that their needs are met;
- + to ensure that all children with additional learning support needs, including SEND, have access to a balanced curriculum and are included in the activities of the centre / school;
- + to ensure that all children with additional learning support needs, including SEND, make the best possible progress, as defined by the Office of Education Standards (OES) criteria;
- + to ensure that parents/guardians are informed of their child's individual needs, the provision offered, and that there is effective communication between parents/guardians and the centre / school;
- + to ensure that children are supported in expressing their views and are fully involved in decisions which affect their education, to the fullest extent possible; and to promote effective partnerships

2. Legislation and Guidance

This policy is aligned to the Code of Practice issued by the Cayman Islands' Ministry of Education as required by the Education Act, 2016, Section 33(1), which became operative in August, 2021. The Code of Practice contains excerpts from both primary legislation and regulations pertaining to SEND.

In accordance with the Code of Practice the following legislation, agreements, policy and guidance were also considered when developing the Code of Practice that requires centres / schools to produce this policy:

- + United Nations Convention on the Rights of the Child, 1989;
- + United Nations Convention on the Rights of the Child Persons with Disabilities, 2007;
- + Children Act (2012 Revision);
- + Cayman Islands' Disabilities Policy, 2014 – 2033;
- + Education Act, 2016;

- ✚ Education Regulations, 2017;
- ✚ Disabilities (Solomon Webster) Act, 2016;
- ✚ Successful Schools & Achieving Students 2, Office of Education Standards (OES), October 2020.
- ✚ Strategy for Additional learning Support Needs in Education, 2023 (in draft)

3. Definitions

Within the Cayman Islands, the Code of Practice applies to all children with additional learning support needs, including SEND. Children's additional learning support needs, including SEND fall within the following 4 broad areas of need and support:

- ✚ communication and interaction
- ✚ cognition and learning
- ✚ social, emotional and mental health
- ✚ sensory and/or physical needs

The term “additional learning support needs” is an umbrella term that describes the continuum of needs that requires additional learning support, including those children with exceptional and substantial needs associated with SEND categorisation.

A child is understood to have additional learning support needs if they require support that is additional to or otherwise different from the educational provision generally made for children of the same age in schools and early childhood care and education centres. A child can have additional learning support needs without the need for formal assessment procedures that could lead to special educational needs and/or disability categorisation and the requirement for a statement of eligibility. A child who has special educational needs and/or has a disability (SEND) will, by definition, have 'additional learning support needs' (ALSN).

As per the Education Act, 2016: Special educational needs – in relation to a student (a child), means that, by reason of characteristics of body or mind personal to the student, the student's educational needs cannot be satisfied otherwise than by making exceptional provision in relation to the student; and, for the purposes of this definition:

- A.** Provision is exceptional in relation to a student (a child) if it is substantially different from that which is made for the education of the generality of person of equivalent age and description; and
- B.** Students (children) for whom English is an additional language or who are gifted or talented are not to be treated as having special educational needs*

*Children with English as an additional language or who are gifted or talented may have additional learning support needs.

If a child is determined to have special educational needs and/or disabilities, they must be set out by the responsible authority in a statement of eligibility specifying those needs and the provision to be made in relation to them.

(The Education Act, 35(1))

4. Roles and Responsibilities

Introduction

Provision for children in our centre / school who have additional learning support needs, including SEND, is a matter for **the whole centre / school**. The centre / school's Governing Body (the "responsible authority"), the centre / school's leader, the Centre / School-Based Support Team (C/SBST), in particular the teacher(s) and SENCO/DL, and all other members of staff have important roles and responsibilities. Centre / school name is responsible for delivering services as per the child's Learning Support Plan (LSP) and, where applicable, the statement of eligibility, through "reasonable accommodation". At times of inspection by the Office of Education Standards, centre / school name will be assessed for compliance in relation to the Code of Practice.

Crucially, the centre / school is responsible for ensuring that the child and the parents / guardians are at the centre of all decision making processes, planning and provisions.

Centre / School Responsibilities












In providing for additional learning support needs, including SEND responsibilities within centre / schools, the following should be considered:

- ✚ the centre / school leader, with the oversight and support from the responsible authority, determines the centre / school's policies and procedures, establishes appropriate staffing and resourcing arrangements and maintains overall responsibility of the centre / school's work;
- ✚ the centre / school leader has responsibility for the day-to-day management of all of the centre / school's work, including its additional learning support needs procedures and provision, and works closely with the SENCO/DL;
- ✚ the SENCO/DL, working closely with and supporting teachers and staff, should have responsibility for the day-to-day operation of the centre / school's Additional Learning Support Needs Policy and for coordinating additional learning support needs, including SEND provision;
- ✚ the Centre / school-Based Support Team (C/SBST) are the main decision-making team for children who have additional learning support needs, including SEND;
- ✚ teaching staff should be involved in the development of the centre / school's Additional Learning Support Needs Policy and all staff should be made familiar with the procedures pertaining to additional learning support needs;
- ✚ class or subject teachers are primarily responsible and accountable for the learning, progress and development of the children in their class, including where children access support from teaching assistants or specialist staff;
- ✚ roles and responsibilities should be clearly outlined in each centre / school's Additional Learning Support Needs Policy.

The Special Educational Needs Coordinator (SENCO) / Designated Lead (DL)

In centres / schools, the role of the DL / SENCO must be undertaken by an experienced, qualified teacher, who demonstrates strong pedagogical insight, and has a depth of knowledge and qualifications in the area of additional learning support needs, including SEND.

In all centres/schools, the SENCO / DL is responsible for:

-  the day-to-day operation of the school's policy for additional learning support needs, including SEND;
-  responding to requests for support and advice from other teachers and support staff;
-  ensuring the identification of additional learning support needs through standardised measures including, screening and assessment tools;
-  coordination of provision, ensuring appropriate liaison with the various teachers / subject teacher(s) who teach children with additional learning support needs, including SEND;
-  maintaining a register, with records of all children with additional learning support needs, including SEND;
-  coordination of provision with the School-Based Support Team and Multi-disciplinary Teams as appropriate;
-  close liaison with the parents/guardians of children with additional learning support needs, including SEND;
-  identifying, brokering and providing in-service training requirements of the staff, and contributing as appropriate to their training needs;
-  collaborating and supporting transitions of children with additional learning support needs, including SEND, entering from the Early Intervention Programme, and other early childhood care and education centres, and subsequent transitions through all educational stages including Key Stages;
-  ensuring that parents/guardians are closely involved throughout, and that their insights inform any action taken by the school; and
-  liaising with external agencies as required.

Class Teachers

Class / subject teacher(s) are primarily responsible and accountable for the learning, progress and development of all children in his/her class, including those who access support from assistant teachers, specialist staff or external providers.

High-quality classroom based teaching, differentiated for individual children, as necessary and appropriate, is the first step in responding to children who have additional learning support needs, including SEND. Additional intervention and support cannot compensate for a lack of good quality classroom teaching.

Additionally, the class/subject teacher(s) are primarily responsible for ensuring that Learning Support Plans (LSPs) are implemented with the support of the SENCO / DL and all other identified staff including external providers as appropriate and agreed.

The Centre / School-Based Support Team (SBST)

The [centre / school name] will maintain a School-Based Support Team (SBST) as required by the Code of Practice. The SBST is the decision-making body in relation to the identification, assessment and provision for children with additional learning support needs, including SEND.

The composition of the SBST should be determined by the responsible authority (Governing Body) and may include:

- + the Special Educational Needs Coordinator / Designated Lead (SENCO / DL) who leads the coordination of services for children who have or may have additional learning support needs, including SEND;
- + a member of staff from the school's senior management team;
- + an educational psychologist: who is qualified to conduct all types of educational assessments, aid with problem solving and advocacy for the child;
- + class/subject teacher(s): individuals who provide documentation of the child's barriers to learning, as well as their strengths;
- + support service providers (Speech and Language Therapists, Occupational Therapists, Music Therapists, Counsellors etc.). These school-based specialists (where applicable) provide assessments, information and provide support pertaining to specific areas of concern;
- + assistant teachers

Although not part of the SBST, parents/guardians perspectives and insights are integral to supporting the roles and responsibilities of the SBST. Parents/Guardians should be fully informed with regard to all decisions and changes to levels of support, and provide consent, as necessary.

Multi-Disciplinary Teams (MDT)

At times additional external support from other professionals may be required to ensure that the needs of children with SEND are met. These professionals may provide additional support to the SBST, and along with the SBST should be considered to be a Multi-Disciplinary Team (MDT). This team will consist of professionals who are not directly school based, including, but not limited to:

- + Medical doctors
- + Clinical psychologists
- + Clinical psychiatrists
- + Private clinicians and therapists
- + Social workers
- + Other external professionals and providers

Parents/guardians involvement, perspectives and insights are integral to supporting the roles and responsibilities of the MDT. Parents/guardians should be fully informed with regard to all decisions and changes to levels of support, be involved as required, and provide consent, as necessary.

Parents/Guardians

Partnerships with parents/guardians are crucial in promoting a culture of cooperation between parents, the (centre / school name), and other stakeholders. At our centre / school all professionals actively seek to work with parents/guardians in a meaningful way and value the contributions that they make. We believe that the work of professionals can be much more effective when parents/guardians are involved and account is taken of their wishes, feelings and perspectives on their child's development. This is especially true when a child has additional learning support needs, including SEND.

At the (centre / school), all parents/guardians of children with additional learning support needs, including SEND will be treated as partners within the process to best identify and meet the children's needs. To ensure effective communications with parents/guardians, our staff and other involved professionals will:

- ✚ acknowledge and draw on parents'/guardians' knowledge and expertise in relation to their child;
- ✚ focus on the child's strengths as well as areas of additional learning support needs. Including SEND;
- ✚ be aware of the parents'/guardians' feelings and the challenges which they may be experiencing; ensure that parents/guardians understand procedures for seeking information and advice, are aware of how to access support and are given any documents to be discussed in advance of meetings;
- ✚ respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints;
- ✚ respect the differing needs that parents/guardians themselves may have, such as disability or communication barriers, poor school experiences, cultural differences; and
- ✚ recognise the need for flexibility in the timing and structure of meetings.

At [centre / school name] we believe that parent's/guardians should be fully involved in the responses to and support for their child, understand the purpose of any interventions, and be fully informed at all times. We encourage parents/guardians to:

- ✚ communicate regularly with the centre / school and alert them to any concerns that they might have about their child's learning or provision;
- ✚ share information;
- ✚ attend meetings as required;
- ✚ fulfil their obligations to ensure that their child receives full time education suitable to their age, ability, aptitude and any additional learning support need, including SEND.

Involving the Child

The Code of Practice highlights the importance of children in schools and centres participating in all decisions about their education. This is in line with Articles 12 & 13 of the United Nations Convention on the Rights of the Child (UNCROC), which states that, 'Children who are capable of forming views, have a right to receive and make known information, to express an opinion (in a medium of their choice), and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child.' The signing and ratification of the UNCROC by the United Kingdom signals that the Cayman Islands are bound by a broad set of values regarding children, and in particular the expressing of their views, having a say in all matters which affect them, presenting their insights, and to be supported to do so in the most meaningful and appropriate manner.

At [centre / school name] the child will, where possible, according to age, maturity and capability, participate in all decision-making processes. This includes the setting of learning targets, contributing to Learning Support Plans (LSPs), discussions about choices, contributing to assessment of their needs, and outlined review and transition processes. We believe children are more likely to respond positively to intervention and support programmes if they understand the rationale for them and are given some personal responsibility for their own progress. Such positive involvement can also enhance self-image and confidence. In particular, the centre / school will consider how best to:

- ✚ involve the child in decision-making processes which affect their own assessment, provision and progress;
- ✚ determine the child's levels of participation, taking into account approaches to assessment and intervention which are suitable for their age, ability, past experiences and prior learning;
- ✚ record the child's views in identifying their difficulties, setting goals, agreeing a strategy for developing, monitoring and reviewing progress;
- ✚ and involve the child in formulating, implementing and reviewing their own LSP.

5. Identification and Assessment

It is important that children, who have additional learning support needs, including SEND, are identified at an early stage and the earlier that action is taken, the more responsive the child is likely to be. To assist in early identification, Teachers and the SENCO will work with partnering agencies to utilize indicators such as observations, formative and summative assessments, and information obtained from parents/guardians. Formal assessment procedures as set out in the Code of Practice should be adhered to.

6. The Three Phases of Action.

The Code of Practice, acknowledging that there is a continuum of additional learning support needs, including SEND, sets out a three phases of action framework. The responsibility for children within Action Phase 1: Teacher Action and Action Phase 2: School Action lies at the school level. Following on from this is a period of Formal Assessment, which provides an opportunity to fully understand the needs of the student and consideration for SEND categorisation and a statement of eligibility at Action Phase 3: School Action Plus. Figure 1 (below) provides a summary of the three phase of action.





High Quality Teaching For All		Action Phase 1 Teacher Action	Action Phase 2 School Action	Formal Assessment	Action Phase 3 School Action Plus
	 Assess	<ul style="list-style-type: none"> Initial teacher concern based on observations, standardised assessment measures / screening / attainment levels despite high quality teaching Teacher assesses child's learning daily using formative assessment to alert them to any barriers that may be preventing comparable progress Additional learning support needs identified <u>Learning Support Plan</u> provides the class / subject teacher(s) ('teacher(s)') with a depth of understanding of the child's needs to better inform planning and teacher(s) actions 	<ul style="list-style-type: none"> Expression of 'continuing concern referral' (CCR) completed by teacher(s) and SENCO and demonstrates lack of expected progress despite action School Based Support Team (SBST) utilise CCR and required documentation to decide if school action is required or teacher action should continue Additional learning support needs identified <u>Learning Support Plan</u> updated with SENCO, teacher(s) and relevant SBST to provide an increased depth of understanding of the child's needs to better inform next steps for planning and school actions 	 Formal Assessment (Section X)	<ul style="list-style-type: none"> Formal (EP) assessment(s) inform identified SEND category / Remain at School Action. Statement of eligibility formulated and agreed All assessment information is made available / sought by MDT to best inform decision making and support recommendations for planning & provision Assessment informs an updated detailed <u>Learning Support Plan</u> with input from MDT to provide an increased depth of understanding of the child's needs to better inform next steps for planning and actions required from all services
	 Plan	<ul style="list-style-type: none"> <u>Learning Support Plan</u> (LSP) of teacher(s) action Teacher(s) collaboration in planning with the child and parents The LSP should be designed to meet the additional learning support needs identified Agree differentiation strategies and supporting actions for the child and teacher(s) in order to focus attention on key areas All teachers and supporting staff who work with the child should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required Set time limits for interventions and date for review. Minimum termly review. Record Teacher Action and formulated LSP on the school's management information system (MIS), e.g. SIMS 	<ul style="list-style-type: none"> Updated <u>Learning Support Plan</u> of teacher and school action for support and intervention. SENCO leads on collaboration in planning with the teacher(s), relevant SBST members, child and parents The available school supports and LSP should be formulated to meet the child's needs as identified Agree differentiation strategies and supporting actions for the child, parent, teacher(s) and support staff in order to focus attention on key areas Teacher(s), SENCO, relevant SBST members, ATs, support staff including interventionists who work with the child should actively contribute, to planning and implementation Set time limits for interventions and date for review. Minimum termly review Record School Action and the formulated LSP on the schools MIS 	Formal Assessment (Section X)	<ul style="list-style-type: none"> Updated <u>Learning Support Plan</u> of all necessary support and provision options SENCO leads collaboration in planning with the MDT, child and parents LSP details all intervention, support and provision required to meet needs as outlined in the statement of eligibility Agree differentiation strategies, supporting actions for the child, parent and all supporting adults in order to focus attention on key areas Teacher(s), SENCO, relevant SBST members, ATs, support staff including interventionists and external professionals who work with the student should actively contribute, to planning and implementation. Provision setting to be considered and agreed Set time limits for interventions and date for review. Minimum termly review. Annual Review required Record School Action Plus and the LSP on the schools MIS

Figure 1: The Three Phases of Action Summarised

High Quality Teaching For All		<ul style="list-style-type: none"> Teacher(s) is/are responsible for high-quality teaching (HQT) for the child on a daily basis Teacher(s) should utilise the LSP to inform and implement support and intervention Where the support involves group or one-to-one teaching away from the main class or subject teacher(s), they should still retain responsibility for the child Relationship is key and will have an impact on all interventions – even the most well planned actions can be undermined by a negative teacher-child relationship Teacher(s) continue to observe and record evidence of support and progress 	<ul style="list-style-type: none"> Teachers(s) should remain responsible for HQT for the child with the support of the SENCO, relevant SBST members and support staff Teacher(s), SENCO, relevant SBST members, ATs, support staff including interventionists should utilise the LSP to inform and implement actions to support and intervene with fidelity Relationship with all teachers and other staff is key and will have an impact on all interventions – even the most well planned actions can be undermined by a negative staff-child relationship All staff continue to observe and record evidence of support and progress 	Formal Assessment (see Code)	<ul style="list-style-type: none"> Teachers(s) should remain responsible for HQT for the child with the support of the SENCO, relevant SBST members, support staff and external professionals Teachers(s), SENCO, relevant SBST members, ATs, support staff including interventionists, and external professionals should utilise the LSP to inform and implement actions to support and intervene with fidelity Relationship with all teachers, support staff and others is key and will have an impact on all interventions – even the most thoughtful support can be undermined by a negative staff-child relationship All stakeholders continue to observe and record evidence of support and progress
		<ul style="list-style-type: none"> The effectiveness of Teacher Action, the support and interventions, and their impact on the child's progress should be reviewed at least termly The class or subject teacher(s) should review the impact of support in light of the child's progress and development, deciding on any changes required Provide stakeholders with clear information about the impact of the support and interventions provided, enabling them to be better involved in planning next steps Next steps: Remove, Remain Teacher Action. Progress to School Action. Support no longer required Expedite process in exceptional cases 	<ul style="list-style-type: none"> The effectiveness of the School Action, support and interventions, and their impact on the student's progress should be reviewed at least termly SENCO, teacher(s), relevant SBST members, support staff, including interventionists should revise the support and outcomes of the child's progress and development, deciding on any changes to the support collaboratively Provide stakeholders with clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps Next step: Remain School Action. Revert to Teacher Action. SBST consider formal assessment 	Formal Assessment (see Code)	<ul style="list-style-type: none"> The effectiveness of School Action Plus, the support and interventions, and their impact on the child's progress should be reviewed at least termly SENCO, teacher(s), relevant MDT members, support staff including interventionists should revise the support and outcomes of the child's progress and development, deciding on any changes to the support collaboratively Provide stakeholders with clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps. Annual Review process as outlined in this Code Statement maintain / review / cease

Figure 1 ctd.: The Three Phases of Action Summarised

Statement of Eligibility: Children at Action Phase 3: School Action Plus, who have been formally assessed and identified with SEND are required by law to have those needs and the provision to be made in relation to them set out by the centre / school's responsible authority in a *statement of eligibility*. (See COP p.)

Annual Review: All children with a statement of eligibility, at Action Phase 3: School Action Plus, are required to have an Annual Review in line with Ministry of Education's policy and strategy.

The [centre / school name] is committed to the processes, expectations and responsibilities relating to the three phases of action outlined in the Code of Practice and all legal requirements as set out in both the Education Act, 2016 and the Education Regulations, 2017.

All students with ALSN, including SEND require a Learning Support Plan (LSP) across all 3 phases of action.

A LSP should be 'SMARTER':

- **S**pecific, so that it is clear what the child should be working towards.
- **M**easureable, so that it is clear when the target has been achieved.
- **A**chievable for the individual student.
- **R**elevant, to the student's needs and circumstances.
- **T**ime-bound, so that the targets are to be achieved and reviewed termly at a minimum.
- **E**valuated and changed if they are not working.
- **R**eviewed formally and shared with all the co-production team and success celebrated.

A LSP is a working document and should be reviewed termly at a minimum through meetings between the teacher/SENCO and the parents/guardians. It exists to help the student make steady and significant progress through additional support. This is to ensure that the LSP continues to address and meet the child's needs. Parental/guardian input is important, as is the student's views, if they are able to convey their thoughts, on the progress made and the effectiveness of the LSP. The teacher/SENCO will discuss the targets and whether they need refined/updating or have been achieved. New targets may also be set to be achieved by the next review date.

7. Arrangements for ALSN/SEND

Curriculum Access





Arrangements will be in place for providing all individuals with support and full access to a broad and balanced curriculum (insert school / centre curriculum here). The centre / school should outline here the action that it takes to ensure that children have access to and make progress across the curriculum. This should include reference, but is not limited to the following:

- Access to Literacy/Numeracy/ICT
- Specific programmes that provide additional support
- Differentiation
- LSPs in relation to curriculum
- Resources.

Ensuring Effective Inclusion

All pupils whether they have additional learning support needs or not should be ‘included’ in the full life of the school. We actively seek to identify and remove the barriers to learning and participation that can hinder or exclude a child with additional learning support needs, including SEND. We ensure that children are included in a positive and proactive way. They should also approach inclusion as part of their overall improvement strategy. Inclusion in our school is about engendering a sense of community, belonging and meaningful participation, and encouraging collaboration to best support children with additional learning support needs, including SEND.

We aim to achieve inclusion by having:

-  an inclusive ethos;
-  a broad and balanced curriculum for all children;
-  systems for early identification of barriers to learning and participation; and
-  high expectations and suitable targets for all children.

Links

The centre / school should outline here how they will develop partnerships and inclusive links with other centres / schools of excellence (i.e. special centre / schools). This will have mutual benefits to both staff and children as the centre / school develops its continuum of educational provision. The curriculum expertise of special centre / schools and specialist providers can help

mainstream colleagues to ensure access to the curriculum for children, use of shared resources and so on. Therefore centre / schools should consider:

- ✚ Continuity and progression of curriculum provision,
- ✚ Links that foster and support continued professional development,
- ✚ Resources,
- ✚ Shared expertise,
- ✚ Joint Initiatives.

Training

All staff at the centre / school will have ongoing access to a range of training opportunities. The school / centre name utilises outside agencies and providers e.g. delivering training on a variety of topics related to ALSN / SEND. Some of these form part of the school / centre name's training programme and others are open to staff through the Ministry of Education and Department of Education Services training opportunities.

Our staff have the opportunity to attend specific training days, some of which relate to students with ALSN / SEND. Staff may also attend courses leading to specialist qualifications which enable more effective and achieve the best outcomes.

Within our centre / school expertise is also shared through discussions at staff meetings where information regarding ALSN / SEND is also exchanged.

8. Complaints Procedure

If parents/guardians want to make a complaint with regard to any aspect of the identification, assessment and provision the complaint should be directed to the centre / school leader and/or the responsible authority (Governing Body). Our centre / school name has their own complaints policy to which we adhere to in dealing with all complaints. A copy of the complaints policy is available on request.

Additionally, as set out, complaints can be made to the Chief Officer or the Chief Officer's designate in accordance with the Ministry of Education's policy and guidelines.