



VIJAY
INTERNATIONAL
SCHOOL
PRASLIN SEYCHELLES

Policies

Procedures and Protocols

You are not born for yourself but for the world



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Trip policy

Vijay International School encourages school trips due to the vast benefits for students, both socially and academically.

A small budget exists to help fund trips which form an essential part of the curriculum (such as for IGCSE coursework or Primary swimming lessons) and for students representing the school in athletic or academic competition. For any other trip, money must come from the department budget or fund raising. Parents should not be expected to fund any local trip but a voluntary contribution may be asked in order to fund any trip beyond Praslin. **All finances must be agreed by the Head of Section and Headteacher before a letter is circulated to parents.** Parents should not be expected to provide transport other than to collect and drop off their child at the beginning and end of the visit.

The following procedure is set out to aid the smooth organisation and running of all trips:

1. Submit a trip proposal form which outlines the venue, date, time etc of the trip. These are available from the staff room. The Head of Section will determine if the trip forms an essential part of the curriculum and if not, whether department budget can be given to it. This must be done no later than 4 weeks before the trip. If agreed, the Head of Section will sign the form to be passed to the Headteacher.
2. The trip proposal form and parental consent letter must then pass to the Headteacher in order for finances to be agreed.
3. For local trips, a prior visit to the location **MUST** be carried out in order to determine suitability. The Head Teacher and / or Head of Section may request that a risk assessment be carried out.
4. A letter must be then issued to parents giving details of the trip and asking for parental consent *if* parental permission has not already been granted which is indicated on their file on the database. Where written permission has not already been granted (local trips), verbal consent is accepted. This should be done at least 1 week before the trip. Written consent from parents for non-local trips **MUST** be given.
5. The admin office must be notified of the trip and given a copy of the letter issued to parents.
6. A copy of the letter is pinned to the staff notice board for reference.
7. All staff on the trip must have a mobile phone and a contact list for all students must be provided by the trip organiser. A first aid kit should also be taken.

The procedures for any residential visit would vary from those listed above and would be discussed on a case-by-case basis with the Head of Section and Head Teacher.



Staff Ratios

Staffing ratios may vary depending on the risk assessment for each trip which will be agreed by the Head Teacher and/or Head of Sections.

A general guide to staffing ratios are:

Local Trips

EC: 1 adult to every 5 students

Years 1 - 3: 1 adult to every 6 students

Years 4 - 6: 1 adult to every 15 students

Year 7 onwards: 1 adult to every 20 students

Note: for a day trip, there is a minimum requirement of 2 adults to be present even if the ratio of the class is less than this guidance.

Other Trips (overnight or off island)

Years 1 - 3: 1 adult to every 4 students

Years 4 - 6: 1 adult to every 10 students

Year 7 onwards: 1 adult to every 10 students



Equal Opportunities Policy

All members of the school community are expected to comply with the Equal Opportunities Policy at all times.

1. Every member of the school community is entitled to certain rights. These include equality of access to facilities, resources and opportunities available within the school.
2. No person should be discriminated against on the grounds of gender, age, appearance, disability, sexual orientation or ethnicity.
3. All students have the right to study in a safe and non-threatening environment. Teasing or bullying of a student will not be tolerated. It is the responsibility of every member of the school community to maintain a happy environment, conducive to work and progress.
4. All students have the right to raise concerns about any aspect of school life. This can be done through the elected school council, or by talking to the class teacher or head of section. Serious matters will be referred to the Head of School.
5. No person should endanger the health and safety of either themselves or other members of the school community. Every person must ensure that the well-being of another must never, (either by design or carelessness) be compromised.

All communication within the school, both in and outside lessons, should be conducted in a polite and civilized manner.



Private Tuition Policy

This policy is designed to address the issue of staff being asked to undertake additional paid tuition outside school hours by parents.

VISP will not expect staff to provide additional tuition out of school hours and outside the remit of staff contracts.

Staff at VISP will not actively encourage a child to be tutored in a private capacity. This decision is at the discretion of parents alone.

Staff should not be actively seeking to provide private tuition for students and if they feel there is the requirement for students to receive additional time/support then this should be discussed with their direct supervisors so the school can review its own provision.

For all staff:

Any staff member who is approached by a parent to offer 1 to 1 tuition / extra class / outside hours clubs may apply to do so through the Head teacher and their line manager. If agreed by both Head teacher and line manager, these could take place on site under a financial arrangement agreed by the school with parents paying the additional fees to the school and the staff member receiving agreed overtime in their monthly salary.

VISP management may from time to time arrange additional classes outside of school hours and Seychellois or expatriate staff may be approached to deliver these lessons. There is no requirement for any staff member to teach these extra classes and overtime payments would be made to any staff who do so.

For Seychellois staff:

All Seychellois staff are allowed to do private tuition when requested by parents/carers, off school premises. This decision is at the discretion of parents alone.

Staff will only be allowed to do so outside school hours and once they have met all their contractual obligations.

Staff should inform their line manager before they commence tuition. Should there be any concerns regarding meeting of contractual obligations the member of SLT who was originally informed about the tuition sessions will discuss the concerns with the member of staff doing said tuition.

Staff employed under a Gainful Occupancy Permit:

Expatriate staff contracts are governed by the terms of the GOP and therefore they are prevented from engaging in private paid tuition unless done so through the school.



Use of Multimedia Policy

VISP encourages the use of film, news and documentary footage to support learning in all stages of the school.

Staff should be mindful that students on Praslin can be more sheltered than equivalent aged students elsewhere. Many are not as hardened to western media in the way that many UK students are for example. Therefore, please consult the BBFC website for the certification of any media shown. A film given a U certificate can be shown to all students. Media given a 12 or 15 certificate should only be shown to those students old enough to watch this. Any media given a PG certificate should get parental approval before being shown - please check parental permissions on the Student Database.

Caution should be taken when showing news footage, particularly of disasters or conflicts.



Staff Social Media Policy

As a member of staff at VISP, you are expected to act professionally on social media.

Staff should not upload any content onto personal social media accounts that:

- Identifies pupils at the school. Staff should not post pictures of students on personal accounts.
- Shows students work where their name is visible or is identifiable to them (e.g. through their handwriting)
- Is confidential to the school or its staff
- Amounts to bullying
- Amounts to unlawful discrimination, harassment or victimisation
- Brings the school into disrepute
- Contains lewd, sexually explicit, threatening or similarly inappropriate or offensive comments, images or video clips
- Has the potential to cause damage or harm to the public image of the school or complains about the school.

Staff should not post on personal social media accounts during school hours.

Staff social media accounts must be private. Staff should be aware of both professional and social boundaries and should not therefore accept or invite 'friend' requests from pupils or ex-pupils under the age of 18 on their personal social media accounts. *An exception to this should be made for family members.*

Staff should be aware that content uploaded to social media is not private. Even if you restrict it to 'friends', there is still capacity for it to be re-posted or distributed beyond the intended recipients. Therefore, staff using social media should conduct themselves with professionalism and respect.



Uniform Policy

The purpose of a policy on school uniform is to provide for parents and students, a clear and common understanding of what is required in the wearing of a school uniform. Having a uniform in school can play a key role in:

- promoting the ethos of our school
- providing a sense of belonging and identity
- setting an appropriate tone for education
- safety at school

Aims

Students will:

- Wear their correct school uniform to school, every day.
- Wear only the jewellery that is permitted within this policy

Parents are expected to:

- Support the school in the matter of correct uniform.

VISP School/Staff will:

- Encourage students to wear the correct uniform at all times.
- Provide a uniform shop for key items of the school uniform.

Uniform rules

Sun hats are strongly encouraged across the whole school.

Early Childhood section uniform:

- Green T-shirt
- Navy blue shorts or skirt (not denim)
- Sensible footwear that children can remove and put on by themselves (flip-flops/trainers are allowed)
- Y1 & Y2 require a house T-Shirt and sensible (not denim) shorts for PE and games.

Junior section uniform:

- Pale blue polo shirt
- Navy blue shorts or skirt (not denim) of an appropriate length (when standing with arms by your side, the skirt/short length should be the length or longer than your fingers)
- Leggings may be worn underneath a skirt
- Sensible footwear (flip-flops/trainers are allowed)
- A house T-shirt, sensible sports shorts and trainers are required for PE and games.



Secondary section uniform:

- White polo shirt
- Navy blue shorts or skirt (not denim) of an appropriate length (when standing with arms by your side, the skirt/short length should be the length or longer than your fingers).
- Sensible footwear (flip-flops/trainers are allowed)
- A house T-Shirt and sensible sports shorts are required for PE and games.

Sixth Form:

- There is no uniform in Sixth Form but students must dress according to a smart casual dress code, adhering to the same length of skirt/short policy as above.

Hair and make-up

- False nails are not allowed.
- Students can accessorise their uniforms with a single necklace (if worn under their T shirt) and a single bracelet (this must be within reason and not be a safety risk or interfere with learning).
- Discrete, light make up is allowed in the secondary section but not in the primary or EC sections.
- Hair colour and style must be appropriate for school, for example, no pinks, green, blue hair.

Jewellery

- In the EC and junior sections, a single necklace or pendant is permitted if worn inside their T shirt.
- One bracelet is permitted.
- Watches are permitted however SMART watches are not to be worn in school.
- No rings are allowed.
- Across EC, Primary and Secondary sections, students are allowed to wear a single pair of studs or ear hugging hoops in pierced ears. No dangly earrings are permitted (the earring must be confined to the earlobe).
- No piercings are allowed anywhere on the face (e.g. eyebrows, nose, lips, tongue etc).
- Jewellery must be removed for PE.

Implementation

In the event of a student arriving to school, not adhering to this policy, a teacher or any other staff member will provide a verbal reminder of our policy and present the student with a 'Uniform Code'. Unpermitted jewellery will be asked to be removed.

Persistent non-compliance of this policy will result in disciplinary procedures (see Whole School Approach to Discipline booklet).

Exceptional Circumstances: The school recognises that occasionally, a student may come to school not in the full correct uniform. On these occasions parents should provide a note or speak to the class teacher.



Swimming Policy

The purpose of this document is to set out the policies and provide guidance on Safe Practice in School Swimming and Water Safety.

At VISP, we will provide swimming instruction in either Key Stage 1 and/or Key Stage 2 with the primary focus of building water confidence in our students.

Swimming is a highly beneficial, potentially life-saving activity. It supports the acquisition and development of physical literacy, along with skills for health and enjoyment. Swimming is 'Wet Physical Education'. As a threshold skill, it also gives access to many other water based recreational activities. Swimming is one of the few activities that people can enjoy all their lives either on their own, with family or friends of the same or different ages, whether just for fun or competitively. We owe it to our youngsters to give them the best chance to learn to swim as well and as early as possible. Nevertheless, it also carries the risks of death through drowning or injury by brain damage through near drowning. The teaching and learning of swimming and water safety therefore requires the utmost care on the part of all concerned.

Our aim is to ensure that our students are '*water safe*'.

Water safety and learning to swim are integral and best taught combined.

By **Year 6**, we would like our students to be confident with:

- Floating.
- treading water while attracting attention (water safety).
- Knowledge of what to do in situations, rules of water play and safety.
- 25m Swim competently and have a knowledge of different strokes.

Staffing Ratios

(note: these ratios are for the swim teacher to child ratio. There must also be another adult on the pool deck to assist and supervise. Ideally this should be someone who knows the children and is able to support with safety, known medical needs and behaviours. If this adult is the pool lifeguard, conversations must take place about their role and expectations)

Level	Ratio
Preschool Aquatics (Early Childhood)	No less than 1 instructor for 6 swimmers (KS1). When teaching in deep water - 1:1
Primary Aquatics (KS1 & 2)	Optimal ratio: No less than 1 instructor for 10 swimmers (KS2) Minimum requirement: up to 1:12 maximum
Intermediate Swimmers (basic skills and can swim 25m)	Optimal ratio: 1:15 Minimum requirement up to 1:20
Swimmers with special educational needs (SEND)	1:1 upwards Consider each situation independently



Staff must:

- be able to see students at all times,
- be given a clear role and understand the limits of their role,
- be confident on poolside,
- communicate effectively and appropriately with each other and the pool staff on safety issues,
- be suitably dressed for their role,
- ensure children are appropriately supervised when changing,
- ensure children are under control at all times,
- take head counts before, during and after sessions,
- one staff member must remain on poolside to provide an assisting role to the lead teacher,
- be aware of the additional needs or medical conditions of the pupils they are teaching so that correct measures/precautions can be put in place.



Swimming Policy Appendix 1: LEVELS (Taken from Red Cross and USLTS)

Level 1 - Introduction to Water Skills - Age: 3+

- For the beginner who is comfortable in the water.
- Swimmers learn basics of swimming: bobbing, going under water, supported front and back floating, supported rolling over from front to back and back to front, supported gliding, supported flutter kick, supported front crawl arms and jumping in.

Level 2 - Fundamental Aquatic Skills - Age: 4+

- Swimmers should already be able to float on front and back and put their head under water.
- Swimmers will work on: independent front and back floating, independent rolling over from front to back and back to front, independent front and back glides, front crawl arms and kicks, back crawl arms and kicks, retrieving underwater objects, and jumping into water over their head.

Level 3 - Stroke Development - Age: 5-6+

- Swimmers should already be comfortable swimming front stroke and swimming on their back.
- Swimmers will work on: gliding, freestyle with side breathing, backstroke, breast stroke and dolphin kicks, retrieving objects in deeper water, treading water, jumping into deep water and compact dives.

Level 4 - Stroke Improvement - Ages: 7-8+

- Swimmers should already be able to: swim front and back crawl 25 yards.
- Swimmers will work on: rotary breathing, freestyle, backstroke, elementary backstroke, scissors kick and sidestroke, whip kick and breaststroke, intro to turning at wall, treading water with modified scissors, and diving in kneeling position.

Level 5 - Stroke Refinement - Ages: 9-10+

- Swimmers should already be able to: swim freestyle, breaststroke and backstroke 25 m, scissors kick, whip kick, treading water, and dive.
- Swimmers will work on: alternate breathing, stride jump, refinement of: freestyle, backstroke, elementary backstroke, sidestroke, breaststroke, dolphin kick and butterfly, open turn on front and back, feet-first surface dive, and treading water.

Level 6 - Swimming & Skill Proficiency - Age: 11+

- Swimmers should already be able to: swim front and back crawl 50 m, elementary backstroke 25 yards, breaststroke 25 yards, butterfly 25 yards, sidestroke 10 yards, tread water for 3 minutes, and dive.
- Swimmers will work on: All six strokes, front and back crawl flip turn, breaststroke turn, breaststroke speed turn and pull out, butterfly turn, sidestroke turn, pike and tuck surface dive, pike and tuck dive from board, tread water for five minutes, and basic water rescue. Please note: Not all pools are deep enough to teach all of the diving segments of all levels – program modifications may be required to meet safety guidelines.



Planning, Preparation and Assessment (PPA) Policy

PPA time is a minimum requirement of 10 per cent of a teacher's timetabled week. It is a statutory entitlement for all teachers who work under the School Teachers' Pay and Conditions Document to have this PPA time.

Headteachers cannot direct teachers to use their PPA time in any particular way, however, teachers need to be in school for its duration.

At VISP, we aim to offer over and above the minimum requirement to all teachers to compensate for the fact that we require flexibility from staff. We understand that staff are entering a new environment when coming to work here and by giving additional PPA, we try to compensate for time that may be needed to:

- visit other classes,
- attend mentor/coaching meetings,
- do admin, where we may once have been used to faster technological systems,
- support each other with our teaching requirements (as we don't have team planning)
- ensure our teaching can be the best it can be.

Due to the absence of supply agencies on Praslin, Secondary and Sixth Form staff are given additional PPA above that of Primary to compensate for the fact that teachers will need to be used for cover when there are staff absences/shortages.

Early Childhood & Primary Timetable

- The primary timetable runs from 8.05 – 2.00pm.
- The total contact time (minus breaks and lunch) is 25 hours.
- This equates to 2.5 hours of PPA time as a minimum.
- We aim to give teachers approximately 6-8 periods of PPA.

Secondary Timetable

- The secondary timetable runs from 7.55 – 2.20pm.
- The total contact time (minus breaks and lunch) is 27.5 hours.
- This equates to 2.75 hours of PPA time, approximately 4.5 periods for PPA as a minimum.
- We aim to give teachers 10 periods for PPA.

Leadership Timetable

- Head of Section roles are given an additional non-contact time: 'Management Time' of approximately 4 additional periods, however this varies depending on responsibilities assigned.

Using staff for cover

Any cover required is carefully planned to be as fair as possible.

In Primary, Keyworkers will be the first port of call for cover. If teachers are used for cover out of their PPA time, this will not be paid back unless it reduces the teacher's PPA time to under the minimum requirement of 10%.



In Secondary, any staff who are 'under timetable' will be the first to be used for cover (as stated in the Teacher's Handbook), providing they are available for the periods that the cover is required.

Cover is spread out amongst other staff with records kept ensuring as equal a spread as possible.

Teachers in the Science Department are not used as a first port of call to protect their lab prep time in the absence of us being able to provide a lab technician.

The subject/class teacher will be asked to provide cover for the lessons covered (staff are asked to have a bank of lessons ready in the event that they are too sick to provide cover).

Longer term cover will likely require re-timetabling with planning and delivery by the cover teacher.

For Sixth Form lessons, short term cover will be set as independent learning with work emailed by the subject teacher. Longer term cover will be timetabled for.



Safer Recruitment Policy

Vijay International School Praslin is committed to ensuring the recruitment of all staff is conducted in a fair and effective manner. The school is committed to attracting, selecting and retaining employees who will successfully and positively contribute to the future development of the school. A motivated and committed workforce with appropriate knowledge, skills, experience and ability to do the job is critical to the school's performance and fundamental to the delivery of a high-quality education.

The policy is an essential element in creating and maintaining a safe environment for all pupils, staff and others within the school community and aims to ensure safe recruitment and selection of staff by attracting the best possible candidates to vacancies, deterring prospective candidates who are unsuitable from applying for vacancies, identifying and rejecting those candidates who are unsuitable to work with children and young people.

Aims

Vijay International School Praslin is a safe recruiter committed to maintaining a safe and enjoyable learning environment. In line with the school mission, those that are responsible for each stage of the recruitment process will demonstrate a professional approach by dealing honestly, efficiently and fairly with all internal and external applicants.

Equal Opportunities

Vijay International School Praslin is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures will be reviewed on a regular basis to ensure that applicants are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status or sexual orientation.

VISP is committed to safeguarding and promoting the welfare of children, young people and adults. All applicants must be willing to undergo child protection screening, including checks with past employers. The successful candidate must provide a proof of identity, a Disclosure and Baring Service (DBS) check or if overseas, the national equivalent.

Recruitment Principles

These principles apply to the entire recruitment process, from advertisement to appointment:

- All posts will be advertised first in Seychelles using printed national media, for a period of a minimum of 3 days. In the event that there are no applicants the school will advertise online via TES or similar platform.
- Any advertisement will make clear the school's commitment to safeguarding and promoting the welfare of children.
- All applicants will receive fair treatment
- Employees will be recruited on the knowledge, experience and skills needed for the job
- Selection will be carried out by a panel with at least two members
- Selection will be based on a minimum of completed application documents (CV, cover letter, photograph, professional references)
- All applicants must declare any conflicts of interest regarding students or current staff members. No applicant will be considered if they are involved in a romantic or sexual relationship with a student.



Teachers

- We accept applications from teacher candidates in Seychelles and overseas. However, Seychellois applicants will be considered and interviewed as a priority. Only if there are no suitable Seychellois applicants will we consider applicants from overseas.
- Applicants for teaching positions should hold a valid international teaching qualification (B.Ed or P.G.C.E.) with Qualified Teacher Status or an international equivalent with at least 2 years' teaching experience in a UK or British International School.
- Prior experience working with IGCSE and A-Level programmes is essential for applicants wishing to work in the secondary section

Teaching Assistants skills and attributes

- English language competency
- Experience of working with children is preferred
- Confident IT skills - or a willingness to learn how to email, print and use selected programmes such as Word

Application Requirements

- An-up-to date CV which includes details of marital status and any dependents.
- Contact details of two professional referees, one of whom should be your current Head of School or employer.
- Successful candidates will be asked to provide identity verification, original copies of qualifications and an enhanced DBS (Disclosure and Barring Service) check or national equivalent.

References

- The purpose of seeking references is to obtain objective and factual information to support the application.
- References will be obtained and scrutinised before a person's appointment is confirmed and before s/he starts work.
- When written references have been obtained, references may be followed up by a telephone conversation with the referee to confirm the reference and that there are no disciplinary or safeguarding issues.
- All referees will be asked whether they believe the applicant is suitable for the job for which they are being considered.
- The school will only accept references obtained directly from the referee and will not accept open testimonials or letters of recommendations provided by the applicant.
- The school will compare all references with any information given on the CV.
- One of the references must be from the applicant's current or most recent employer and be either the Head Teacher or a senior leader at the school.
- If the current/most recent employment does/did not involve work with children, then the second reference should be from the employer with whom the applicant most recently worked with children.
- Neither referee should be a relative or someone known to the applicant solely as a friend.



If the referee is a current or previous employer, they will also be asked to confirm the following:

- the applicant's dates of employment, salary, job title / duties, reason for leaving, performance, attendance and disciplinary record;
- whether the applicant has ever been the subject of disciplinary procedures involving issues related to the safety and welfare of children (including any in which the disciplinary sanction has expired), except where the issues were deemed to have resulted from allegations which were found to be false, unsubstantiated, unfounded or malicious; and
- whether any allegations or concerns have been raised about the applicant that relate to the safety and welfare of children or young people or behaviour towards children or young people, except where the allegation or concerns were found to be false, unsubstantiated, unfounded or malicious.

Interviews

- The selection process for people who will work with children will always include a face-to-face interview even if there is only one candidate. For overseas candidates this will usually be on Skype/video link.
- The recruitment panel will include at least one member of the school leadership team.
- All candidates will be interviewed by at least 2 members of staff, this may include a Board member.

Scope of the Interview In addition to assessing and evaluating the applicant's suitability for the particular post, the interviewers will also explore:

- the candidate's attitude toward children and young people;
- his/her ability to support the school's agenda for safeguarding and promoting the welfare of children;
- gaps in the candidate's employment history;
- concerns or discrepancies arising from the information provided by the candidate and/or a referee; and,
- ask the candidate if they wish to declare anything in light of the requirement for a DBS check.

Vijay International School Praslin is committed to safeguarding and promoting the welfare of children, young people and adults.



Special Educational Needs (SEN) Policy and Information Report

Aims

All children and young people are different. They all have different preferences, strengths and ways of learning. Some children and young people have Special Educational Needs and/or Disabilities (SEND). At Vijay International School Praslin, we firmly believe that regardless of differences; all children and young people are entitled to an appropriate education; one that is appropriate to their needs, promotes high standards and the fulfillment of potential.

An education that should enable them to:

- Achieve their best
- Become confident individuals who live fulfilling lives
- Make a successful transition into adulthood, whether into employment, further or higher education or training and
- Make a positive contribution to our society

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Definitions

A pupil has SEN 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 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

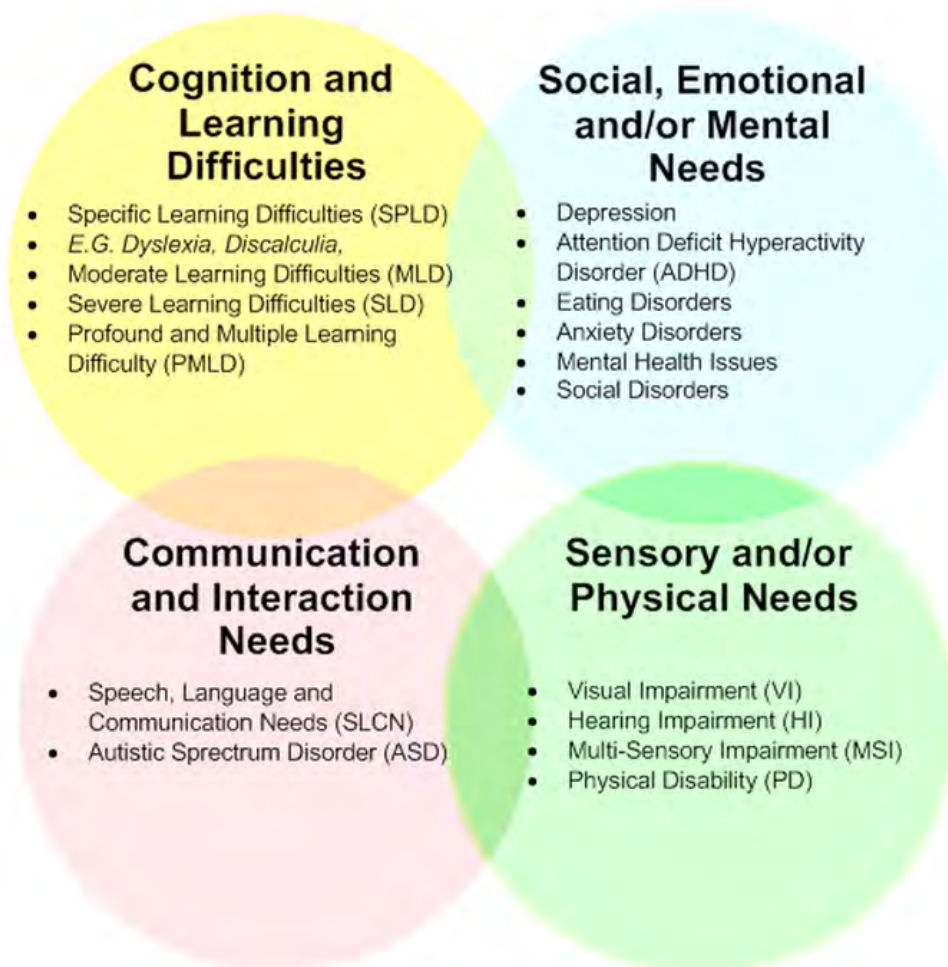
Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Children must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which they will be taught. This would be classed as EAL (English as an Additional Language).

At VISIP the SEN programme is overseen and managed by the SENCO (Special Educational Needs Coordinator). Each child identified with Special Educational Needs or English as an Additional Language (EAL) will be placed on a register and will have an Individual Provision Map (IPM) designed to support his/her progress. Parents are kept fully informed at each stage of the implementation of SEN support.



There are 4 broad areas of SEN:



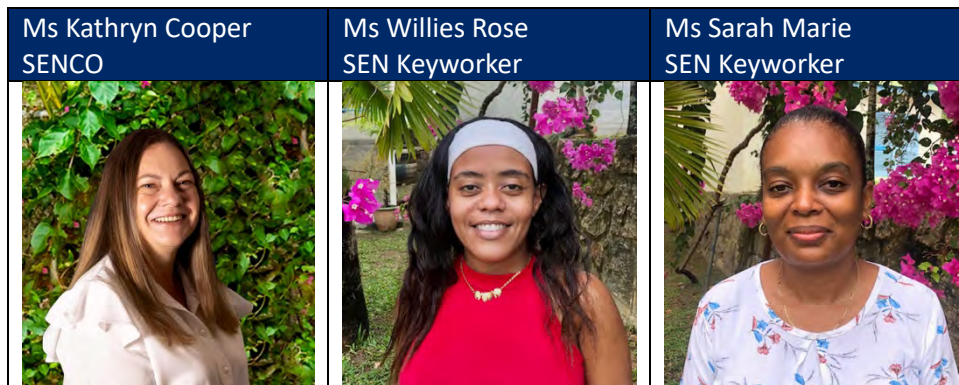
A child is considered gifted and talented if he/she has:

- An outstanding ability evident in more than one subject
- Potential which is distinctly above average in one or more of the following domains of ability: intellectual, creative, social and physical.



Roles and responsibilities

The SENCO and Inclusion Team



All teachers and teaching assistants in school also offer support to pupils with SEN as well as the SEN Team. This is a combination of in-class support and interventions. Interventions that are run by classroom teaching assistants are under the guidance and advice of the SENCO and class teacher.

The SENCO will:

- Work with the headteacher to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEN support.
- Ensure the school keeps the records of all pupils with SEN up to date.
- Oversee pastoral provision in school.

The Head Teacher will:

- Work with the SENCO to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

The class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Identifying students who may require additional support and ensuring they have informed the SENCO
- Ensuring they follow this SEN policy



The parent is responsible for

- participating in their child's efforts to meet the targets
- giving support and encouragement to their child
- informing the class teacher and/or SENCO about any relevant information, including information about the child's health, development and behaviour at home
- being involved in decision making, developing IPMs

The child should be aware that they have been identified as having particular areas of need; targets must be shared with the child if they are expected to achieve them.

It is the responsibility of all people involved in the development of any child with SEN to have high expectations and to remove all barriers to achievement and make any reasonable effort to help children on the special needs register to reach their potential.

Provision for students with SEN/EAL

1. There will be opportunities for students with SEN and EAL to meet and discuss their development and any problems termly at either parents evening, by invitation, or as requested by the parent.
2. Parents will be invited to annual review meetings to discuss the progress of their child and raise any concerns.
3. Where possible, students will be supported in lessons through the use of differentiation and IPMs. This is in line with the school providing an inclusive curriculum. If needed, some students will be withdrawn from certain lessons either entirely or for a short amount of time in order to help build their proficiency in certain skills and work 1-to-1/in small groups with the SENCO or SEN teaching assistants.

The Referral Process

This is the process by which children who we think will benefit from the support of the SEN programme are identified and supported:

1. If a staff member or parent feels that a child has SEN or EAL needs, then the teacher concerned or notified needs to record their concerns in writing via email (Secondary) or on a *Student Log on the Google Drive* (Primary). This needs to be shared with the SENCO and Head of Section each time a log is recorded. Ongoing concerns and strategies you are implementing need to be recorded on this ongoing log.
2. A discussion with the teacher and then observation of the child will take place by the SENCO.
3. Parents are then invited into school for an initial meeting to discuss these concerns and gain a better insight into their child's needs.
4. A meeting with the child will then take place and the child will be placed on the register if appropriate.
5. If the child's needs warrant it, an external or internal assessment will be recommended.
6. A meeting with the child will take place to create an IPM and strategies will be included to help aid the support of the child both at home and at school.
7. One-to-one or group support will be timetabled where necessary.



8. There will be a review of the IPM and support at least twice a year and parents will be given the opportunity to discuss their child's needs and progress throughout the year. Parents are encouraged to contact the class teacher and/or SENCO at any point if they have any concerns or would like to provide further information.

Intervention

As well as supporting our students with a range of cognition and learning intervention, we also focus on supporting their communication & interaction as well as their social, emotional and mental health. We believe in developing the whole child and developing life-long skills to promote independence.

Further information may be obtained from Ms Cooper
kcooper@visp-sey.com