

<b>The British International School Istanbul</b> <b>SEN Policy</b>
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**Aim**

The British International School Istanbul is committed to supporting every student to reach their full academic potential and because of this we have a dedicated SEN Department. BISI recognises the pivotal role our SEN department plays in the education of students with special educational needs. The SEN department is committed to working with teachers and parents to help these students learn strategies and receive support according to their individual needs, in order to enable them to access the curriculum to achieve the standard they are capable of.

SEN at the BISI is a shared responsibility of all teachers, parents/guardians and students. We value the importance of all members of the team and strive to work together to support the students in their whole environment.

**The Special Educational Needs Department (SEN) – Staff**

The SEN Department at BISI consists of the following staff:

<b>Mr. Richard I'Anson</b>	–	Director of SEN
<b>Mrs. Agnieszka Hügel</b>	–	SEN Leader
<b>Mrs. Rachel Lings</b>	–	SEN Teacher
<b>Mr. Jordan Smigelsky</b>	–	SEN Teacher
<b>Ms. Figen As</b>	–	SEN Teaching Assistant

**SEN Provision**

The aim of our SEN provision is to ensure students receive support in accessing the curriculum and/or an appropriately modified curriculum, as well as ensuring liaison and coordination between the SEN department and the other adult participants in the students' learning. In order to achieve this, the SEN department will:

- Design personalised IEPs, with the support of teaching staff and parents;
- Write clear, timed goals focused on development in students' educational need;
- Work with teachers to extend SEN developed IEP goals into classroom based IEP goals;
- Provide lessons focused on learning strategies to succeed with their special educational needs;
- Assist in the identification of students by conducting observations, collecting and following up Focus of Concerns (FoC), referring families to relevant qualified specialists, and collating paperwork and assessments;
- Assist with accommodations required for standardised tests and examinations.

In order to qualify for SEN support as well as accommodations for standardised exams/tests, the school requires a valid report from a relevant qualified specialist<sup>1</sup>. Such a report is required to be 2-3 years old unless otherwise requested by the SEN department or IGCSE/IB Officer (i.e. due to behavioural and/or emotional changes, changes of student's academic performance, etc.). Individual cases will be discussed within the SEN Department and relevant teachers.

**Accommodations for standardised tests/exams, IGCSE and IB Examinations**

In cases of learning difficulties, medical/health issues, physical/emotional/social difficulties an assessment, is required to be administered by relevant qualified specialists (e.g. Independent Educational Psychologist, Physicians, Occupational Therapists, Speech Therapists, Physiotherapists, etc.).

BISI will endeavour to comply with all accommodations recommended within these reports, however, BISI may not be able to facilitate all recommendations.

**Progress**

- Individual Educational Plan (IEP) shows a structured time line to monitor student's progress with SEN and classroom-based goals.
- IEP targets will be reviewed termly or unless otherwise required.
- IEP targets to be monitored by SEN staff in co-ordination with teachers relevant to each student.

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<sup>1</sup> SEN students with a report deemed to be out of date (two years or older) will be assigned to Learning Support (if relevant staff are available) until a new report is received.

## **SEN Procedures**

The SEN department maintains a school register of all students placed within the SEN Procedure. The Register is updated on an, on-going basis to show changes in student placement.

### **Identification process**

- Relevant teachers identifies the student who is experiencing difficulty/difficulties.
- Consult the student's administration file to ensure all relevant information is known.
- When appropriate, discuss any difficulties in learning with the student and find out from their perspective what the school could do to assist.

For identification process for Gifted and Talented (G&T) students see SEN – Policy for Gifted & Talented.

### **In Primary School**

- Class Teacher (CT) to gather information and feedback from specialist teachers.
- CT to meet the parents to discuss concerns to notify them of differentiated strategies (classroom adaptations) initiated and to indicate that the SEN department will be contacted to discuss the next steps. At the meeting, the CT should avoid suggesting a possible diagnosis.
- CT to fill in a Focus of Concern Form stating adaptations and their outcome including feedback from subject teachers and anecdotal notes and send to the SEN department.
- SEN Department will observe the student of concern in different academic environment (at least 2-3 observations by 2 different SEN staff members) and feedback to the CT.
- SEN Department to arrange a Parent Meeting (Parent, Class Teacher and SEN staff) to discuss the concerns related to the student's attainment as well as procedures for students put forward as a Focus of Concern.
- If parents agree for their child to be assessed, the SEN department will provide a list of independent, qualified contacts of relevant qualified specialists who practice in the Istanbul area.
- SEN Department may administer the KBIT2 assessment to ascertain student's cognitive abilities, unless the student has been assessed at Admissions.
- Based on the outcome of the professional's report, SEN support will be granted or not.
- Should parents decline an assessment the student will be considered for Learning Support intervention at the discretion of the student's relevant teachers and Learning Support (LS) staff. The student's name will remain on the SEN Focus of Concern Register and be shared with future teachers.

### **In Secondary School**

- Key Stage Coordinator (KSC) will gather information and feedback from subject teachers.
- KSC to meet the parents to discuss concerns to notify them of differentiated strategies (classroom adaptations) initiated and to indicate that the SEN department will be contacted to discuss the next steps. At the meeting, the KSC should avoid suggesting a possible diagnosis.
- KSC to fill in a Focus of Concern Form stating adaptations and their outcome including feedback from subject teachers and anecdotal notes and send to the SEN department.
- SEN Department will observe the student of concern in different academic environment (at least 2-3 observations by 2 different SEN staff members) and feedback to the KSC and relevant teachers.
- SEN will arrange a Parent Meeting (Parent, relevant teacher/s and SEN staff) to discuss the concerns related to the student's attainment as well as procedures for students put forward as a Focus of Concern.
- If parents agree for their child to be assessed, the SEN department will provide a list of independent, qualified contacts of relevant qualified specialists who practice in the Istanbul area.
- Based on the outcome of the professional's report, SEN support will be granted or not.
- Should parents decline the recommended assessment the student will be considered for Learning Support intervention at the discretion of the student's relevant teachers and Learning Support (LS) staff. The student's name will remain on the SEN Focus of Concern Register and be shared with future teachers.

### **Learning Support (LS)**

If parents decline the recommended assessment, the students may receive learning support<sup>2</sup> from a learning support teacher or teaching assistant.

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<sup>2</sup> SEN students are given schedule priority over students who receive Learning Support due to SEN students having a completed and valid assessment.

- Consultations between SEN department and CT/KSC will take place to discuss different teaching strategies and differentiation for the student(s) who may or may not receive learning support.
- Based on the decision made SEN department, CT and/or KSC to decide level of support needed.
- Relevant staff will develop targets for the student based on the identified needs.

**Possible learning support could include the following:**

- Boosters sessions or 1:1 sessions - targeting literacy, numeracy or behaviour issues can occur if decided it will be of benefit to the student and is agreed upon by the SEN department and relevant school staff.
- Push-in sessions - with teaching assistant may be made available, if relevant staff is available.
- Learning support students will have a Student Support Form (SSF) with targets set out by the SEN staff in collaboration with CT/relevant teachers/professionals.
- SEN staff to discuss the SSF with parents at an appropriate time.
- If student eventually receives an assessment from a relevant specialist, he/she will be added to the SEN register and receive support as recommended in the report.