



HARROW
INTERNATIONAL
SCHOOL
哈罗国际学校
SHANGHAI 上海

Special Educational Needs and/or Disability Policy

2023-2024

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This policy has been created according to the norms and regulations stated in the 2015 Special Educational Needs and Disability Code of Practice: 0 to 25 years. Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities. (Department for Education, 2015).



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Introduction

As pupils at Harrow International School Shanghai come from many different backgrounds, we are fortunate to boast a pupil body with a wide variety of cultural heritage. This range of cultural perspectives and experiences brought to the classroom by individual pupils and staff is to be respected and celebrated.

Pupils' experiences and baselines vary greatly. To each and every pupil who joins Harrow we are committed to providing opportunities to find their strengths through a broad, balanced and purposeful education delivered and supported by all our staff.

Where a pupil has special educational needs (SEN), we ensure that the statements of this policy are met as the pupil accesses our curriculum. We believe that it is important that the achievements of pupils with special educational needs are recognised and celebrated as being of equal value to the achievements of other pupils.

At Harrow Shanghai, we recognise that a pupil has a special need when he/she:

1. Has a significantly greater difficulty in learning than the majority of pupils of the same age and/or
2. Has a difficulty which either prevents or hinders a pupil from making use of the whole range of the educational facilities and opportunities provided by the school

(DfE 2015a)

Many children and young people who have SEN may also have a disability under the UK Equality Act 2010 – that is...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' SEN Code of Practice (2015, p16).

Pupils with SEN may be considered as having one or more of the following areas of need:

- **Communication and interaction**, such as speech, language and communication needs, as well as pupils with autism or autistic tendencies who experience difficulties communicating and interacting socially (for this policy, this excludes pupils who have English as an Additional Language);
- **Cognition and learning**, such as dyslexia, dyscalculia and dyspraxia;
- **Social, emotional and mental health difficulties**, such as attention deficit disorder and attention deficit hyperactive disorder;
- **Sensory and/or physical needs**, such as vision impairment, hearing impairment and physical disability.

We recognise that many pupils will have additional needs at some time during their education, which may not be deemed to be ongoing and may only be short term. It is also recognised some children will have long term additional needs. We believe that by implementing this policy their needs may be appropriately supported in order for them to achieve to the best of their abilities.

The SEND Policy ensures that our learning community inspires and challenges young minds. Individual pupils are supported through differentiated learning to reach their full potential.



Mission

We aspire to prepare students with diverse backgrounds and abilities for a life of learning and personal fulfilment. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our school.

Academically Selective School

Harrow International School Shanghai is an academically selective school with a culturally diverse pupil body.

The school requires parents to disclose any known special educational needs at admissions. This is to allow parents and the school to make informed decisions about whether Harrow is well placed to support the individual child. If after admission, evidence arises that a pupil may have a special need, the school will evaluate what reasonable adjustments, within its capacity, may be needed in order for the pupil to thrive. The school may also refer pupils to external agencies for assessment in cases where it feels there is good evidence that a pupil may need support beyond the capacities of the school.

History And Tradition

Harrow International School Shanghai mirrors the traditions and history of Harrow School (London, UK). This includes the provision of learning support, which is crucial to ensure the success of pupils along their educational pathway. The trans-disciplinary skills of thinking, communication, social, self-management and research are essential to the growth of all pupils.



Harrow School, London (UK)



Purpose

This policy is intended to provide an overview and guidance for learning at Harrow International School Shanghai. All elements of this policy aim to increase independence to access the curriculum.

Effective learning support utilises a collaborative approach, supporting pupils, teachers and parents in developing an environment that results in optimum learning. It is the responsibility of all teachers to provide a supportive emotional, social and academic environment, focusing on the unique talents, abilities and needs of the whole child, and to ensure that support is relevant, individualised and consistent with the school curriculum.

All pupils, regardless of ability, should be able to access the curriculum and Harrow's holistic educational opportunities. We aim to meet the diversity of all pupil's learning by providing:

- A broad and balanced curriculum, relevant to pupils' strengths and needs that enables them to reach their full potential
- High quality teaching that is differentiated resulting in progress. Pupils are taught in a variety of ways (e.g., through differentiation, groupings, setting and mixed ability teaching), which involves a range of methods and strategies, so that every pupil may learn effectively.
- Appropriate level of challenge. Pupils are offered learning tasks that are stimulating and challenging yet achievable and appropriate to every pupil's needs and abilities.
- Promotion of self-esteem and resilience, so pupils become confident individuals who are able to make a successful transition on to the next phase of their education.
- Working in partnership with families. Parents are involved in the pupil's learning and have a vital role in supporting their child's needs.
- A range of assessments are used regularly to inform staff and parents about the concerns and progress of pupils.
- Regular review of examination access arrangements.
- Identification of special educational needs at the earliest opportunity.
- An adapted school environment, as far as is practicable, to cater for specific needs.
- Pupil's views about their learning, progress and future educational provision will be sought and taken into account.
- Established and clear lines of communication, strategies and procedures regarding pupils with special needs.

Some pupils are capable learners but may need special educational provision to access the curriculum at some point in their school lives. It may be a short-term or a more long-term support depending on their needs.

There are three essential principles for an inclusive curriculum:

- Setting suitable learning challenges;
- Responding to pupil's diverse learning needs; • Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

This can mean that in practice, consideration must be given to all learners, including those who:

- Are gifted and talented and demonstrate outstanding ability across the whole curriculum or in any particular area of learning, not only academic;
- Have significantly greater difficulty in learning than the majority of pupils the same age; • Have social, emotional and behavioural difficulties.

Teachers will encounter a wide range of pupils with SEN, some of whom will also have disabilities. Although it is also worth noting that not all pupils with disabilities have special educational needs.



Duties And Responsibilities

SENCo

- Overseeing the operation of the school's SEND Policy.
- To coordinate the provision made to support pupils with SEN.
- To provide professional guidance to colleagues and work closely with staff, parents and outside agencies in promoting inclusion through facilitating the provision of high quality and differentiated teaching across the age ranges (Pre-Nursery-Year 13).
- To advise on a graduated approach to providing SEN support
- To advise Senior Leadership Team (SLT) about all current and potential pupils with SEN, Individual Educational Plans (IEP) reviews, internal and external assessments, classroom strategies and further support that could be offered to pupils with SEN, parents and teachers.
- To work with the DoS / Exams Officer on special considerations for internal and external examinations involving access arrangements and to lead on the collation of all documentation required as evidence in identifying pupils who require special arrangements for external examinations and process entries in a timely manner.
- To support teachers with in-class strategies for pupils who have additional educational needs beyond language acquisition.
- To facilitate the creation and review of IEP on a typically termly basis.
- To maintain the SEN Register and ensure that the records of all pupils with SEN are kept up to date making effective use of the Learning Support Section on iSAMs.
- To work with pupils in the situation most beneficial to them, this may be by withdrawing small groups from class, 1:1, in-class support.
- To maintain SEN resources and assessments.
- To keep up to date with current policy and practice in the UK in order to advise teachers and SLT regarding special educational needs.
- In collaboration with the Key Teacher, communicate with parents on the SEN process, assessment, planning, implementation and reviewing their child's progress in school.

Teachers: all teachers are teachers of special educational needs

SEN Code of Practice 2015, chapter 6, page 99:

6.36 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

6.37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Class Teachers and HMMs: The Key Teachers

General:

- To support and advocate for pupils with their gifts and abilities
- To be the first point of contact between home and school
- To co-ordinate the collection of evidence and classroom strategies from subject teachers regarding the SEN referral form
- To update IEPs collaboratively with the SENCo adding feedback from teachers
- To manage the communication of IEPs to the pupil's teachers

Specific to Class Teachers:

- To implement Wave 1 – Quality First Teaching (W1, QFT) consistently



- To implement IEPs as agreed

Specific to HMMs:

- To work with the SENCo in providing information for a pupil's picture of need and normal working practice for examination access arrangements (Senior school).

Key Stage / Year Group Leads

- To monitor W1 - QFT
- To ensure that W1 QFT is appropriate to the pupil and implemented with fidelity.
- To monitor the creation and review of IEPs.

Subject Teachers

- To support and advocate for the pupil with their gifts and abilities.
- To report all academic and pastoral concerns and classroom accommodations via iSAMs/MyConcerns including W1-QFT
- To discuss pupils of concern with their Key Teacher.
- To make sure that all pupils are able to access the curriculum and make progress through differentiated teaching, learning strategies and W1-QFT.
- To work with the SENCo in providing information for a pupil's picture of need and normal working practice for examination access arrangements.

Heads of Departments

- To support and advocate for the pupil with their gifts and abilities.
- To work with the SENCo in what they need administratively and in communicating with parents on their child's needs for each part of the assessment, planning, implementing and evaluating on a regular basis.
- To work with the Key Teacher in gathering evidence and giving advice to make decisions as to the level of support that a pupil receives, in conjunction with relevant teachers and the SENCo.

Director of Study / Exams Officer

- Line managing all subject and Heads of Department in the Senior school.
- Directing the teaching and learning for all pupils across the Senior school.
- The Exam Officer is responsible for identification, administration, communication and reporting to exam boards about all access arrangements for external examinations for pupils generally in Years 10 to 13.

Parents

Effective support for a pupil with additional needs relies upon the successful collaboration and reinforcement of approaches between home and school. Working in partnership with parents facilitates the pupil to achieve the best possible outcomes.

We have an open-door policy so that parents can ask for an appointment at any time to discuss their child's progress in addition to parents evening.

Communication and participation of parents

All families are invited to take an active role in pupils' success, therefore close communication with families is essential.



It is mandatory to have parental agreement and consent prior to any intervention from the SEN Department. SEN interventions include observations, assessments and support. Without parents' consent, the SEN Department will not be able to intervene.

When a teacher is concerned about a pupil's progress, regular communication between parents and the Key Teacher is paramount. Parents' views and contributions are valued and will be acted upon, therefore their involvement in discussions and decisions about their child's support are important. We will ensure that parents feel supported by the school to the best benefit of the child.

When a need is identified, it is expected that parents will be supportive at home and will collaborate with the school.



SEND Department

- Special Educational Needs Coordinator: Toni Burns
- Personal Learning Assistants, who work with particular pupils on a one-to-one basis.

The SEN Department provides support to pupils with learning difficulties. We understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills. For some pupils with the most need for help with Social, Emotional and Mental Health the school can also provide access to our school counsellor.

Educational Support Provision

The SEN Department provides:



- 1:1 in class support
- 1:1 support in differentiated classroom
- Small group support and activities
- Implementation of strategies and techniques in class
- Assistive technology, specific SEN software
- Training, advice and guidance for pupils, teachers and parents
- Support with access to external therapies during school time (for example, speech and language therapy).
- Development of W1-QFT learning and teaching support across the school
- Development of mutual support and understanding between colleagues in working with pupils with disabilities
- Ensure that access arrangements are made for external examinations
- Creation of IEPs and IEP-reviews in collaboration with teachers
- Liaison with external services and agencies regarding individual pupils with special needs

Working together with Teachers, LSAs. and PLAs

Harrow International School Shanghai recognises the importance of developing and maintaining effective, professional partnerships with all those involved in pupils' learning.

Teachers, Learning Support Assistants (LSA) and Personal Learning Assistants (PLA) at Harrow provide a variety of classroom materials and make creative use of resources for pupils from all year groups.

Every teacher ensures that each lesson is planned and delivered effectively so that every pupil has the opportunity to learn through appropriate use of resources and differentiated strategies, making sure that opportunities are fully utilized to raise pupils' self-esteem and develop their intrinsic motivation.

The Graduated Approach

The Code of Practice has a strong emphasis on early identification for SEN. The identification of SEN is built into our overall approach to monitoring the progress and development of all pupils. Undertaking the graduated approach facilitates the accurate identification of special needs. Through monitoring pupil's response to appropriate intervention, the SENCo can make a determination as to the occasions where a need is best understood as SEN or not.

Harrow follows the cyclical process of Assess, Plan, Do, Review, recommended by the UK Department for Education.

"...support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles..." p100, Special Educational Needs and Disability Code of Practice: 0-25 years (2014).

The Assess-Plan-Do-Review process is a crucial part of recent SEN reforms in the UK.

In this spiral of support, the graduated approach (sometimes referred to as the graduated response) draws on more personalised approaches, more frequent review and more specialist expertise in successive cycles in order to tailor interventions to meet the particular needs of children and young people.

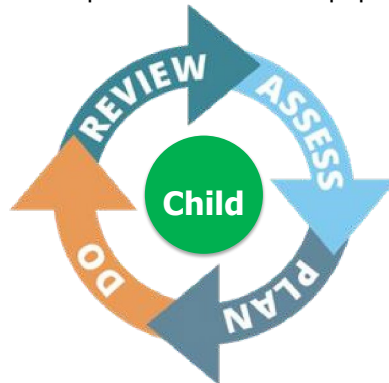
The SEN Code of Practice makes it clear that class and/or subject teachers are directly responsible and accountable for all pupils in their class(es), even when pupils are receiving support from a teaching assistant or other specialist staff, within or outside the classroom.



The responsibility and accountability for the progress and development of pupils with SEN lies with the class or subject teacher, not with the SENCO or the SEN Department. It is firmly embedded in the Teachers' Standards (2012) and the new Ofsted framework.

When a pupil is referred to the SEN Department the school will follow the graduated approach with four stages of action: assess, plan, do and review.

The support will be evidence based and personalised for the pupil.



Assess

The school will assess each pupil's current skills and levels of attainment on entry, building up information from previous schools and key stages where appropriate. If upon admission, there is evidence that a pupil may have a special need, the school will evaluate what reasonable adjustments may need to be made for the pupil.

Additionally, regular assessments of progress (developmental and academic) will identify pupils who are making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better the pupil's previous rate of progress;
- Fails to close the attainment gap between the pupil and their peers;
- Widens the attainment gap.

The first response to such progress will be high quality teaching targeted at the specific areas of difficulties (Wave 1). It will be the form of extra teaching or other interventions designed to secure better progress. The pupil's response to such support can help identify their particular needs.

Where progress continues to be less than expected, the teacher will compile all the relevant information from admissions, the pupil, those working with the pupil and from any screening test or assessment the school has carried out, in order to create a profile of needs to support the SEN referral form, which will be sent to the SENCo.

For some pupils, SEN can be identified at an early age. However, for other pupils and young people difficulties become evident only as they develop. All those who work with pupils and young people should be alert to emerging difficulties and respond early.

Following the procedure, when a pupil is referred to the SEN Department, the SENCo will review the documentation and might need to assess and/or observe the pupil. For this to happen, it is essential to have parents' consent.

The SEN assessment and/or observations will clarify areas of strength and weakness. This might involve additional QFT Wave 1 strategies to be implemented in order to address the pupil's needs. This initial SEN assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the pupil's progress, more specialist assessment may be called for from the SEN Department.

Where a pupil is showing great difficulty in meeting the expected goals, the school will recommend parents to pursue in depth assessment from an external and qualified specialist, such as a speech and language therapist or educational psychologist.

The costs for external assessments are made by the parents.

Plan

When a pupil shows evidence of having special needs, an IEP (Individual Education Plan) will be created.

The teacher will discuss with the SENCo the nature of the support to be put in place, the expected impact on progress and a date for reviewing the support. The individual plan will consider the views of the pupil and parents involved in it and will be in line with any external therapeutic support that the pupil is receiving. The support and intervention provided will be tailored to meet the pupil's aspirations and needs.

It is expected that parents will reinforce the provision and will contribute to progress at home.

Do

It is important to highlight again that the Key Teacher remains responsible for working with the pupil on a daily basis. With support from the SEND Department, they will oversee the implementation of the interventions or programmes agreed as part of SEN support.

The SENCo will support the teacher in assessing the pupil's response to the action taken, in problem solving and advising on the effective implementation of support.

The Key Teacher and SENCo (and Personal Learning Assistant where appropriate) in discussion with the pupil (where appropriate), will assess the impact and success of the intervention/s.

Review

The effectiveness of the intervention/s and impact on the pupil's progress will be reviewed in line with the agreed date and evaluated by the Key Teacher and SENCo. All will agree to any changes for the plan collaboratively.



Waves of Intervention

At Harrow International School Shanghai, we follow the 'Waves of Intervention' model, with a focus on the initial stage of 'Quality First Teaching' (QFT), which supports the graduated approach, to help us identify the level of support required by each child.

Teachers may become aware of the need for intervention where a pupil is not making progress at the expected level despite differentiated teaching, so SEN support may be needed.

The SEN support that Harrow offers is defined as follows:

Wave 1

Wave 1 support is provided through Quality First Teaching, which is high-quality everyday personalised teaching that requires the use of different learning materials, special equipment, or an adaptation in the teaching strategy.

The SENCo will advise teaching staff and monitor progress of the pupil through pupil progress meetings with Key Teachers. During this process high-quality teaching must be targeted at the child's area of difficulty; observations, behaviour logs and individual assessments should be recorded to inform the graduated approach.

At this stage, the child is not on the SEN register; they are being monitored.

Wave 2

Teachers may become aware of the need for greater intervention when there is evidence that a pupil is not making progress at Wave 1 and there is greater need for additional intervention.

Wave 2 adds targeted support for individual and small groups of pupils with similar needs. It involves time-limited interventions for pupils who need help to accelerate their progress to enable them to work at or above age-related expectations.

Where a pupil needs targeted provision different or additional to what is usually provided, with caregivers' agreement, they will be added to the SEN Register. Provision Mapping should be used to capture targeted interventions that will be 'additional to' and 'different from' the usual differentiated curriculum.

Wave 3

When all the educational provision required to meet a pupil's needs cannot reasonably be met by the resources at the school at Wave 2, the school will recommend the parents to seek additional external assessment and/or support from an educational and health professional.

(Speech and Language Therapist, Occupational Therapist, Educational Psychologist, etc.)

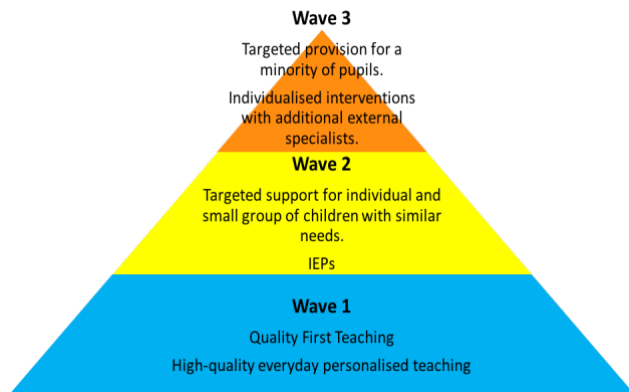
Costs for external services are made by the parents.

Pupils in Wave 3 will receive highly tailored/ individualised interventions in coordination with the external assessments and support that the pupil is receiving.

The school will accommodate access to external therapies to those pupils who wish to receive it during the school day.

An IEP (Individual Education Plan) will be created collaboratively, in line with the therapeutic goals from external therapists to assist the pupil. Pupils will receive SEN support as needed.

Pupils in Wave 3 will be added to the SEN Register.



Individual Educational Plan (IEP)

An IEP is a plan designed for pupils with special educational needs to help them reach their full potential. It builds on the curriculum that the pupil is following and sets out the strategies being used to meet that pupil's specific needs.

An IEP is a teaching and learning plan with specific, structured targets and action points for the pupil that are different from or additional to those that are in place for the rest of the class.

The purpose of an IEP is to inform the key teacher (and other staff working with the pupil) of specific targets for the pupil and how these will be reached. It allows the school and teachers to plan for progression; monitor the effectiveness of teaching; monitor the provision for additional support needs within the school; collaborate with parents and other members of staff and to help the pupil become more involved in his/her own learning and reaching targets.

The IEP is a working document and is reviewed regularly, usually two or three times a year, to ensure that it continues to meet the pupil's needs. When reviewing IEPs we consider various factors, which include feedback from both parents and the pupil, the progress made by the pupil, the effectiveness of the IEP, any specific issues that impact on the pupil's progress, and any amendments made to targets

or strategies. After considering the pupil's current progress, new targets will be set with an aim to achieve these by the next IEP review.

In order to achieve IEP targets, a pupil may have additional support, one-to-one sessions or small group sessions in and out of the classroom.

The nature of the learning environment:

While all teachers are responsible for overseeing the welfare of pupils, some pupils may be withdrawn for short periods for individual attention and/or small group work for either a specific educational reason or English as an additional language (EAL). This may mean that pupils receive lessons from other class teachers and/or a specialist teachers.

Pupils' voice

After consultation with the key teacher and input from relevant subject specialists, generally IEPs and their reviews are shared with the pupil, so his/her thoughts shape the discussion. It also helps pupils understand how their opinions mesh with those of the teachers.

Then, parents are invited in to discuss the plan. Together we will analyse the targets, what works well, what could be done differently and further steps at school and at home.



Support From External Services

Where a pupil does not make the progress originally anticipated, the teacher will consult again with the SEND Department. In some cases, the needs of the individual pupil will be met simply through greater differentiation of tasks and materials. This may be coupled with advice and support from external specialists.

The school may refer a family to external specialist services to further support a pupil's need and also for independent assessments from specialists, such as a, Speech and Language Therapist, Educational Psychologist and Occupational Therapist, and others.

Costs for these external reports are made by the parents.

Requests for such external assessments are made for further understanding of a pupil's particular special educational need. A new IEP will be developed based on the additional advice. Parents will continue to be involved and the pupil's progress will be regularly tracked.



The school does not provide Personal Learning Assistants to work with a pupil on a one-to-one basis but will facilitate families in the employment of a PLA
(Costs of PLAs are made by the parents, additional school fees may apply too).

In addition to the 'Child Protection Policy', the school reserves the right to refuse admission of non-qualified unsuitable PLAs.

Personal Learning Assistants will work closely with the SEND Department under the school's guideline and principles.

Scheduling support in the timetable

SEN support will be scheduled in the pupil's timetable during school hours therefore, some lessons will be replaced by SEN support.

When scheduling support, we will consider the following:

- Nature of need
- Pupil's academic and pastoral priorities
- Availability of SEN support

The SEN Register Process: Placement on and exit criteria

Pupils will be added to the SEN Register following the Graduated Approach and according to the Waves of Intervention.

When pupils on the SEN register show consistent improvement and their needs are no longer an obstacle for achievement and progress, the SEN support will decrease across the waves of intervention until no longer necessary. This may be due to the acquisition of coping strategies from the pupil or the absence of the need.

Still and for a period of time, the SENCo and Key Teacher (as well as any teacher who was directly involved in the support) will keep monitoring the pupils' progress.

Early Years

The benefits of early identification are widely recognised; identifying need at the earliest point and then providing good interventions, improves long-term outcomes for the child or young person. While for many children, SEN can be identified at birth or at an early age, some difficulties only become evident as children and young people grow. It is therefore important that all those who work with children and young people are alert to emerging difficulties and respond early. (Code of Practice, 2014)

It is particularly important in the Early Years that there is no delay in making any necessary special educational provision. When a concern is raised about development, the Key Teacher will communicate this to the parents and Head of Early Years and will agree QFT interventions in the classroom. Should no improvement happen, the Key Teacher will work closely with the SEND Department in order to identify any needs and establish the support the pupil needs.

The school will work in partnership with parents, who will be also informed by the teacher about any special educational provision made for their child.



Access Arrangements (Senior School only)

After a qualified assessor's assessment and report is produced, the pupil's IEP will be updated, and subject teachers then make adjustments for that pupil.

Access arrangements are agreed upon before an examination is conducted.

They allow candidates with special educational needs to access the assessment without changing its demands in order to meet the particular needs of an individual candidate without affecting the integrity of the assessment.

Access arrangements are the principal way in which examination boards comply with their duty under the UK Equality Act 2010 to make 'reasonable adjustments'.

Reasonable Adjustments

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled.

The awarding body is required to take reasonable steps to overcome that disadvantage.

Additionally, candidates who experience persistent and significant difficulties (whether those are a result of a "disability" within the meaning of the Equality Act or otherwise) are eligible for access arrangements.

Examples could include allowing:

- Colour overlays
- Exams printed on coloured paper
- Word processor
- A reader or reading pen
- Read aloud
- Scribe
- Prompter
- Supervised rest breaks
- Additional time

The arrangement(s) put in place commonly referred to as 'normal ways of working' must reflect the support given to the candidate at school.



When it is not SEN

Persistent disruptive behaviours do not necessarily mean that a pupil or young person has SEN. The school will also be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bereavement. Such events will not always lead to pupils having SEN but it can have an impact on wellbeing.

Slow progress and low attainment do not necessarily mean that a pupil has SEN and will not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties.

Equally, it will not be assumed that attainment in line with chronological age means that there is no learning difficulty. Some learning difficulties occur across the range of cognitive ability.

Identifying and assessing SEN for pupils whose first language is not English requires particular care. We will look carefully at all aspects of a pupil's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN.

Difficulties related solely to limitations in English as an additional language are not SEN.

Resolving disagreements

Parents must be informed about concerns regarding their child prior to any SEN action. The key teacher must have parents' consent for any initial SEN intervention.

Relations between the school, parents and the pupil should be marked by open communication so that parents' and pupils' knowledge and experience can be used to support good decision-making.

When parents strongly disagree with the SEN provision and deny permission for interventions, the school will evaluate the suitability to accommodate the pupil's needs and will act upon it.

Professional development

Professional development is central to the provision for pupils with Special Educational Needs at Harrow, as the quality of staff expertise and approach to teaching will impact on a pupil's development.

Therefore, we consider it a prerequisite for all pupils that the staff who work with them are appropriately qualified and trained. Staff will be provided with high quality training, induction processes and continuous professional development.

Through a range of strategies, professional development should promote practices that enable all pupils to participate as fully and as effectively as possible within the school.

Safeguarding and Child Protection

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children have the same outcomes.

The 'Safeguarding and Child Protection Policy' is revised annually and provides information on designated Safeguarding Leads at Harrow Shanghai.

Confidentiality

All assessments, reports, individual plans, and pupil's personal and sensitive information are strictly confidential and must not be shared with anyone who is not directly involved in the pupil's development.

Only relevant staff will be informed on 'a need to know' basis to support the pupil in school.

Additional Considerations

- The school reserves the right to advise that a pupil be educated in (or moved to) a more appropriate educational setting in a situation where a pupil is consistently failing to make progress after every effort has been made to facilitate this. We recognise that we are not a special school and that for some, a pupil's academic or behavioural needs may be more appropriately met in a different setting. The decision to advise removal to a different school is only ever made in consultation with the relevant Head of the School and the Headmaster.
- In very exceptional circumstances a pupil who is unable to cope with the demands of his/her peer group may be held back a year. This decision will only ever be taken in consultation with the relevant Head of the School, SLT, SENCo, Key Teacher and parents.

Harrow recognises that pupils whose needs are such that they would require 100% support to access the curriculum may not be best placed within our setting and we would work with parents to look at alternatives.