



Island School SEN Policy (Revised 2010)

“indicates” or “indicates” that this is significant, or particular, to Island School.
“indicates” that this will be an area of development for the school.

1. Introduction

This policy is constructed in line with the requirements of The English Schools Foundation (ESF) Special Educational Needs (SEN) Policy (2007) and supporting ESF SEN Guidance for implementing the SEN Policy (2008). It reflects international best practice in Codes of Practice for special educational needs.

Part A: Basic information about the school’s SEN provision

2. School SEN specification

The provision for students with SEN in Island School is within the context of the ESF SEN policy (2007) and subvented funding for SEN. ***It is important to recognize that Island School does NOT receive any subvented funding for SEN, as compared to the schools with Learning Support Classes (King George V and South Island School).*** ESF schools support students across the continuum of SEN through the **Levels of Adjustment** and **Model of Differentiation (which is in its development stage)**, with the majority of students having their needs met in the mainstream with support, some students having integration opportunities within Learning Support Classes (LSC), and a few students having their needs met in The Jockey Club Sarah School (JCSRS).

The majority of ESF schools (and ESF Services’ kindergartens) are mainstream, and support students with SEN in mainstream settings who require Levels of Adjustment 1 and 2 arrangements. Some schools have Learning Support Classes (LSCs) for students requiring Levels of Adjustment 3 and 4, and there is one special school. (JCSRS) for students requiring Levels of Adjustment 5 and 6. Regular reviews of subvention from the Hong Kong Education Bureau will mean that periodically there will be changes to the numbers of LSC places and classes, and to the range of special needs provisions, according to external pressures and policies.

Island School provides for its students with SEN by providing support in the mainstream.

This school provides for *mainstream* students in line with the ESF SEN Policy (2007), ***although there are areas of this policy which will be in their developmental stage for the foreseeable future***. Students whose individual needs require less extensive adaptations to teaching and learning are catered for within mainstream classes. These students may have difficulties in maintaining attention, delays in language, delays or difficulties in the development of literacy, numeracy or other academic skills or difficulties in self-regulation or behaviour. This school adheres to the ESF commitment to providing this support at **Levels of Adjustment 2** for up to 5% of its total student population while recognising that a greater number of students, perhaps another 5% are supported by classroom teachers (students on **Level of Adjustment 1**).

3. School definition of Special Needs

The ESF definition of Special Needs (SEN Policy, 2007)

The ESF definition of Special Needs (SEN Policy, 2007)

Children have special education needs if they have a learning difficulty that calls for special education provision to be made for them.

Children have a learning difficulty if they

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability, which either prevents or hinders them from making use of educational facilities of a kind provided in ESF schools for children of the same age.

The department uses the following standardized assessments:

- WRAT 4 single-word reading test
- NFER single word spelling test
- Hodder-Murray Diagnostic Reading Analysis
- British Picture Vocabulary Scale (BPVS)
- NFER Wordchains and Letterchains

It also makes use of the NFER CAT assessments taken by all students as well as the ICAS assessments taken by one cohort of students.

A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is or will be taught. **However, it needs to be recognized that some students with EAL will also have SEN. Their needs will be addressed, within the school's resources, following a range of assessments including non-verbal reasoning tests and literacy tests.**

4. School definition of Special Needs

Special educational provision means:

For a student of 4 ½ or over, educational provision, which is additional to or otherwise different from the educational provision made generally for students of the child's age in ESF schools, other than The Jockey Club Sarah Roe School.

5. The School's principles for its SEN provision

The school's principles

- A child with SEN should have their barriers to learning identified, and addressed within the school's available resources.
- The views of the student should be sought and taken into account
- Parents have a vital role to play in supporting their child's education
- **All Island School teachers are teachers of SEN**
- Students with SEN should be offered full access to a broad, balanced and relevant education, and offered an appropriate curriculum that includes pathways to learning at the secondary stage

6. The school's objectives for SEN provision

Objectives

- The school will manage resources, in line with ESF policy, to ensure, **where possible given limited resources**, that all students' needs are met
- A student's special educational needs will be identified early, hopefully at primary school.
- All those responsible for or involved in SEN provision take into account the views of the student
- The school and parents will work in partnership in identifying and meeting individual needs
- Provision and progress will be monitored and reviewed regularly
- The school will work with outside agencies, where they are available and as appropriate.
- Student Support Plans (SSPs) will be reviewed annually, in accordance with the ESF **Guidance for implementation of the ESF SEN Policy, 2008**
- Appropriate training will be provided through the ESF Professional Development programme for those involved in the implementation of the policy

7. Person responsible for the school's SEN provision

Mark Rutter – Head of Individual Needs department

8. School's arrangements for the co-ordination of the SEN provision

- *The Head of the Individual Needs department has the following roles:*
- Strategic development of SEN policy/provision (with Principal and/or Senior Leadership team, and School Council)
- Day-to-day responsibility for policy/provision.
- Professional guidance to teachers
- Developing effective ways of overcoming barriers to learning
- **Sustaining effective teaching through analysis/assessment of needs and by target setting**
- Collaborate with curriculum co-ordinators
- Managing Education Assistants (EAs)
- Overseeing records
- Liaising with parents
- Contributing to continuing professional development (CPD)
- Liaising with other agencies, where available

The work of the SEN Manager should be supported by the school's ICT management systems.

The SEN Manager will have line management from a member of the Senior Management Team. In 2010-2011 this will be Jenny Hodson.

9. School's admission arrangements for students with SEN

*The school's admission arrangements for students with SEN fall within ESF policy. There may be a need for lengthier discussions with the student and parents, particularly if there is evidence of a significant need for curriculum differentiation. In rare cases there **will** be a need to request a parent-funded educational assistant if the levels of adjustment required are at the borderline between levels 2-3. Ordinarily, as a mainstream ESF school, Island School has students at levels of adjustment 1-2.*

Discussions with partner primary schools will start in the summer term of Year 5, and continue through Year 6, to determine the best placement for students with SEN.

10. The school's facilities for the provision for students with SEN

The Island School site consists of seven multi-floor blocks, with the tallest block having six floors. Each of the blocks, and its respective floors, are accessible by staircases only – there is no lift access anywhere on the school site.

If the school site/buildings are significantly changed then this situation will be reviewed.

11. School's policy statement on Disability and Discrimination awareness

ESF sets out its commitment to inclusion of students in the **ESF SEN policy (2007)** – “In our schools there are students who may require support in order to gain access to and participate in a broad balanced curriculum. These students are likely to have a disability which will interact with their educational environment such that they require significant special educational support in order to be successful. ESF is committed to supporting these students.” In addition to LSC and JCSRS provision for students with more pronounced SEN, ESF is committed to supporting students with SEN in the mainstream. ESF is committed to providing the latter type of support to up to 5% of its total student population while recognizing that a greater number of students, perhaps another 5% are supported by classroom teachers. *This process will take a number of years, as classroom teachers are used to the support of the department at this stage rather than being independent as the policy requires.*

The **ESF SEN policy (2007)** sets out the **Levels of Adjustments**, which determine whether a student's needs can best be met in the mainstream with support, a Learning Support Class (LSC) or The Jockey Club Sarah Roe School (JCSRS).

Part B: Information about the school's policies for the identification, assessment and provision for all students with SEN

12. Allocation of resources for SEN provision

SEN funding

SEN provision in ESF mainstream schools is funded **solely** from the school's overall budget, and is allocated largely on the basis of individual need. There is no protected funding for SEN within the school's budget. Support is graduated according to needs, priorities and availability of resources, using the ESF Levels of Adjustment and Model of Differentiation.

Provision in ESF Learning Support Classes, in other ESF primary and secondary schools, has additional funding through subvention from the Hong Kong

Education Bureau, on an agreed formula. In the case of The Jockey Club Sarah Roe School, funding is through a direct grant.

The range of actions/provision

Appropriate arrangements will be determined for each individual student, but may include one or more of:

- Assessment and planning
- Grouping for teaching purposes
- Human resources
- Curriculum and other teaching methods

Human Resources

The essence to any good provision for SEN relies on a good systemic approach AND, crucially, the people employed in the Individual Needs department. These are as follows:

- Mark Rutter – Head of Department, SEN teacher and Science teacher
- Sheila Dewick – SEN and English teacher
- Susan Shaw – SEN and English teacher
- Tracy Scott – educational assistant (17 hours)
- Stephanie Weathington - educational assistant (17 hours)

It is important to recognize that the three part-time teachers and the equivalent of 4 part-time educational assistants is the school's entire human resource – it has to meet all the needs of the school's students with SEN. Our longer-term aim is to change this approach and employ 2 full-time educational assistants. This would enable greater flexibility and continuity of work with students, however it must be recognized that this falls well short of the department's requirements.

13. Identification, assessment and review of students with SEN

In line with the ESF **Guidance for implementation of the ESF SEN Policy 2008**), the following differentiated response will be made for students with SEN.

Action by class/subject teacher (prior to involvement of the SEN Manager, class/subject teachers will be expected to have undertaken the following actions)

- Use existing information as a starting point
- Highlight areas of skills to support in class
- Use baseline assessment to identify what the student knows, understands and can do
- Ensure ongoing observation/assessment provides feedback so assessment forms basis of next steps
- Involve parents through the normal communication routes at Parents' Evenings.
- Involve student

- Do not assume difficulties are within the student
- Use of the school's programmes of study, effective management, ethos, learning environment and curriculum arrangements
- Differentiation
- Records should be kept
- Arrangements should be monitored to identify those not making sufficient progress, at which point the Head of Individual Needs department is consulted

Level of Adjustment 1

- Trigger is concern, underpinned by evidence, that ***despite differentiation*** and other arrangements, the student makes little progress due to underachievement, behaviour, sensory/physical or communication/interaction difficulties
- Class teacher/ Head of Individual Needs discuss, look at existing information and collect additional information. Head of Individual Needs takes lead in further assessment and planning of future support
- Interventions may include different materials or groupings, adults developing interventions – may not mean extra time
- On rare occasions the Head of Individual Needs may wish to have one-off discussions with an ESF SEN Consultant.

Level of Adjustment 2

- Should be considered when students are unable to make appropriate progress, and this involves experts (if available) advising on Student Support Plan (SSP) targets, specialist assessment, advice on new strategies, additional support
- Triggers – little progress over time, INCAS/ICAS levels are below age-expected level, or serious behavioural/physical/sensory/communication/interaction difficulties
- External agencies (where available, and including ESF SEN Consultant) are contacted and will need to see existing records
- Head of Individual Needs/Teacher/Pastoral Leader consider range of approaches/materials, including Learning Technologies
- SSP reviewed and links made to student's difficulties

Student Support Plans (SSPs)

See ESF **Guidance for implementation of the ESF SEN Policy (2008)** for detailed guidance on use of SSPs and IEPs. Arrangements for students, which are additional to or different from that which is normally available will be recorded on SSPs for students requiring Level of Adjustment 2, and IEPs for students requiring Levels of Adjustment 3 – 6. Therefore as Island School is a mainstream school working with students at levels of adjustments 1-2 there will be no IEPs needed. The SSPs will aim to achieve the following;

- Raise achievement of students with SEN

- Be seen as a working document
- Use a simple format – ***at Island School it will use the ‘Tutoring For Learning’ proforma so that the target-setting process is not a ‘bolt-on’ system for SEN students but the same intrinsic process as for other students.***
- Detail provision ‘additional to’ or ‘different from’ that generally available for all students
- Detail targets which are ‘different’ from those for most students
- Be jargon free
- Be comprehensible to all staff and parents
- Be distributed to all staff as necessary
- Promote effective planning
- Help students monitor their own progress
- Result in good planning and intervention by staff
- Result in the achievement of specified learning goals for students with SEN

They will focus on

- Up to three key individual targets to help meet individual needs and particular priorities
- Targets should relate to key areas in communication, literacy, mathematics, behavior, social and physical skills
- Strengths and successes should underpin targets and strategies and interventions

They will consist of

- Short term targets set for or by the student
- Teaching strategies to be used
- Interventions to be made
- When the plan is to be reviewed
- Success and/or exit criteria
- Outcomes (recorded when the SSP is reviewed)

When reviewed the following will be considered

- Progress made
- Parents’ views
- Student’s views
- Effectiveness of the SSP.
- Any specific access issues that impact on progress
- Any updated information and advice
- Future action, including changes to targets and strategies

As part of the process, *progress* will be defined as:

- Matching or better than the student’s previous rate of progress

- Demonstrating improvement in self-help, self-regulation, social or personal skills
- Demonstrating improvements in the student's behaviour

Annual reviews of progress will be carried out in accordance with advice in the **ESF Guidance for implementation of the ESF SEN Policy (2008)**.

Where students (whether ESF mainstream or LSC) do not make sufficient progress, despite the school making purposeful and relevant interventions, in this case, it may be appropriate to request an assessment by the ESF Assessment and Referral Panel (ARP). The ARP will seek evidence from the ESF school that any strategy or programme implemented for the student in question has been continued for a reasonable period of time without success and that alternatives have been tried. The ARP will need information about the student's programme over time, and will also need clear documentation in relation to the student's special educational needs and any action taken to deal with those needs, including any resources or special arrangement put in place. In preparing a request, the school will involve the parents, students and any appropriate outside agency, and refer to Chapter ... of the **ESF Guidance for implementation of the ESF SEN Policy 2008**).

ESF schools are advised to retain key documentation relating to students on Levels Adjustment 2 and above for a period of 5 years – e.g. IEPs and Annual Review Records.

14. Curriculum provision for students with SEN

Differentiation of the Curriculum: **The ESF Model of Differentiation**

Full details of the ESF Model of Differentiation can be found in **Appendix 3** of the **ESF Guidance for implementation of the ESF SEN Policy 2008**).

Planning for differentiation can involve:

- Ensuring the student's strengths are used to build confidence and maintain motivation
- Using a multi-sensory approach to give students the opportunity to learn effectively in a way suited to their ability
- Helping students overcome learning difficulties by, for instance, supplying frequent spoken instructions for children with reading difficulties
- Including work recorded in alternative formats, supported by Learning Technologies
- Employing active learning strategies giving students first-hand experience
- Matching the demands of the curriculum to levels of attainment
- Providing a range of activities to ensure participation
- Providing similar work for a group but allowing different outcomes

- Using a clearly defined step-by-step approach promoting gradual development of concepts and skills
- Using jargon free, unambiguous language starting from the student's own language, introducing words as needed
- Explaining new words regularly to ensure understanding and use
- Allowing sufficient repetition to consolidate skills
- Allowing time for reflection
- Ensuring that the pace of the lesson takes account of the differences between individuals

Options for Differentiation

- Every student in Years 7-8, at levels of adjustment 1-2, will have an entitlement to a weekly teacher-supported English library lesson. The level, and nature, of the support will be driven by the results of standardized assessments.
- Presentation
- Use of Learning Technologies (use of departmental lap-tops, use of Macs with text-to-speech facilities, Wordshark, Numbershark, Read and Write Gold)
- Simplifying verbal instructions
- Demonstration
- Writing down and leaving instructions up after saying them
- Reading aloud key text/instructions before student reads them
- Putting up a glossary of word meanings for difficult vocabulary
- Simplifying written workcards and texts
- Supplementing information in books with tapes, video, pictures, charts, diagrams, access to the internet or relevant software
- Use of primary resources such as Maths Springboard, Maths Challenge)
- However, it needs to be recognized that the examination system acts as a barrier to differentiation at KS4.

Approach to learning

- Choosing more motivating activities by linking tasks to student's interests
- Dividing longer pieces of classroom work into shorter tasks each with own endpoint
- Increasing use of active learning approaches – brainstorming, drama, role play, card sorts, making poster, display, group discussion, group problem solving
- Providing opportunities for repetition and reinforcement – same activity presented in different ways, reviewing earlier learning regularly

Response

- Using alternatives to written recording, oral presentation, tape, video, dictation to helper, drama, picture-diagram-flow chart, Learning Technology-aided recording

- Providing prompt sheets for writing, questions to answer, key words for each section, sentences or paragraphs to put in correct order
- Cloze procedure
- Co-operative writing, groups or pairs

15. Inclusion of students with SEN

To ensure best practice in inclusion, ESF recommends its schools to adopt the following principles for inclusion:

- a) Setting suitable learning challenges
 - Choosing knowledge, skills and understanding from previous year levels of curriculum planning so that individuals can make progress and show what they can achieve, focusing on key aspects where there are time constraints
 - Identifying any gaps in students' learning and making arrangements to deal with them
 - Providing a much greater degree of differentiation in planning work to fit in with the school's curriculum planning
 - Using Learning Technologies to maximise access to and achievement in learning
 - Planning sufficiently challenging work within each subject where students' attainments are significantly low will have to be demonstrated by ESF schools

- b) Responding to students' diverse learning needs
 - ESF schools should demonstrate they have set high expectations and provided opportunities for all students to achieve
 - Teachers need to demonstrate that they are aware that students bring to school different experiences, interests and strengths and that consideration of these has been reflected in their planning
 - Teachers should provide evidence that they have planned their approaches to teaching and learning so that students can take part in lessons fully and effectively
 - Teachers should demonstrate they have taken specific action to respond to students' diverse needs by:
 - Creating effective learning environments
 - Securing their motivation and concentration
 - Providing equality of opportunity through teaching approaches
 - Using appropriate assessment approaches
 - Setting targets for learning

- c) Overcoming potential *Barriers to Learning* and assessment

This section deals specifically with students with special education needs:

- Curriculum planning and assessment should show that account has been taken of the type and extent of difficulty that is experienced by the child
- Where appropriate there needs to be evidence that students have access to specialist equipment, teaching approaches or alternative or adapted activities, as advised by the Head of Individual Needs, pastoral heads and other external specialists

- Teachers should demonstrate they have taken specific action to provide access to learning by:
 - Providing for students who need help with communication, language and literacy
 - Planning, where necessary, to develop students' understanding through the use of all available senses and experiences
 - Planning for students' full participation in learning and in physical and practical activities
 - Helping students to manage their behavior, to take part in learning effectively and safely, and, from Year 10, to prepare for work and further learning
 - Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

The inclusive practices of the school

The school will ensure, in line with the principle of inclusion, that:

- All students are achieving as much as they can, deriving the maximum benefit according to their individual needs
- If certain groups or individuals are not achieving as much as can then staff find out why this is
- Staff are aware of differences between groups and individuals in terms of teaching, learning and curricular access and can state clearly the action they will take
- The action taken will be monitored carefully to ensure that all students are included in all aspects of the school
- Through the PSHE programme there should be specific action to promote racial harmony and to address racism, sexism and other forms of discrimination
- **It offers a range of examination courses to students in Years 12 and 13 so they cater to a wider range of students' needs for development. However, KS4 students will benefit from curriculum development in this area.**

Teachers should therefore:

- Be aware of the experiences of different groups and incorporate this in their planning. They should be clear about what they want different groups to learn
- Learning targets and tasks should be adapted and modified to match lesson objectives, and learning should regularly be checked against these targets
- When working with students with learning difficulties, they should use appropriate language, make sure reading materials are pitched at an appropriate level, and that tasks are modified or Learning Technologies are used to enable students to communicate what they want to say in writing
- When working with students from a variety of cultural backgrounds they should ensure that the work provides positive images of different cultures

- Challenge stereotypes and stereotypical activities
- Show respect to students by using culturally sensitive language and be aware of cultural differences
- Show that they do not condone bullying
- Make clear when a behaviour is inappropriate without subjecting students to shame, guilt, loss of dignity or unfair comparison

16. School process for monitoring and evaluating its provision for students with SEN

As stated in Section 1, the school will continuously monitor and evaluate the working of the SEN policy gathering information on the following aspect (development of processes and procedures is required)

- Number of students with SEN, expressed as a percentage of the school roll, and any changes to the level of support they receive
- The level of support students received and the amount of progress they make. This will require a rigorous baseline assessment process.
- The success of resources
- The impact of training and new approaches to meeting needs
- The identification of training needs
- The impact and outcomes of the review process
- The development of student participation
- Relationships with parents
- The impact of the Annual Review process on student progress
- The success of involvement of external specialists and consultants. **The EP Service is at such a level that it will be used mainly for the process of seeking special examination arrangements for students in Years 10-13. If a quicker EP consultation is required then this will need to be sought, and paid for, privately. All Occupational Therapy and Speech & Language Therapy Services have to be sought, and paid for, privately.**
- The success of liaison with other ESF primary schools

In conjunction with ESF SEN Consultants, this data will then be used to evaluate how successful the policy has been using ESF developed descriptors of excellent/ very good/ good and average practice to enable judgements to be made on the success of the policy and to set an agenda for further developments.

17. Complaints procedures relating to the school's provision for students with SEN

Complaints about any aspect of the SEN Policy will be dealt with in the same way as any other complaint against the school, in line with ESF policy, to be found on the ESF website. If the findings of the School Council cannot lead to a satisfactory outcome for all then the complaint should be taken to a higher level.

Part C: Information about the school's staffing policies and partnership with bodies beyond the school

18. Professional development arrangements for school staff working with students with SEN

The professional development of all staff involved in meeting the needs of students with SEN is on-going and continuous. A wide range of training opportunities is provided, which includes skill sharing and the demonstration of teaching techniques and strategies organised within the school:

- This will be an ongoing process year-on-year because of the nature of the staff recruited to ESF schools. By nature many of the staff members are transitory in their employment, and a significant proportion of them will have a limited experience of teaching students with SEN. In addition, there will be teachers arriving from a greater variety of geographical areas with particular experiences of levels of inclusion.
- Professional development sessions (multiple or single) on relevant subjects provided by either the Head of Individual Needs or the ESF SEN Consultants
 - These courses are tailored specifically to the needs of the school and reflect the changing needs and priorities of the school
- Attendance at courses organised by ESF CPD team, including accredited courses linked with Hong Kong or international higher education providers
- Attendance at international courses, sponsored by the ESF SEN CPD team
- Other courses which are relevant to the work being undertaken. This can be generated by staff interest or can be undertaken at the request of the Head of Individual Needs.
- SEN teachers need high-level CPD by recognized experts in their fields as well as opportunities for liaison with other SEN teaching colleagues.

19. Access to support from outside agencies

The main sources of outside agency support to ESF schools are the ESF SEN Consultants, and the ESF contract for an Educational Psychology Service. Schools also work with speech and language therapists, physiotherapists, occupational therapists etc when they are employed by parents for their child – there is no ESF funding for such services. The SEN Manager is able to contact the ESF SEN Consultants and SEN Adviser with regard to individual cases where they require additional advice. Parents with children with SEN in ESF mainstream provisions can access the government services for children with SEN, and details can be found on the relevant websites.

20. The school's arrangements for partnership with parents of students with SEN

Parents

All parents of students with SEN in ESF schools should be treated as partners. They should be supported so as to be able to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement, within the school's limited resources, as outlined in the ESF SEN Policy (See Section 12: Human Resources)
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision

In addition, parents should be fully informed with regard to their responsibilities in contributing to the partnership with the school so that:

- Communication between parents and the school is effective, efficient and manageable, and in line with the school's policies on communication and information sharing
- Staff are able to deliver their professional accountabilities and demonstrate answerability for educational standards through the school's agreed mechanisms

To make communications effective professionals should:

- Acknowledge and draw on parental knowledge and expertise in relation to their child
- Focus on the child's strengths as well as areas of additional need
- Recognize the personal and emotional investment of parents and be aware of their feelings
- Ensure that parents understand procedures, and are aware that informal consultation with the relevant professionals can take place in preparation for a meeting
- Respect the validity of **some** differing perspectives and seek constructive ways of reconciling different viewpoints
- Respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- Recognize the need for flexibility in the timing and structure of meetings

Adults

Need to:

- Give information and support
- Provide an appropriate and supportive environment
- Learn how to listen to students

Students

The student's views will always be ascertained, but this may not be through direct discussion with the student. To participate in decision making children need information and support so that they can work towards:

- Understanding the importance of the information
- Expressing their feelings
- Participating in discussions
- Indicating choices

Where appropriate, students should be enabled/encouraged to participate in all decision-making processes in education, including the setting of learning targets and contributing to SSPs, discussions about choices of schools, contributions to the assessment of their needs and annual reviews and transitions meetings. They need to be part of the process, to know that they are listened to and that their views are valued.

21. Links with other ESF schools and other providers of education for students with SEN, including transition arrangements

Guidance and procedures with regard to transition in ESF schools is set out in the **Guidance for implementation of the ESF SEN Policy (2008)**. Liaison is undertaken with receiving and sending ESF schools prior to transfer. Contact with receiving and sending schools is co-ordinated by the **Cross-Phase Manager** and the Head of Individual Needs where the students have identified special educational needs.

22. Links with Hong Kong SEN support and education agencies

23. Arrangements for consulting with staff, students and parents on the school SEN Policy

For a truly inclusive school ethos and culture, agreement upon the school's SEN Policy should be achieved through a process of consultation with staff, students and parents of the school. The following process is recommended:

- A small working group representative of the school staff and responsibilities is agreed to draw up/review the school's SEN policy
- The Head of Individual Needs and a member of the SLT should be a part of this group. **The Education Assistant representatives will be included when the school has moved to a position in which it can employ two full-time EAs, and thus be more confident that it can retain experienced members of staff.**
- The policy should be taken to key groups to ascertain feedback, e.g. **Staff of the school, Student Council and Parents**

24. Time-frame for SEN policy review

This policy will be reviewed on a three year cycle, and the section relating to the staffing of the SEN provision updated annually. See the **ESF Framework to review the School Special Educational Needs (SEN) Policy (2008)** for the procedures for review.

SEN Manager will also report annually to the School Council and ESF concerning the effectiveness of the policy.