



iBOS SEND Policy

The aims of our school are

- A school where teachers, staff, and students are expected to support and extend the atmosphere of respect, courtesy, the love of learning and the value of friendship that is held dear at iBOS.
- iBOS aims to develop students to become well-rounded individuals. We aim to empower our students with the best tools and resources, making them capable in following and achieving their dreams, to become valued members of our global societies, and to allow them to make a positive difference to the world, wherever they choose to progress to.
- Students leave iBOS prepared for university. They are confident, contributing and caring members of the global community and they have embraced the challenge of our specialised education. They will have gained the values that equip them to make a positive contribution

Responsibility of: The Principal

Date Ratified: 05 May 2023

Review Date: 05 May 2024

iBOS SEND POLICY

At iBOS we promote excellent practice for teaching and learning for all children, aiming for them to reach their full potential. As a SEND-Friendly School, we aim to abide by the principle that, 'If a pupil can't learn by the way we teach, then we must teach them in the way they learn best.'

Aims of this SEND policy

The aims of the special educational need and disability policy and practice at iBOS are:

- To meet the requirements as set out in the SEND Code of Practice, the Equality Act 2010 and Part 3 of the Children and Families Act 2014;
- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and printed information for all;
- To ensure that all children with SEN engage in the activities of the school alongside pupils who do not have SEN;
- To have high expectations of all our children and reduce barriers to progress;
- To ensure that the special educational needs of children are identified, assessed and provided for;
- To work in cooperative partnership with the Local Authorities and other outside agencies and to make clear the expectations of all partners in the process of meeting the needs of all vulnerable learners;
- To identify the roles and responsibilities of staff in providing for children's special educational needs, in acknowledgement that all teachers are teachers of special educational needs. It is the class teacher's responsibility to ensure that class teaching has taken into consideration the needs of all pupils;
- To enable all children to have full access to all elements of the school curriculum;
- To ensure that parents can play their part in supporting their child's education;
- To ensure that our children have a voice in this process.

The fundamental British and Global values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, are actively promoted.

- iBOS prepares the pupils for life in a diverse society and ensures that there are activities across the curriculum that promote the spiritual, moral, social, and cultural development of our pupils.
- iBOS teaches about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and Citizenship and across the curriculum, including through British and Global Values, Rights & Responsibilities.
- iBOS uses materials and resources that reflect the diversity of the school population in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- iBOS promotes a whole school ethos and establishes shared values that challenge prejudice-based discriminatory language, attitudes, and behaviour.

- iBOS provides opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- iBOS includes the contribution of different cultures to world history that promote positive images of those represented.
- iBOS provides opportunities for pupils to listen to a range of opinions and empathise with different experiences.
- iBOS Assembly Times are given to sharing and discussing British and Global Values in weekly, dedicated assembly slots. Here, teachers share examples of the British and Global Values in action and support the children in remembering each value and its meaning.

Pupils are enabled to develop their self-knowledge, self-esteem and self-confidence

Mentoring support is offered to all students at iBOS. Additionally, new students joining iBOS can start mentoring support as early as the summer term prior to joining us with the focus being transition support. The SENCO works with the previous educational setting to devise a transition programme for a smooth and successful transfer from primary to secondary school.

The iBOS mentoring programme aims to enable all students to fully access the curriculum by removing barriers to learning, that can occur at any time. Mentoring support includes:

- Transition
- Emotional
- Self Esteem
- Behavioural
- Academic

Mentoring is delivered in several ways, which include:

- Workshops
- 1:1 mentoring support
- In-class support
- Group work support

Staff Observations focusing on any changes in behaviour, attention and presentation will feed into the identification process as well as any communications from the pupils regarding their emotions and feelings.

We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.

We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.

Pupils are encouraged to distinguish right from wrong and to respect the civil and criminal laws of England.

Pupils are encouraged to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which they live, to society more widely, and as global citizens.

The rights of every student are at the centre of our ethos. However, students must also

recognise the boundaries that there must be too. Independent thinking and learning are encouraged and there are frequent opportunities for students to grow in maturity and independence as they move towards the sixth form. We emphasize respecting differences and valuing creativity.

In practice, iBOS provides a weekly schedule of assemblies that tackle various themes that are expertly placed in order to broaden their horizons such as freedom of speech and expression, human rights, reproductive rights, dignity and the appreciation for other cultures.

Pupils are enabled to acquire a broad general knowledge of and respect for public institutions and services in England.

iBOS provides pupils with a broad general knowledge of, and respect for, public institutions and services (police visits, local councillors explaining what they do, etc.). The police and Fire Brigade make visits to the school to talk to the children about a range of aspects of their work and to help children stay safe. One of our governors is a businessman and he visits the school to talk to the students. As part of our curriculum, iBOS provides regular opportunities for children to persuade each other or others of something and as a result are allowing students to demonstrate they are able to come to a reasoned view. The school provides many opportunities for pupils to express their views about a range of subjects and values pupils' voices. We have regular opportunities where students can give their own viewpoint.

Tolerance and harmony between different cultural traditions are actively promoted by enabling pupils to acquire an appreciation of and respect for their own and other cultures

We promote positive messages about equality and diversity throughout the school's curriculum and policies, and specifically in displays, assemblies, visitors, and whole school events e.g. Black History Month, Refugee Week

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

- review relevant feedback from the annual parent questionnaire, parents' evening, and/or focus meetings
- secure and analyse responses from staff surveys, staff meetings and training events where appropriate;
- review feedback and responses from the children and groups of children, specifically through the school council, PSHE lessons, whole school surveys on children's attitudes to self and school;
- Ensure that we secure responses and feedback at Governing Board meetings and from the Governing Board's Committees.

Respect for other people is encouraged, paying particular regard to the protected characteristics set out in the Equality Act 2010.

At IBOS it is the responsibility of all members of staff to ensure that children are protected from discrimination, tailoring the teaching approach and resources to the individual needs of the students.

The definition of disabled in section 6 of the Equality Act 2010 covers any physical or mental impairments that have a substantial and long-term adverse effect on your ability to carry out normal day-to-day activities.

The Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people.

It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following 7 key principles:

1. All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
2. We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages that people may face, regarding disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including recruitment and promotion, and continuing professional development.
6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve their highest potential.
7. We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

There are also references to equality in our Behaviour, Admissions and Inclusion policies as well as in minutes of Governing Board and other meetings.

The Equality Act 2010 also applies to schools in their role as employers, and we follow recruitment guidelines laid out by the London Borough of Lambeth.

What we are doing to eliminate discrimination, harassment and victimisation:

- We take account of equality issues concerning admissions and exclusions, the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- The Principal ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies and the review of existing ones.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day-to-day life of the school.
- We actively promote equality and diversity through the curriculum and by creating an environment that champions respect for all.
- Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation or gender reassignment

Behaviour, Exclusions and Attendance

The school policy on behaviour takes full account of the duties under the Equality Act 2010.

We make reasonable, appropriate and flexible adjustments for pupils with disabilities. We closely monitor data on exclusions and absence from school for evidence of overrepresentation of different groups and take action promptly to address concerns.

We treat all bullying incidents equally seriously.

We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data termly and take action to reduce incidents.