



Special Education Needs Policy

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Title:	Principal	Department:	Academic Affairs

Purpose / Objective

Explains why the policy exists and the problem it addresses or goal it aims to achieve.

This policy exists to ensure that all learners can fully participate in school life and access quality education. The policy responds to the need for equitable learning opportunities, early identification of learning differences, and coordinated support systems that uphold the rights of learners with special educational needs.

The goals of this policy are to:

1. Ensure inclusive and equitable access by providing appropriate accommodations for all learners.
2. Promote early identification and tailored support through systems that detect learning differences.
3. Strengthen collaboration by empowering teachers, families, and working with specialists to uphold inclusive education.

Scope

Defines who the policy applies to (e.g., staff, students, parents) and when or where it applies.

This policy applies to and protects the following members of our school community:

1. All learners at Bellevue School who have been identified with learning difficulties.
2. Teaching staff
3. Parents and Guardians
4. School leadership
5. Support staff

Policy Statement

The core rules or principles of the policy. Outlines what is allowed, required, or prohibited.

Quality First Teaching (QFT) with Differentiation

All teachers are responsible for providing high-quality, differentiated instruction that caters to the diverse learning styles and needs within their classrooms.

- Targeted in-class support.
- Strategic seating arrangements.
- Use of visual aids, simplified language, and multi-sensory approaches.
- Teacher check-ins.
- Support from teaching assistants (if available) within the classroom setting.

Withdrawal Support:

- Small group or one-on-one sessions with the SENCO or a trained support teacher for specific skill development (e.g., literacy, numeracy, social skills).

These sessions will be carefully planned to minimize disruption to the student's access to the core curriculum.

Individualized Education/Learning Plans (IEPs/ILPs):

- For students requiring significant or ongoing support, an IEP/ILP will be developed collaboratively by the SENCO, teachers, parents, and where appropriate, the student.
- IEPs/ILPs will include specific, measurable, achievable, relevant, and time-bound (SMART) goals, outlining strategies, resources, and responsibilities.

These plans will be regularly reviewed (at least once per term) to monitor progress and adjust support as needed.

Therapeutic Support:

Where recommended by external professionals, the school will facilitate access to or provide information on external therapeutic services (e.g., speech therapy, occupational therapy, counseling).

Roles and Responsibilities

Specifies who is responsible for implementing, enforcing, or reviewing the policy.

Role	Responsibility
School Board/ Management	<ul style="list-style-type: none">• Responsible for ensuring the school's commitment to inclusive education, allocating resources for SEN provision, and reviewing the effectiveness of this policy.
Principal/ Administrator	<ul style="list-style-type: none">• Overall responsibility for the implementation and effectiveness of the SEN policy, fostering an inclusive school culture, and ensuring compliance with all relevant regulations.
Special Educational Needs Co-ordinator (SENCO)	<ul style="list-style-type: none">• Overseeing the day-to-day operation of the SEN policy.• Coordinating provision for students with SEN.• Liaising with parents, teachers, and external professionals.• Maintaining SEN records and IEPs/ILPs.• Providing guidance and support to teachers on SEN strategies.• Managing applications for access arrangements for examinations.
Class Teachers/Subject Teachers	<ul style="list-style-type: none">• Responsible for the progress and development of all students in their class, including those with SEN.• Implementing differentiated teaching strategies.• Collaborating with the SENCO and parents.• Contributing to the development and review of IEPs/ILPs.

	<ul style="list-style-type: none">• Maintaining records of student progress and interventions.
Parents/Guardians	<ul style="list-style-type: none">• Active partners in their child's education.• Providing relevant information about their child's needs.• Collaborating with the school in developing and reviewing IEPs/ILPs.• Supporting learning at home.
Students	<ul style="list-style-type: none">• Where appropriate, students will be involved in discussions about their learning and support.

Procedures / Implementation Guidelines

Step-by-step instructions for how the policy will be put into practice.

Identification of Learners with Special Education Needs

- Teachers regularly assess and observe learners. Concerns from staff, parents, or professionals are referred to the SENCO for further screening.

Assessment and Documentation

- The SENCO conducts assessments from teachers, parents, and records. External evaluations are arranged if necessary. Learners with confirmed needs receive an Individual Education Plan (IEP).

Development and Implementation of IEPs

- The IEP outlines [See Appendix] the learner's:
 - strengths, areas of need,
 - specific goals,
 - accommodations & support services.
- It is developed collaboratively with the learner (where age-appropriate), parents/guardians, SENCO, and teachers. Teachers adapt lesson plans, teaching methods, and assessments based on the IEP.

Monitoring and Support

- Progress is reviewed regularly through team meetings. IEPs are updated at least once per term to reflect learner development. Ongoing training and support are provided to staff working with SEN learners.

Transition Planning

- (e.g., from Key Stage 2 to Key Stage 3, or from school to further education). A transition plan is created in advance, involving the learner, parents, and relevant professionals. Support is provided for smooth transitions.

Record Keeping and Confidentiality

- All SEN records and IEPs are securely stored and accessible only to authorized personnel. Parents have the right to review and contribute to these records.

Complaint and Appeal Process

- Parents may formally raise concerns if they disagree with SEN decisions through the appeals process.

Compliance and Enforcement

Outlines how adherence will be monitored and what happens in case of non-compliance.

The SENCO is responsible for ensuring that all staff follow the procedures outlined in this policy. In cases of non-compliance:

- The issue is documented and addressed with the staff member or team involved.
- Support and training are provided where gaps are identified.
- Repeated or serious breaches are escalated to school leadership for appropriate disciplinary action.

Related Documents / References

Lists other policies, laws, or documents that relate to or support the policy.

- Written Appeals and Complaints Procedure
- Individual Education Plan (IEP)/ Individual Learning Plan (ILP)
- Kenya Basic Education Act
- Children's Act (Kenya)
- Teachers Service Commission (TSC) Code of Conduct and Ethics
- Relevant Ministry of Education Guidelines