AZBUKA Russian-English Bilingual school
SEND Special Educational Needs and Disability

PERSON RESPONSIBLE: Head Teacher
Approved by: Governors of AZBUKA Foundation
Approved: July 2025
DATE OF NEXT REVIEW: September 2026

The AZBUKA school aims to meet the needs of every child. Every effort is made to ensure that all pupils are adequately supported and included in all areas of teaching and learning, so that they progress and achieve their full potential.

This policy complies with the following:

- Equality Act 2010: advice for schools DfE (updated June 2018)
- SEND Code of Practice 0-25 11 June 2014 (last updated 2024)
- SEND Review: Right support, Right place, Right time (March 2023)
- Statutory Guidance on supporting pupils at school with medical conditions Sep 2014 (updated Aug 2017)
- KCSIE (September 2025)
- Azbuka Safeguarding policy
- Azbuka Accessibility Plan
- The Independent Schools Standards
- Children and Families Act 2014
- Education Act 2011
- Special Educational Needs and Disability Regulations 2014
- Quality Standards for Special Educational Needs (SEN) Support and Outreach Services (DCSF)
- The Statutory Framework for the Early Years Foundation Stage (DfE) Sept 2025
- Reasonable Adjustments for Disabled Pupils (2012)

AZBUKA Russian-English bilingual school is a selective and academic bilingual school that values every individual and celebrates the diversity of our community. It is a very small charitable organisation with restricted both human and physical resources for SEND and disabled children.

We will make reasonable adjustments for disabled children and young people, and those with Special Educational Needs. In AZBUKA everyone is committed to providing the conditions and opportunities to enable any child with SEND to be included fully in all aspects of school life, so they can access AZBUKA curriculum, make progress and benefit from it.

We will strive to create responsible citizens who are independent and confident lifelong learners equipped to meet the challenges of a changing future.

We will not directly or indirectly discriminate against, harass or victimise disabled children or children with Special Educational Needs.
When organising additional support, it is very important that we provide children with special educational needs and disabilities (SEND) a broad and balanced curriculum with regular access to all subjects and areas of learning. We believe that children with SEND should not be routinely segregated from their class teachers and peers but included as much as possible within their class.

We believe we provide high quality teaching in small classes that is differentiated and personalised and that meets the needs of children and young people. We have high ambitions, set challenging targets, and track the progress of all pupils.

We believe teachers are responsible for children's learning and that teaching assistants will be used effectively to provide the necessary support for children with SEND within the classroom.

The significant needs across the school are:

- Communication – including speech and language difficulties
- Cognition and Learning – including dyslexia, dyspraxia and dyscalculia
- Social, Emotional and Mental Health
- Specific Medical Conditions Some children will require support for a short period of time, others will require support throughout their whole time at AZBUKA School.

We are aware that depending upon their age and understanding we must discuss with pupils with SEND any decision that might affect them.

We are aware that current statistics clearly show that children with SEN or with a disability have a significantly high risk of being verbally abused or physically assaulted on either a daily or weekly basis by other children as they appear to be an easy target.
We work hard to create and maintain a school environment of positivity where all children are taught to embrace and value difference.

We all have a responsibility to ensure equality permeates into all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We will work in collaboration with education, health and social care services and seek advice and support from the following external UK/British specialists if a pupil continues to make less than expected progress:

- educational psychologists
- mental health services
- hearing impairment
- vision impairment
- multi-sensory impairment
- speech and language therapists
- occupational therapists
- physiotherapists

In some cases and when the government/other funding is not available, it may not be possible for the school to provide support within the bounds of ‘reasonable adjustments‘. In such cases, the parents will be asked to meet the costs of the external assessments/tests or additional resources or support required for the child.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To have due regard to the Special Educational Needs and Disability Code of Practice.
- To identify pupils with special educational needs and disabilities as early as possible and that their needs are met.
- To have in place systems whereby all teachers are aware of such pupils.
- To provide all our children with a broad and balanced curriculum that is differentiated to the needs and ability of the individual.
- To have high ambitions and expectations for pupils with special educational needs and disabilities.
- To be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, and outside agencies.
- To ensure all pupils make effective progress and realise their full potential.
- To ensure all pupils take a full and active part in school life.
- To create and maintain a school environment of positivity where all children are taught to embrace and value difference.

Responsibility for the Policy and Procedure

Identification, Assessment and Provision

- When a new student comes, we monitor the child in order to conduct a baseline assessment. This usually takes half or a whole term. Every teacher in this school is responsible for identifying pupils with special educational needs.
- We inform parents at the earliest opportunity of the school's concerns and work in partnership with them to establish the support the child needs.
- Class teacher/key worker informs SENCo who registers child's special needs and implement IEP together with class teacher/key worker and inform parents.
- We review progress, with appropriate parental involvement.
- When initial concerns are still in place, SENCo consults the headteacher that specialist support is immediately needed and, at the same time, revised IEP is implemented together with SENCo teacher and parents.
- We advised parents to seek specialist assessment as soon as possible or refer the child to a specialist with parental consent.
- We work closely with external agencies and apply for EHCP if needed.
- We always keep all records accurately and up to date.

Identification. Assessment and Provision will be based on:

- Information provided by the parents on admission
- Information provided by the previous school attended by the child
- Observations and assessments of the class teacher, SENCO and learning support teaching assistant
- Assessments and test results
- Parents observations
- Reports and tests/assessments by external specialists and agencies

Role of the Governing Body and Headteacher

The Governing Body and/or headteacher will:

- has appointed a member of staff (SEN coordinator) to be responsible for cooordinating pupils with special educational needs and disabilities;
- will admit to the school children identified with having a special need or disability;
- responsibility for ensuring funding is in place (where applicable) to support this policy;
- will secure the necessary provision for any pupils identified as having special educational needs;
- keep the Committee (all trustees) informed of all matters relating to its responsibilities for the provision of SEND;
- ensure that the daily management of SEND provision is effective;
- ensure that all relevant school personnel receive the appropriate information regarding the special needs provision for pupils with SEND;
- inform parents when SEND provision has been made for their child;
- ensure all pupil records are sent to and received by schools that pupils with SEND transfer to;
- monitor the quality of teaching for pupils with SEND;
- monitor the progress made by pupils with SEND;

- provide guidance, support and training to all staff;
- will ensure funds and resources are used effectively;
- will annually review this policy.

Role of the Special Educational Needs Co-ordinator (SENCO)

The SENCO will:

- be sufficiently trained in special educational needs and disabilities;
- ensure the implementation of this policy;
- ensure all school personnel understand their responsibilities to children with SEND;
- work with the Headteacher to oversee the day to day provision for pupils with SEND within the school including those with education, health and care (EHC) plans;
- identify the barriers to learning and what special educational needs provision that a pupil requires;
- provide advice and teaching strategies to teachers and support staff;
- inform parents of their child's special educational needs;
- arrange meetings for parents with the school teachers, external support teachers, educational psychologist or other specialists (if needed);
- liaising with external agencies including the LA's support and Educational Psychology services, health and social services, and voluntary bodies;
- monitor this support;
- keep parents up to date with the special educational needs provision for their child;
- ensure pupils with SEND have full access to the curriculum;
- ensure pupils with SEND are included in all school activities and events;
- ensure pupils with SEND take part in extra-curricular activities;
- help to organize training for teachers/governors and teaching assistants;
- prepare and keep up to date Individual Education Plans (IEPs);
- undertake classroom observations;
- ensure differentiated teaching methods are being used (with the teacher);
- track (with the child's teacher) the progress of children with SEND;
- maintain records of all children with SEND;
- keep up to date with new developments and resources;
- make effective use of relevant research and information to improve this policy;
- together with the teacher liaise with parents;
- meet with outside agencies;
- work with feeder or transition schools before a child moves into another setting to plan and prepare for transition;
- review and monitor;
- annually report to the Governing Body /Headteacher on the success and development of SEND.

Role of Class Teachers

Class teachers must:

- be responsible and accountable for the progress and development of the pupils they teach;

- have high expectations of pupils with SEND;
- be aware of the school's policy for the identification and assessment of pupils with SEND and the provision it makes for them;
- work closely with the SENCO;
- be well informed of the special needs, medical conditions and the Education, Health and Care needs of the pupils that they teach;
- provide high quality teaching for all pupils;
- deliver the individual programme for each SEND pupil;
- include pupils with SEND in all class activities;
- ensure their planning includes differentiation;
- set challenging targets;
- track and monitor the progress of all pupils;
- inform the SENCO of any identified barriers to learning and lack of progress of pupils;
- liaise with parents of pupils with SEND to update them of the progress of their children;
- suggest ways that parents can support their children at home;
- undertake appropriate training;

Role of Teaching Assistants

Teaching assistants will:

- work closely with the SENCO and class teachers;
- provide support for individual or groups of pupils with SEND;
- provide in- class and out of class catch up literacy and numeracy support for pupils;
- assist in the preparation of lessons;
- monitor pupils progress;
- provide feedback to teachers and the SENCO;
- attend appropriate training;
- suggest training needs.

Role and Rights of Parents

We encourage parents to:

- work closely with the school in order to develop a partnership that will support special educational needs pupils;
- provide all the information related to the child’s medical conditions, tests and assessments results (in UK and abroad), child’s previous school experience and progress (in UK and abroad)
- be aware of their child's targets and their progress towards them;
- take part in the review of IEPs;
- attend and take part in annual reviews;
- help and assist in organizing external assessments, tests and visits of the specialists;
- help and assist to organize extra support for the child with special educational needs;
- consider requesting an Education, Health and Care needs assessment.

Role and Rights of Pupils

We encourage pupils with special educational needs to understand their rights and to take part in assessing their needs, setting learning targets and the annual review.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Prospectus/open days
- the school website
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information area for parents
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

Awareness training will be provided by the SENCO and by support teachers on specific topics and concerns.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the Foundation Committee.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Linked Policies

- Admissions
- Assessment

- Complaints Procedure
- Data Protection
- Pupil Behaviour and Anti-Bullying
- Safeguarding and Child Protection