



## BBIA SPECIAL EDUCATIONAL NEEDS POLICY (Including IEP - Individual Education Programs)

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### Introduction

- At BBIA, we are committed to providing a welcoming, attractive, and stimulating environment to support the children's needs and develop their learning. Every child and family in our community is valued and diversity is celebrated!
  - BBIA comprises a team of qualified teachers, co-teachers, and specialist teachers. The school provides a broad and balanced curriculum in a safe, stimulating, and caring environment which allows everyone to achieve, develop, learn, and grow.
  - Children with special educational needs may have learning, social, and emotional difficulties that call for special provisions to be made for them.
  - If parents/carers believe that their child has a learning difficulty at school that has not yet been identified, they should primarily talk to the child's teacher. Parents are welcome to contact the Principal at their convenience via email or in person, regarding these issues.
  - All areas of school life are inclusive, and teaching is tailored towards individual learning providing both challenges and support, and encouraging everyone to reach their full potential.
  - We provide a broad and balanced curriculum for all children. The UK National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children.
  - When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. We recognize that a certain percentage of children may have particular learning and assessment requirements that could create barriers to learning.
  - Children entering Budapest British International Academy (BBIA) have a wide range of abilities, backgrounds, interests, and cultures. It is the aim
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of the school that each individual child will reach their full potential in all areas of the curriculum and in their social and emotional development.

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## Staffing and Contacts

Principal – Sreyashi Das - sreyashidas@bbiacademy.net

SEN Coordinator – Eric Lamme (BBIA EYFS and Primary)

SEN Coordinator – Egor Zakharova (BBIA Secondary)

### *Teaching Staff*

Our teaching staff share the responsibility for meeting any individual child's special needs and are aware of the school's procedures for identifying, assessing, and making provisions for these pupils, which include but are not limited to, differentiated instruction, differentiated assignments, and support plans.

The SEN Coordinator is responsible for:

- Guiding Class Teachers and/or parents through the process of filing a Record of Concern
- Conducting an observation and suggesting assessments to be conducted by Class Teacher
- Informing the Principal to issue a Standard Letter (Step 1 – see below)
- Working with Class Teacher and Parents to create a support plan
- Reviewing provision at 3, 6, and 12 weeks to determine progress
- Providing referrals including contact information for outside agencies
- Maintaining a record of all communications (meetings, phone calls, emails)

In the case that the parents decline to pursue the process after receiving the Standard Letter from the Principal, the SEN Coordinator will attend a meeting (in an advisory capacity only) with the Principal and Board of Governors in which the latter parties will decide how to proceed. The SEN Coordinator will close the record with the result of this meeting.



## Admissions

Children with special needs will be considered for admission on an equal basis with all other children according to the criteria set out in the school's Admissions Policy, taking into account the suitability of the children to mainstream education and the **availability of resources and facilities to meet each child's needs**. Parents **must** inform the school upon application for admission of any known or suspected Special Educational Needs and Disabilities.

Some measure of priority may be given to applications for admission regarding children with special needs who have previously attended at least one year at one of our sister institutions, Kids' Kiosk and First Steps kindergartens.

## Identifying Special Educational Needs

Early identification of SEN is vital and we endeavour to ensure that children's needs are identified as early as possible to guarantee that they receive the support they need to be successful learners. The purpose of identification is to decide what action the school and/or parents need to take, rather than to fit the pupil into a category. Identification may involve school staff completing assessments and monitoring progress, however for some pupils, a more in-depth individual assessment may be required. If a child requires external assessment or support, parents will be responsible for remuneration.

## Learning Challenges

The four new SEN categories are: Communication and Interaction (such as speech and language), Cognition and Learning (such as dyslexia and dyscalculia), Social, Mental, and Emotional Health, and Physical Wellbeing (such as example hearing or visual impairment.)

Pupils may need additional support in the following cases:

- A cognitive disadvantage which affects their ability to learn at the same rate as the majority of their peers
- A specific learning difficulty which may or may not be linked to a cognitive disability



- A speech and language impairment which may affect their ability to comprehend
- A behavioural impairment affecting their ability to concentrate and therefore learn effectively
- A sensory impairment
- A physical disability
- An emotional disability which can affect their ability to learn
- A syndrome which limits the extent to which they can access the curriculum as easily as their peers
- An extended period of absence, which could occur for a variety of reasons
- Pupils who speak English as their second language
- Pupils who speak a different language at school to the one they speak at home, but in addition have a learning difficulty
- A combination of any of the needs listed above

*Children must not be regarded as having a learning difficulty solely due to the language or because the language at their home is different from the language of instruction at school.*

## **Inclusion and Integration Arrangements**

BBIA is committed to inclusion and aims to provide equal opportunity for all pupils. Work is differentiated by task, support, input, or outcome to meet the individual needs of pupils. This applies to the entire spectrum of children with SEN.

- There are 2 members of staff (teacher and co-teacher) in Key Stage 1 and 1 member of staff in Key Stage 2 in the classroom with a maximum of 16 children, which allows for extra attention to be given to individual pupils
- Access to a robust, broad and balanced curriculum (British National Curriculum)
- Improving pupils' level of academic success is achieved through differentiation of materials, additional adult support, and, where appropriate, specialist equipment or personnel
- Advice is requested from outside agencies/specialists where appropriate (parental consent must be sought before this occurs.)
- All children are included in every aspect of education such as school trips and extra-curricular activities.
- If 1:1 support is required to meet a child's needs, it must be arranged by the parents. Any 1:1 support personnel spending time in the school will be subject to



the same security checks as regular school employees. It will be required that the parent/carer of the child will financially be responsible for this additional support in full.

## Identification

Children with SEN may be identified through parental information, the Class Teacher's observations, records and assessments, information from other teachers and adults in the class, or through referrals from outside agencies. Where a pupil is not making progress as expected in class, the teacher will refer them to the SEND coordinator. The referral procedure involves all relevant teachers and assistants. All communication is documented including that of the parents and/or guardians.

Initial concerns voiced by the Class teacher, parent, and/or Specialist Teacher are recorded on the **Concerns Sheet**. This involves describing the nature of the concern and recording the parents' as well as the teachers' views. Relationships with peers and adults together with the input from all relevant staff are also noted. The Principal, Senior Leadership Team, and SEN Coordinator will decide on the course of strategies to be implemented in consultation and agreement with the parents and Class Teacher and a review date will be set. Provided the strategies are successful, no further action will be taken apart from monitoring the student for continued progress. If the strategies are unsuccessful then we will determine whether additional strategies need to be put into place or if further investigations need to be carried out to determine the SEN issues present.

## Graduated Approach to Provision

The graduated approach of Assess, Plan, Do, and Review is used.

Screening and assessments in an educational context will take place to establish the extent of the learner's difficulties, the extent to which they disadvantage the learner, and to advise how the learner's special needs might be met.



Below is an outline of the stages of this procedure:

## Assess/SEN Support

If the school decides, following consultation with parents, that a pupil requires additional support to make progress, SEN coordinator, in collaboration with teachers, will include the pupil in the SEN register, support the assessment of the pupil, and have an input into future support. Children are assessed with their peers, using tests such as SAT and CAT tests. In addition to this, continuous assessments are carried out in the following areas:

- English and Maths
- Phonics
- Individual pupil's learning style
- Class Teachers' observation and assessment
- Progress of those very few pupils being educated out of their academic year group

## Planned/SEN Support

The class teacher will remain responsible for planning and delivering individualized programmes and will inform parents of the action and results. Provision is mapped, monitored, and updated termly on the support plan.

Planned intervention will usually be triggered when despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period of time
- Continues to work at levels considerably lower (one year lower) than expected for a pupil at a similar age
- Continues to experience difficulty in developing English/Maths skills
- Has emotional problems that substantially impede their learning
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

In the cases above, a support plan will be developed. The support plan will include specific targets for the child and these will be decided in collaboration with the SEN Coordinator and Class Teacher.



All targets are shared with the children at an appropriate level, and shared with the parents by the Class Teacher, discussed at Parents' Evenings, regularly updated and sent home half-termly.

## Do/SEN Support – Levels of Intervention

Where pupils are identified as having special educational needs, the school or parents provide for these additional needs in a variety of ways.

- Step 1 – Additional help from class teacher/co-teacher
- Step 2 – In class support or focused individual tasks
- Step 3 – Specific strategies delivered by class teacher/co-teacher
- Step 4 – **Specific strategies delivered by an external support service or substantial long-term direct support from specialist services.** A student at this level will have a statement of special educational needs diagnosed by an outside agency. At this level, 1:1 support will be required. The additional support will be funded financially by the child's parent.

## Review

SEN interventions and support are regularly reviewed by teachers, teaching assistants, phase coordinators, and the Principal. Where appropriate, children are involved in setting and reviewing their own targets. They are also involved in the review process. Review meetings are held regularly and staff and parents are invited to attend. The regularity of the meetings depends on the needs of the child but all parents will have an opportunity to discuss their child's targets and progress termly at Parent Evenings with their child's teachers.

## **Support Plans**

At BBIA, the support plan is for a pupil at Plan and Do stages and includes information on:



- The pupil profile
- Provisions put into place
- Teaching strategies to enable learning
- Subject targets set by teachers
- The review date

Staff records the successes of the strategies used and the progress made. Provision maps are reviewed on a regular basis. Parents' views on their child's progress are discussed at this time. Where appropriate, the pupil is also invited to contribute to the review process.

## **INDIVIDUAL EDUCATION PROGRAMS (IEP)**

### **BBIA's IEP POLICY**

An important and inseparable part of BBIA's SEN policy and practice is IEP - Individual Education Programs. Intended for pupils with delayed motor / cognitive skills or other disabilities, IEP provide individualised education programs at BBIA.

Thanks to IEP, parents can now work alongside educators to develop a plan of education for their child, i.e. the individualised education program (IEP).

BBIA feels that access to IEP is crucial for children with special needs to succeed in school. The IEP describes the goals set for a child during the school year, as well as any special support required to achieve these goals.

IEP is designed for any child who experiences difficulty in learning and has been identified as a special needs student.

BBIA pupils qualify for IEP in the following cases:

- learning disabilities
- attention deficit hyperactivity disorder (ADHD)
- emotional disorders
- cognitive challenges
- autism
- hearing impairment
- visual impairment
- speech or language impairment
- developmental delay
- physical disabilities

BBIA believes that in most cases, the goals set in an IEP can be provided within a school environment. This can be achieved in the regular classroom, with the teacher offering



extra help to a small group of pupils requiring additional assistance. In addition, IEP can take place in a special resource room, with the teacher working only with the group of pupils requiring special assistance.

## Referral for IEP and Assessment

The referral process starts when a teacher, parent, or doctor voices a concern that a child is experiencing difficulties in the classroom, at which point the teacher notifies the school psychologist.

## Next Steps:

Collecting specific data pertaining to the pupil's progress or academic problems, by means of:

- conference with parents
- conference with the pupil
- observation of the pupil
- analysis of the pupil's performance (attention span, behaviour, school work, tests and quizzes, classwork, homework)

Next, a study plan specific to the student is designed to help the child become more successful in school. However, the presence of a disability doesn't automatically guarantee a child is eligible for IEP: to be eligible, the disability must affect the child's performance at school.

## Determining eligibility for IEP

A team of professionals will assess the child following their observations; the child's performance on standardised tests; daily work at school such as tests, quizzes, classwork, and homework.

The evaluation team can include:

- a psychologist
- a physical therapist
- an occupational therapist
- a speech therapist



- a special educator
- a vision or hearing specialist
- others, depending on the child's specific needs

## Developing an IEP

The cover page of the IEP outlines special support services the child will receive and how often they will be provided. Support services might include special education, speech therapy, occupational or physical therapy, counselling, audiology, medical services, nursing, and vision or hearing therapy.

The IEP is to be reviewed annually to revise and update the program's goals and make sure the IEP meets each child's needs. However, IEPs can also be changed at any time on an as-needed basis.

## Arrangements for Tracking Individual Progress

At each stage the Principal and the relevant teachers ensure the concise objectives according to SMART (Specific, Measurable, Achievable, Realistic, and Time Related) targets set for children who are on the SEN register. These objectives form part of a support plan that will be monitored by the class teacher, learning facilitators, and SEND Coordinator half termly/termly. Clear records are kept of the outcomes with details of further actions to be taken.

## Procedures for Reviewing Provision

Strategies are employed to enable the child to progress and are recorded within a **support plan**. The support plan only records the interventions that are additional to, or different from, the differentiated curriculum. The support plan focuses upon two or three individual targets that match the child's needs and have been discussed and agreed with the child and parents. The support plan is usually reviewed termly and parents' views on their child's progress is sought. Wherever possible, the child will also take part in the review process.

The review of targets is an important opportunity to assess how a child is progressing and successfully achieved targets over a sustained period means a support plan will no longer be necessary. The child will continue to be monitored by the Class Teacher in order to ensure their progression within the differentiated curriculum. However, a child who does not meet the set targets will need their support plan to be appropriately



amended. Regular and rigorous review ensures children's needs are being most effectively provided for and that they are identified at the appropriate stage. Continuous monitoring and systematic review enables children to move flexibly across the stages (see detail of stages under Plan, Assess, Do, Review sections.)

## Monitoring Student Progress

We define adequate progress according to each individual pupil's situation. Depending on the profile of the pupil concerned, this might be learning which:

- Closes the attainment gap between the pupil and his or her peers
- Prevents the attainment gap from widening
- Is similar to that of their peers starting from the same attainment baseline, but may still be lower than that of the majority
- Matches or betters the pupil's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates improvement in organizational, social, or personal skills
- Demonstrates measurable and sustained improvements in the pupil's behaviour
- Demonstrates measurable and sustained efforts in the pupil's motivation

## Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- Giving parents and carers opportunities to plan an active and valued role in their child's education
- Making parents and carers feel welcome
- Encouraging parents and carers to inform the school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional needs
- Agreeing on targets for the child
- Encouraging parents and carers to seek out, and act upon, advice from professionals about the best educational provision for their child. This may



include extra expense for the parents in order to support the child in a mainstream setting like BBIA, such as 1:1 support

At BBIA the involvement of the parents is valued and encouraged. When a concern is first expressed in school, parents will be contacted by the Class Teacher or Principal and asked for their views. Thereafter, parents are consulted at all stages and are invited to contact the Principal or Class Teacher to pass on information or discuss any concerns.

## Information on How Pupils are Consulted

We believe children must feel confident in that they will be listened to and that their views are valued. Therefore, we encourage children to have knowledge of their own needs and their own views about what sort of help they would like to receive in order to make the most of their education. We encourage children to participate, wherever possible, in the decision-making process. This includes the setting of learning targets, contributions to the assessment of their needs, and reviews.

## Provision, Resources, and Services

Lessons are differentiated for all pupils, including those with SEN, in order for them to access the learning at their level and make progress. The school has access to a wide range of professionals and outside agencies that can be contacted for further support and advice. If we feel that outside agency input would benefit a child, then we will have a meeting in school to discuss this matter with the parents.

The School has access to:

- Speech and language therapists
- Educational psychologists
- Parent support advisors

Interventions are necessary to help children make progress. Staff members who deliver focused interventions such as speech and language therapy and EAL have all the necessary training. As a whole school, we have refresher training for all the different areas of need via EduCare and INSET. All our staff are trained and qualified; in addition,



they are observed delivering the interventions by the SEND Coordinator and Principal. In doing so we can ensure that all the staff are consistent in their approach. Any staff members who feel they need more training in a specific area, have the opportunity to attend relevant training sessions or courses; this will be organized and overseen by the principal.

## Complaints Procedures

If a parent has a complaint about the SEN provision for their child, they should:

- Meet with the SEN Coordinator and Class Teacher
- If the situation remains unresolved, an appointment should be made with the Principal
- If the parent continues to remain dissatisfied about the situation, the case can be referred to the Board of Governors'. Any decision made by the Board of Governors will be final.

At BBIA we endeavour to act swiftly and positively to address the issue directly.

## Evaluating the Effectiveness of the Policy

BBIA's success criteria are as follows:

- All staff are aware of the contents of the policy and the procedures contained within it
- Children with SEN will be identified as early as possible and accurately
- Effective provisions will be made for all children with SEN
- Continuous monitoring of children's progress in relation to targets set
- All children will be given equal opportunity to fully participate in school activities
- All staff will work collaboratively to remove barriers to learning and raise levels of self-esteem and achievement
- Children will have access to a broad, balanced, and differentiated curriculum, as appropriate to meet individual needs
- Effective partnership will exist between parents, school, and outside agencies
- The views of the children will be valued and considered



## Identifying SEN and Procedures to Follow

### Step 1

- The Record of Concern needs to be completed and sent to the SEN Coordinator
  - Class Teacher to assess and collect information from other teachers
    - Observation to be carried out by the SEN coordinator
    - Class based intervention

After a 3 week observation period:

Child reaches the expected levels,  
*exits* the procedure.

OR

The concerns are still in place.  
The procedure continues with Step 2

### Step 2

- Parents informed by Principal about concerns (standard letter)
- Meeting with parents including SEN coordinator and class teacher to create support plan with 3 individualized targets

### Step 3

Review of Individual Education Plan after one term (6 weeks):

Child reaches all targets,  
*exits* the procedure.

OR

Child has not reached all targets.  
The procedure continues with  
step 4.



## Step 4

- Review targets and continue with the Individual Education Plan
- Intervention through differentiated activities and teacher support
- Teachers to consult with Principal and SLT for specific strategies, if needed

Review of IEP after one additional term (6 additional weeks):

Child reaches all targets:  
New targets are set termly

OR

Child has not reached all targets:  
The procedure moves to

Step 5. and strategies are maintained.

## Step 5

### Hungarians

Directed to outside agencies for assessment.

OR

### Non-Hungarians

Referral to external specialist i.e., Ed. Psychologist

- If 1:1 support is recommended, parents will be required to provide the financial support
- If it is determined that BBIA cannot support the child with the resources it has, the Principal and Board of Governors will support the parents in finding another school which is more suitable to the child.

Budapest June 2025

Date to be reviewed: June 2027 or as required