



The Federal Republic of Ambazonia

(Former British Southern Cameroons)

DEPARTMENT OF EDUCATION & STRATEGIC COLLABORATION

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DISABILITY, COMMUNITY AND WELFARE STUDY UNIT (DCWSU) POLICY STATEMENT

AMBA ACADEMIC CURRICULUM POLICY PAPER #3

For the Federal Republic of Ambazonia/Southern Cameroons

From the Amba Department for Education & Strategic Collaboration

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Reviewed and revised by: Chemleo

SOS of Education and Strategic Collaboration

As compared to the prevailing hostile study and pre-employment conditions for disabled students and persons under the current system in “La Republic du Cameroun” , our current new Ambazonia Academic curriculum; from our Department of Education and Strategic Collaboration highly pays attention to students with disability/or special needs in order to ensure that we have in place, a very leveled ground for all the students who pass through our different academic institutions to expressly do so without any forms of discrimination. Our current academic policy therefore ensures that, there is equality for all across the board without any allowance for discrimination of any kind, most especially on our disabled population, most especially on our pupils/students.

Some Potential Challenges for Disabled People in Amba Academic Institutions

Potential challenges include:

- direct discrimination, for example, refusing admission to a student because of disability
- indirect discrimination, for example, only providing application forms in one format that may not be accessible to disabled persons
- discrimination arising from a disability, for example a disabled pupil is prevented from going outside at break time because it takes too long to get there and back
- harassment, for example a teacher shouts at a disabled student for not paying attention when the student’s disability stops them from easily concentrating
- victimisation, for example suspending a disabled student because they’ve complained about harassment

Under the current disability study curriculum policy, it's against the law for a school or other education provider to treat disabled students unfavorably in the Federal Republic of Ambazonia.

Expected Reasonable Adjustments by Amba Education Providers

All Amba education providers are legally charged with the prime duty to make ‘reasonable adjustments’ in order to make sure that disabled students are not discriminated against. These

adjustments could include; providing extra support and aids (like specialist teachers or equipment) to disabled students.

Schools are not subject to the reasonable adjustment duty to make alterations to physical features, like adding ramps. However, they must make the buildings accessible for their disabled pupils as part of their overall planning duties at construction time.

Special Educational Needs and Disabilities (SEND)

All publicly funded pre-schools, nurseries, state schools and local authorities must try to identify and help assess children with special education needs and disabilities (SEND).

If a child has an education, health and care (EHC) plan or a statement of special educational needs, these must be reviewed annually. Say for example, by using assessment forms from which a disabled child will get a full review in order to understand what support the academic institutions will require in order to prepare them for adulthood.

All academic institutions should therefore have a person in charge of disability issues that parents and students can talk to about the support being offered by these institutions.

Disabled students can as well ask local social services for an assessment to help with their day-to-day living and study needs.

Special Educational Needs and Disabilities (SEND)

Aims of this Policy:

1. To promote the educational achievement of all our disabled students in line with, or exceeding, local and international levels of progress.
2. To empower and enable professionals/colleagues to meet the needs of students with SEND within their classrooms.
3. To concentrate energy on interventions which have a proven positive impact upon disabled students' learning.
4. To identify and assess students with SEND as early and thoroughly as is possible.
5. To involve staff, parents, external agencies and students in the identification, assessment and delivery of SEND support.

6. To encourage independence and confidence amongst the students with whom our departmental unit works with.

Principles:

7. Up to date relevant information is to be provided on students for teaching staff to allow them to plan effectively to meet the needs of students with SEND in their classrooms.
8. Continuous and proactive intervention will play an important role in bringing the skills of students with SEND up to the level of their peers.
9. Setting individualized targets across schools, providing feedback and encouraging students to take responsibility for their own learning is a key part of our approach.
10. Developing resource banks of differentiated work within departments will support staff in the differentiation of materials for their lessons.
11. Liaise with coaches, tutors, Heads of Schools, Pastoral Managers, Heads of Faculty, subject teachers, subject leaders, the Career Information Advice and Guidance Officer, the school nurse and external agencies is vital in providing 'joined up' support for our students.
12. Regular monitoring and reviewing of the progress of all students including those with SEND, especially through regular audits of tracking data will help guide targeted interventions.
13. Working with and consulting parents / carers on students' progress and reporting to them regularly will enable improved home – school partnership working.
14. Encouraging students to share their views and, where possible, influence their learning as this plays an important part in encouraging independence and confidence in our students.
15. Developing whole country and schools awareness of SEND through training will help staff develop the skills and confidence they need to tailor their classroom practice to the needs of SEND students.
16. Developing and strengthening a strong intervention team across Faculties and schools is an important structural element of our approach at DCWSU.
17. Seeking, where appropriate, alternative placements for students unable to access learning at SCHOOL may, at times, be necessary in extreme cases.

These aims and principles underpin all practice in relation to SEND in our schools. Furthermore, detailed, descriptive information on the work is available in the following appendices:

Appendix A - important notes on SEND at DCWSU

Appendix B - range of provision

Appendix C - staffing

Appendix D - explanatory note for AMBA Schools

Children with special educational needs and disabilities (SEND)

Overview

Special educational needs and disabilities (SEND) can affect a child or young person's ability to learn. They can affect their:

- behaviour or ability to socialise, for example they struggle to make friends
- reading and writing, for example because they have dyslexia
- ability to understand things
- concentration levels, for example because they have ADHD
- physical ability

Who to talk to

If you think your child may have special educational needs, contact the SENco-ordinator, or 'SENCO' in your child's school or nursery.

Contact your local council if your child isn't in a school or nursery.

Your local Information, Advice and Support (IAS) can give you advice about SEND.

Support your child can receive

Your child may be eligible for:

- SEN support - support given in school, like speech therapy.
- An education, health and care (EHC) plan - a plan of care for children and young people aged up to 25 who have more complex needs

Special educational needs support

Your child will get SEN support at their school or college.

Your child may need an education, health and care (EHC) plan if they need more support than their school provides.

Children under 5

SEN support for children under 5 includes:

- a written progress check when your child is 2 years old
- a child health visitor carrying out a health check for your child if they're aged 2 to 3
- a written assessment in the summer term of your child's first year of primary school
- making reasonable adjustments for disabled children, like providing aids like tactile signs

Nurseries, playgroups and childminders registered with Early Childhood help programs follow the Early Years Foundation Stage(EYFS) framework. The framework makes sure that there's support in place for children with SEND.

Talk to a doctor or health adviser if you think your child has SEND but they don't go to a nursery, playgroup or childminder. They'll tell you what support options are available.

Children between 5 and 15

Talk to the teacher or the SEN co-ordinator (SENCO) if you think your child needs:

- a special learning programme
- extra help from a teacher or assistant
- to work in a smaller group
- observation in class or at break
- help taking part in class activities
- extra encouragement in their learning, eg to ask questions or to try something they find difficult
- help communicating with other children
- support with physical or personal care difficulties, eg eating, getting around school safely or using the toilet

Young people aged 16 or over in further education

Contact the college before your child starts further education to make sure that they can meet your child's needs.

The college and your local authority will talk to your child about the support they need.

Extra help

An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support.

EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

Requesting an EHC assessment

You can ask your local authority to carry out an assessment if you think your child needs an EHC plan.

A young person can request an assessment themselves if they're aged 16 to 25.

A request can also be made by anyone else who thinks an assessment may be necessary, including doctors, health visitors, teachers, parents and family friends.

If they decide to carry out an assessment you may be asked for:

- any reports from your child's school, nursery or childminder
- doctors' assessments of your child
- a letter from you about your child's needs

The local authority will tell you within 6 weeks whether an EHC plan is going to be made for your child.

Creating an EHC plan

1. Your local authority will create a draft EHC plan and send you a copy.
2. You have 15 days to comment, including if you want to ask that your child goes to a specialist needs school or Specialist College.
3. Your local authority has a maximum of 9 weeks from the date of the assessment to give you the final EHC plan.

Disagreeing with a decision

You can challenge your local authority about:

- their decision to not carry out an assessment
- their decision to not create an EHC plan
- the special educational support in the EHC plan

- the school named in the EHC plan

If you can't resolve the problem with your local authority, you can appeal to the Special Education Needs and Disability (SEND) Tribunal.

Personal budgets

You may be able to get a personal budget for your child if they have an EHC plan or have been told that they need one.

It allows you to have a say in how to spend the money on support for your child.

There are 3 ways you can use your personal budget. You can have:

- direct payments made into your account - you buy and manage services yourself
- an arrangement with your local authority or school where they hold the money for you but you still decide how to spend it (sometimes called 'notional arrangements')
- third-party arrangements - you choose someone else to manage the money for you

You can have a combination of all 3 options.

Independent support for children of all ages

Independent supporters can help you and your child through the new SEN assessment process, including:

- replacing a statement of special educational needs with a new EHC plan
- moving a child from a learning difficulty assessment (LDA) to an EHC plan

You can find out how to get local support through:

- Council for Disabled children
- Information, Advice and Support Service Network

- You local authority website and search for 'Local Offer'.

Apply for school transport for a child with special educational needs and disabilities

Your child may be entitled to free transport if they can't walk to school because of their special educational needs and disabilities (SEND) or mobility problem.

Any transport your council provides must be suitable to your child's needs.

Employment

It's against the law for employers to discriminate against disabled graduate students because of a disability. The Amba Equality legislation will protect disabled persons and covers areas including:

- application forms
- interview arrangements
- aptitude or proficiency tests
- job offers
- terms of employment, including pay
- promotion, transfer and training opportunities
- dismissal or redundancy
- discipline and grievances

Reasonable adjustments in the workplace

An employer has to make 'reasonable adjustments' to avoid disabled graduates and workers from being put at a disadvantage compared to non-disabled people in the workplace. For example, adjusting their working hours or providing them with a special piece of equipment to help them do their job.

Recruitment

An employer who's recruiting staff may make limited inquiries about students health or disability.

Graduate disabled students can only be asked about their health or disability for the following reasons:

- to help decide if they can carry out a task that is an essential part of their work
- to help find out if they can take part in an interview
- to help decide if the interviewers need to make reasonable adjustments for disabled students in a selection process
- to help monitoring
- if they want to increase the number of disabled people they employ
- if they need to know for the purposes of national security checks

Graduate students may be asked whether they have a health condition or disability on an application form or in an interview. However they need to think about whether the question is one that is allowed to be asked at that stage of recruitment or not.

Redundancy and retirement

A worker can't be chosen for redundancy just because he/she is disabled. The selection process for redundancy must therefore be fair and balanced for all employees.

An employer cannot force his/her employee to retire if you become disabled.

Summarily, the Amba equality and disability act will provide legal rights for disabled students in the areas of:

- employment
- education
- access to goods, services and facilities
- buying and renting land or property

United Nations (UN) Convention on disability rights

The UN Convention on disability rights has been recognized and adopted by the Ambazonia government in order to protect and promote the rights of disabled people.

Get more information about the UN Convention on disability rights from the [Office for Disability Issues](#).

Core Roles and Responsibilities

Governing Body

The Governing Body will discharge its duties by using its best efforts to ensure that the needs of the vast majority of SEND students are met by their school with the help, if necessary, of external agencies. The Governing Body is responsible for keeping a general oversight of Schools' SEND provision.

Assistant Headteacher(AHT) and SEND (SENCO)

The Assistant Headteacher/Principal is responsible for keeping a general oversight of the School's SEND provision on behalf of the Governors. The DCWSU manages resources including funding devolved into schools for SEND provision.

AHT /Non-Teaching SENCo are responsible for:

- a) the day-to-day operation of Schools' SEND Policy and for co-ordinating the SEND provision
- b) implementation and reviewing of SMART targets involving parents of students who have Support-and/or Education Health and Care plans
- c) advising staff about students who are not achieving expected levels of progress following screening processes
- d) liaison with Heads of Faculties to offer advice for students with SEND who are under-performing
- e) advice on differentiation and ways of working with students with SEND
- f) maintaining Schools' SEND records on all SEND students
- g) liaising with the staff from feeder schools and post 16 provisions
- h) providing appropriate TRAINING opportunities for SEND issues
- i) instructing and training SEND coaches
- j) liaising with external agencies and support services: Educational Psychology Service, Pupil and - School Support, Behaviour Support Service, Physical Disabilities Support Service, Communication and Autism Team . National Health Services(hospitals and clinics), School Nurses,

Careers Service, Education Welfare Service, etc

k) deploying coaches through prioritising needs e.g. drawing up support timetables etc

l) itemising and using the SEND budget effectively to meet the needs of students

m) organising and co-ordinating Identification and Assessments of Needs

Teachers

All teachers are responsible for ensuring that all students, in all their classes, including those with SEND are accessing the curriculum and making measurable progress.

Teacher feedback on progress provides vital information for parents and external agencies and shapes decision making at review meetings.

SEND, Literacy and Subject Progress Coaches

Coaches are responsible for ensuring the measurable progress of specific caseloads of students within their curriculum area, and within their reading groups including registration, Fresh Start, Lexia, and any other reading intervention programmes deemed appropriate by the senior literacy coach and the SENCO. All coaches are also responsible for producing differentiated resources to support access to the curriculum for students with SEND. Subject Progress Coaches are deployed by HoFs or other designated post holders to support SEND students as part of their intervention caseloads. Regular communication about progress takes place between Heads of Facultys, Subject Progress Coaches, Literacy Coaches, the AHTs and the non-teaching SENCO so that accurate records about progress are maintained and updated regularly.

Students

We expect our registered SEND students to attend all agreed extra sessions and interventions. Students are encouraged to show maturity and independence by taking responsibility for meeting their targets.

Parents/carers

We aim to work in partnership with parents/carers maintaining close liaison through regular review meetings and other informal contacts. We expect parents/carers to attend meetings at their child's school where necessary and follow agreed plans to support their children. We have a responsibility to ensure that parents/carers are happy with the service we provide.

This policy operates in accordance with schools specific published Equality Policy.

Appendix A – important notes on SEND at the AMBA DCWSU

Assessment

All form 1 students take a reading test on their Induction Day and this is repeated at the end of the Summer term to measure progress. The data gathered is used to determine students with very low reading ages (6:00 – 8:00) who would need literacy interventions. Those students with low scores may have difficulty accessing the curriculum and further diagnostic testing may be employed to assess the level of the students' needs. Students are assessed by Literacy Coaches and the SEND Department. In addition, writing skills are assessed during the first term in the school and once each term in form 1 to assess progress. All primary, Secondary and post-Secondary students' progress is reviewed each term and interventions are applied where appropriate.

Interventions

Students identified as having very low reading ages receive reading intervention including Word Wasp (taught phonics programme), Fresh Start, Lexia (computer based phonics training), paired reading or Precision Teaching.

Larger groups of students with literacy difficulties are withdrawn from at least 3 English lessons per week in forms 1 – 5 for reading and writing interventions. Students arriving in form 1 with significantly low prior attainment in English or with a reading age below 8 years are given targeted literacy intervention (Fresh Start) and some are placed in Literacy groups instead of Languages.

The majority of interventions described above are targeted in Primary schools and forms 1 to 3 although, in exceptional cases, they may be used for older students.

The English and SEND Departments also screen all years as part of the bi-annual Literacy audit.

Some students with significantly low reading ages are given additional support including withdrawal from registration sessions by Coaches, extra reading activities and after school Lexia intervention sessions (computer based phonics training).

Examinations

Arrangements are established for meeting areas of need and extra time required for individual students to enable full access to national examinations. Students are tested following the guidelines to be established. Extra time and scribing arrangements will be used, where possible, for all qualifying students from Primary to High school in all external and public examinations.

Appendix B

Range of Provision (According to area of need, greatest first)

Cognition & Learning (SPLD, MLD, Dyspraxia, Vulnerable underachieving Groups, etc.)

Qualified and experienced coach withdrawal

Pupil Profiles including strategies to support sent to classroom teachers

Access to regular, supported homework clubs

Exam revision booster sessions

Supported learning groups

Small group intensive literacy intervention

1:1 and small groups after school tuition

After school book clubs

Lunchtime literacy club

Advice and support from the Early Intervention and Inclusion Team (Primary schools and School Support, Educational Psychology Service, Communication and Autism Team)

Advice and support from Careers Advisor.

Precision Teaching of specific vocabulary

Fresh Start

Specialised reading acceleration ICT software (Lexia, Fast ForWord, Read Assist)

1:1 Registration reading

Peer mentoring reading support

Social, Emotional and Mental Health (SEMH ADD, ADHD, etc.)

Personalisation Team

Pastoral Support Plans

Access to regular, supported homework clubs

Exam revision booster sessions

Small group or 1:1 support for SEMH. Including Social Skills, Self Esteem, Anger Management, Drug Awareness, Horticulture

Pupil Profiles including strategies to support sent to classroom teachers

Individual counselling

Individual reward system

Peer mentoring

Supported Inclusion Unit

Advice and support from a range of external agencies, including the Early Intervention and Inclusion Team (Behaviour Support Service, Educational Psychology Service)

Aggression Replacement Therapy (ART)

Counselling

Communication & Interaction (Autism, Asperger Syndrome, Speech and Language etc.)

Qualified and experienced coach withdrawal

Advice and support from the Early Intervention and Inclusion Team (Communication and Autism Team) Regular planning and support meetings with CAT Practitioner Trained Strategic and Lead ASD Practitioners

SEND coaches support our students with communication and interaction difficulties

Student Profiles including strategies to support sent to classroom teachers

Access to regular, supported homework clubs

Exam revision booster sessions

1:1 and small group after school tuition

After school clubs

Lunchtime clubs

Sensory & Physical (Hearing Impaired, Visually Impaired, Physical Disability etc.)

Trained and experienced coaches support students with sensory and physical difficulties

Pupil Profiles including strategies to support sent to classroom teachers

Access to regular, supported homework clubs

Exam revision booster sessions

1:1 and small group after school tuition

Advice and support from the Early Intervention and Inclusion Team (Sensory Support Service)

Advice and support from Outreach Workers (Physical Disability Support Service)

Access to specialised ICT (e.g. laptops, iPad, kindles) for academic use

Mobility support training

Environmental audits

Support with moving around the site

In-house training

Appendix C

Staffing

The following **SEND and Literacy** staff will support SEND students:

Assistant Headteacher/Principal, SEND (SENCO)

Non-Teaching SENCO

SEND coaches

Head of Literacy

Senior Literacy Coach

Literacy Coaches

Senior Numeracy Coach

Numeracy Coaches

Appendix D

Explanatory note for DCWSU Schools Individual Education Plan(IEP) system

In order to increase the impact of **DCWSU** students IEP targets will be set.. This note seeks to explain how our IEP system will work.

- Targets, will be generated bi-annually, from English assessment, criteria are recorded on target labels, which are stuck on the front of students' planners, English and Humanities books

- English staff assess students' progress towards these targets, through the Literacy Audit which will be carried out on a termly basis.
- Results of the Literacy Audit, for individual students are reported to parents
- Targets are then available to guide interventions for coaches, teachers and students
- Teachers and coaches are guided to class lists of students in their lessons on the SEND register and their targets
- Staff and students are encouraged to refer to targets and record progress at least twice a year
- The targets are then available to inform discussions at reviews for students at parents' evenings (SEND) or in formal review meetings (Support Plan and Education Health and Care Plan)
- Information from the English teachers (submitted through the Literacy Audit), along with test results, are taken into account when setting new targets at the start of the term.
- Details of other provisions and interventions students are receiving is held on schools' provision map. This also records the targets students are working towards.

NB: Courtesy of the Amba Educational Unit for Disability, Community & Welfare Study Unit (DCWSU). Drafted in Collaboration with Mr. Jacque Fozao (M.Sc.), DCWS Unit Director, Amba Department for Education and Strategic Collaboration

Signed: Chemleo,

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