



International
School of **London**

Learning Support/SEND Policy 2023-2024

**Date reviewed:
September 2023**

**To be reviewed:
September 2024**

Mission statement

Since 1972, we have established a welcoming and inclusive community. Our diverse cultures and languages drive all our learning experiences.

We nurture creativity and curiosity to stimulate deep thinking. We foster insight, compassion and resilience to enable us to play a meaningful part in a changing world.

Vision statement

We celebrate our stories, our worth and our purpose to make a difference in a shared world.

At the International School of London, we believe in:

Empowering students to maximise their learning opportunities and to fulfil their potential.

Actively integrating cultural diversity in the curriculum.

Creating inclusive, vibrant and innovative learning communities.

Offering a diverse and extensive international programme that supports personal, social and professional growth.

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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to: Make sure our school fully implements national legislation and guidance regarding pupils with SEND. Set out how our school will:

- Support and make provision for pupils with special educational needs and disabilities
- Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
- Help pupils with SEND fulfil their aspirations and achieve their best

- Help pupils with SEND become confident individuals living fulfilling lives
- Help pupils with SEND make a successful transition into adulthood
- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil

Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil

Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

We celebrate *our stories, our worth and our purpose* to make a difference in a shared world.

The ISL (International School of London) education philosophy is based on the following core values and applies to our students, teaching, and administrative staff:

- A commitment to the acquisition of knowledge and the achievement of personal potential.
- The pursuit of excellence in all areas of activity and effort.
- Respect of self and others including the recognition of the uniqueness of everyone.
- Social and civic responsibility which seeks to explore and promote the common good and values, social justice, cultural diversity, and the emotional and physical wellbeing of others.
- Concern and respect for the natural and cultural environment.
- Treating all members of the community with respect, honesty and integrity

These core values can be defined in 4 core areas:

Diversity	Understanding	Identity	Passion
is embracing and learning from each other—our many cultures, languages, experiences, beliefs and backgrounds, and our varied perspectives—to expand our minds, foster creativity and lead in innovation. <i>I succeed.</i>	is the compassion, learning, commitment, respect, and trust needed to understand ourselves and others to thrive in a complex world. <i>I understand.</i>	is the compassion, learning, commitment, respect, and trust needed to understand ourselves and others to thrive in a complex world. <i>I understand.</i>	is the driver of the schools' love for learning and growing, whether in the classroom, on the playing fields, in after school activities or in our contribution to better our communities and futures. <i>I dream.</i>

3. Legislation and guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans,

SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report

- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out trustees' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs
- The [Independent Schools Standards Guidance \(updated in 2019\)](#), which provides supplementary guidance on best practice in complying with the Standards and sets out the DfE's understanding of them
- [Equity and inclusive education in the IB](#), which sets out the principles of the Inclusive Education in the International Baccalaureate curriculum.

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Our ambition is to enable *all* learners to achieve their full academic and personal potential, be included fully in their school community and make a successful transition into adulthood and the world of further education, training, or work.

We place student agency at the heart of our processes and encourage all students to take ownership over their learning and wellbeing. We aim to offer high quality support to all students, and therefore continually evaluate the needs of our learners and our ability to meet them, especially when moving between programs (PYP, MYP and DP (Diploma Programme)).

The individual needs of each student are taken into consideration, as well as the wider classroom context when making decisions about appropriate educational placements.

Our principles are:

- Student agency
- Collaboration with staff and parents
- Implement best practice and assessment procedures
- Promoting lifelong learning

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.


The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.




5.3 The 4 areas of need

There are four areas of need and pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

The four broad Special Educational Needs and Disability (SEND) areas of need, according to the SEND Code of Practice 2015, are:

<p>Communication and Interaction</p> 	<p>Children and young people with speech, language, and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or not understanding or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all the different aspects of speech, language, or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have difficulties with social interaction. They may also experience difficulties with language,</p>
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	<p>communication, and imagination, which can impact on how they relate to others.</p> <p><i>SEND Code of Practice 2015 (Sections 6.28 and 6.29)</i></p>
<p>Cognition and Learning</p> 	<p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties, severe learning difficulties, where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties, where 98 children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, and dyspraxia</p> <p><i>SEND Code of Practice 2015 (Sections 6.30 and 6.31)</i></p>
<p>Social Emotional and Mental Health</p> 	<p>Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive, or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour, so it does not adversely affect other pupils.</p> <p><i>Section Code of Practice 2015 (Sections 6.32 and 6.33)</i></p>
<p>Sensory and/or Physical</p> 	<p>Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment, hearing impairment or a multi-sensory impairment will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health. Some children and young people with a physical disability require additional ongoing support and equipment to access all the opportunities available to their peers.</p> <p><i>Section Code of Practice 2015 (Sections 6.34 and 6.35)</i></p>

* Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

It is important to know that a person may have needs which extend beyond one area and can have needs which fit into all 4 categories.

6. Roles and responsibilities

6.1 The SENCO

The SENCO at our school is Raul Pineiro Rodriguez (rrodriguez@isllondon.org).

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the Head of School, Primary Principal, Secondary Principal and Head of Advancement, Transition and Student Support to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the Senior Leadership Team and school board to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the Head of School, Primary Principal, Secondary Principal and Head of Advancement, Transitions and Student Support, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy

- With the Head of School and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND
- Make sure that all pupils from Grade 9 until Grade 12 are provided with independent careers advice

6.3 The SEND link governor

The SEND link governor is Amin Makarem.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 Head of School, Primary Principal and Secondary Principal

The Head of School, Primary Principal and Secondary Principal will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes

- Identify the responsibilities of the parent, the pupil and the school
- Listen to the parents' concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given a report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

6.6 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

The identification of children with SEND may occur prior to students beginning at International School of London (ISL) when new students are already identified during the admission process (Please refer to point 11 in this policy).

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Assessment and monitoring occur continuously during a student's attendance at ISL. At any point in a child's schooling, concerns may arise due to various reasons. It is the responsibility of all staff to monitor progress and adjust teaching accordingly, identifying any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When in-class adjustments are insufficient, an online referral to the SEND team may be necessary. This referral then prompts a series of steps by the SEND team, which may include observations, in class or pull-out support, standardised assessments, work sample analysis or recommendations for external professional assessments. The school seeks parental permission before any additional assessments are administered. If students are identified as requiring additional support, then all necessary parties are informed of the individual students' needs and a plan of action will be put in place.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

8.2 Consulting and involving pupils and parents

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents if it is decided that a pupil will receive special educational provision.

The school works in partnership with parents and values their unique perspective and knowledge. Parents are included in the decision-making process relating to their child with SEND and are invited to discuss progress and evaluate existing provision. Student participation in these meetings is also key. Meetings can take place at the school, over the phone or by email, with the goal to develop and maintain a partnership between home and school.

The learning support team works in partnership with parents and takes the views of students into account with their learning. We encourage students to voice their ideas, experiences, and choices when it comes to what works best for them, in a variety of learning environments. We aim to respect these views, and apply them where appropriate and feasible, when setting goals and developing support plans. Students are encouraged to communicate and evaluate their support openly with the learning support team throughout the school year.

8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, ISAMs and Share Point, and will be made accessible to staff in an Individual Education Plan (IEP).

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching

assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

Monitoring Progress

The progress of all students at The International School of London is tracked across the curriculum, following all relevant IB guidelines. All staff members are responsible for regularly monitoring and evaluating student progress as well as maintaining regular communication with parents. The school schedules parent conferences for all students, which take place twice per year. At any point throughout the year the school or parents can request a meeting to discuss progress or other concerns. Students receive formal written reports twice per year, a MYP and DP students receive an additional interim report in Term One.

Internally, grade level meetings occur termly and involve all relevant staff members. Additionally, the Student Support Team meets weekly to address any immediate concerns and provide a plan of action.

Progress may look different for each student. We define progress individually, depending on the profile of the student concerned, this might be learning which:

- Closes the attainment gap between the pupil and his/her peers
- Prevents the attainment gap getting wider
- Is similar to that of their peers starting from the same attainment baseline, but may still be less than that of the majority
- Matches or improves the student's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates improvement in organizational, social, or interpersonal skills
- Demonstrates measurable & sustained improvements in the student's behaviour
- Demonstrates measurable & sustained efforts in the student's motivation
- Is likely to lead to appropriate examination entry
- Is likely to lead to participation in further education, training and/or employment

For students with SEND, progress is also monitored and evaluated by the Learning Support Team. This includes weekly meeting between team members to discuss specific students, support, and strategies. Communication with parents occurs at least once each term to discuss progress and to evaluate existing provision. Students with Individual Education Plans have personalised goals which are set during a meeting with parents and relevant staff. Students will participate in these meetings as appropriate. These IEP (Individual Education Plan) goals are monitored using observations, work samples, communication with class teachers, personal reflections, and standardised assessments. The graduated approach of Assess, Plan, Do and Review is used throughout the year. As evidence is collected IEPs are updated and shared with parents, students, and staff on a termly basis.

8.4 Levels of support

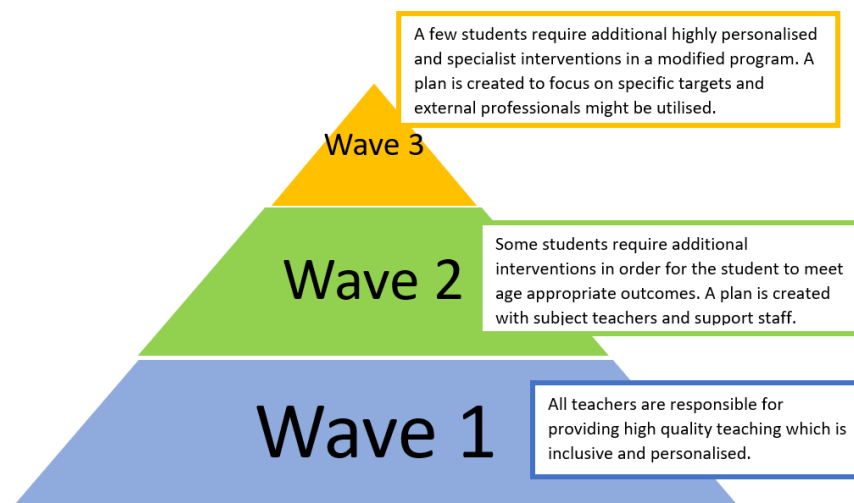
School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget. On the census these pupils will be marked with the code K.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

After the referral process has been completed and the student's needs have been identified, students will receive interventions based on the follow model:



The school can provide approximately 1.5 hour of additional learning support per week, to all students listed on the SEND register, for example one-to-one sessions, small group

support, in-class support. If students require additional or specialist support beyond that, parents will be notified, and options will be explored. This may incur an additional cost to families to ensure the proper support is put in place and will be discussed and agreed upon before any additional services is introduced or established.

The school, in collaboration with families, may also request additional support from Local Authorities to best support the needs of students. In such cases, an Education and Health Care Plan (EHCP) application may be made on behalf of the family. If an application is successful, ISL will liaise closely with Local Authorities and abide by all statutory regulations.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

Inclusive Access Arrangements

Inclusive Access Arrangements can be made to enable students to fully access any assessments. To qualify for Inclusive Access Arrangements, all documentation and assessors must be in accordance with the guidelines established by the International Baccalaureate Organisation. Within the PYP, MYP and DP, the school uses the following guiding documents, *Candidates with assessment access requirements* (IBO, updated 2017) and *Access and inclusion policy* (IBO, updated 2018). In addition to these guiding documents the school can seek specific information from the IBO on a case-by-case basis to clarify any questions surrounding inclusive access arrangements. These arrangements are used for all examinations at the International School of London. Parents are informed about eligibility and applications for exam accommodations by the SENCo and other relevant staff members.

Inclusive Access Arrangements might include, but are not restricted to:

- ❖ Additional time (10%, 25% or 50%)
- ❖ Use of a reader
- ❖ Rest breaks
- ❖ Use of a scribe
- ❖ Use of word processor (either with or without spellcheck feature)

8.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

9. Confidentiality and distribution of student information

9.1 What information do we collect?

When students begin at ISL, we ask for all relevant information be shared for the school to provide the best possible support. This information includes, but it not limited to, past school reports, teacher references, student bios, previous IEPs (Individual Education Plan), reports from professionals such as educational psychologists, speech therapists, etc. These documents are collected during the admission process. For students already attending ISL, these documents will be added to their student files.

9.2 Where do we store information?

Hard copies of student files are kept and locked in student files which are held in a secure location. Digital reports are shared with the relevant members of staff to ensure necessary accommodations can be put in place. Students on the SEN (Special Educational Needs) register may also have additional files which are stored in a locked cabinet in the Learning Support offices. This file allows for essential information to be made available to the members of the Learning Support Team to write IEPs, update teachers, communicate with parents or outside professionals when needed. Digital information is uploaded to iSams, a secure system at ISL, which allows information to be accessed by teachers, ensuring it is stored in a secure space while accessible to the relevant teachers/staff at the school.

9.3 How do we share information?

It is crucial all relevant staff know the learning profiles of the students on the SEN register. This will enable them to provide high quality, individualised approaches to teaching and learning. Student information is uploaded onto the secure iSams system, where teachers can access IEPs containing background information, goals, support strategies and relevant accommodations needed to be put in place. When IEPs are updated the SENCo (Special Needs Coordinator) sends out an email to inform all relevant teachers. The Learning Support team may also share report summaries, hand-over notes, and other relevant information with teaching staff. This can be done through email, in meetings or in the iSams system.

All ISL teachers are trained on using the iSams system and the SEND department provides training to staff throughout the year, to guide them on where to find the SEND information on iSams.

9.4 How do we ensure information is secure?

All record sheets and personal data is stored securely, and in accordance with the General Data Protection Regulation GDPR; only authorized personnel can access this confidential information. Staff are made aware of the confidential nature of personal information through guidelines as well as other measure such as limited access to ensure information is kept confidential. All personal reports produced by the school are available in hard copy in the secured student file on site and can to be viewed in soft copy with SENCo permission and supervision.

9.5 Additional Information:

At ISL the provision map includes information on the range of support services available to students within the school. The provision map is set up detailing the provision offered by grade, from the Early Years program to the Diploma College. It includes a summary of the support, how it will be offered, the duration of the support and who will be delivering it.

10. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The Senior Leadership Team and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

11. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

12. Admission and accessibility arrangements

If a student has a previously identified need or received any intervention, all applicable information must be shared during the admissions process. The Admissions Department gathers relevant information from parents, the students' previous schools and liaises with

past teachers and SEND professionals. Parent applications, student questionnaires (grade 3 +) and teacher references are necessary components of the admissions process.

The information gathered is used by our SEND Team to inform both class placement and level of support required. If possible, students visit ISL, before the start of term, to develop positive relationships with staff and become better acquainted with their peer group.

In addition to previous academic records received by ISL, students starting at the school are given an English language assessment to see if further support may be needed. Students are also assessed in their mother tongue language to establish a language profile. The language profile allows for better understanding of a child's learning needs.

12.1 Admission arrangements

We aim to make the Admissions process as smooth as possible for all families wishing to join us.

Families are welcome to visit the school to discuss their children's schooling needs prior to submitting an application and it is encouraged to contact the Admissions Office to arrange a convenient date and time for a tour or virtual meeting.

Most students join ISL in September, but we are happy to admit students throughout the year provided that we have places available.

Before submitting an application, families are advised to refer to the [Admissions Guidelines](#), [Admissions Policy](#) and the Terms & Conditions as they contain helpful practical information. Students will be placed in their age appropriate year group based on their age on 31st August.

ISL has a specialist Learning Support Team that supports student with a range of academic, emotional and language needs. Parents of applicants with a specific need must submit complete reports with the application, these may include Individualised Education Programs (IEPs), Educational Psychologist reports or speech and language reports.

The school will only admit students whose specific academic, physical or other learning needs can be provided for by the existing resources and personnel at the school. Students needing Learning Support may be admitted if it is believed that the school can offer appropriate support and that the children can be placed in the regular classroom. When reviewing the application of a student with specific needs, the Admissions Team will consult with the Learning Support specialists. Students may be admitted pending agreement to engagement in a programme of additional support, e.g. Individualised Education Plan, counselling, other kinds of learning support, as appropriate, which may incur additional fees.

In the case where a specific need has not previously been identified, the school reserves the right to review the situation in order to assess the appropriateness of the student's presence in the school based on our capacity to address their needs.

Applications for admission will be considered in order of date of application. Students are assigned to classes primarily on the basis of age (see below). However, factors such as

previous records, measured aptitude and achievement, physical and emotional development and other relevant details are also considered.

The final decision rests with the Campus Principal. If, in the judgment of the School, an applicant meets the criteria described above, and space is available, acceptance will be unconditional. However, under some circumstances, a conditional acceptance may be offered. The conditions of acceptance will be clearly stated.

The School reserves the right to deny admission or re-enrolment to any applicant if, in its opinion, there were reasons to believe that admission or re-enrolment would not be in the best interest of the applicant or the School or if relevant information was withheld at the point of application.

The School also reserves the right to postpone admission if the maximum class capacity has been reached in a particular year level. In this case, the applicant is placed on a waiting list.

The qualified applicants are then accepted in order of date of application.

12.2 Accessibility arrangements

The school subscribes fully to the concept of inclusion. There is equality of opportunity for all students to follow the curriculum and to take part in extracurricular activities and the full life of the school. The individual needs of all students at this school will be met effectively so that they benefit as fully as possible from the education they receive and fulfil their individual potential.

We recognise the individual needs of all students and maximise everyone's potential: every teacher shares these responsibilities. ISL, with its supportive, integrated environment and in partnership with parents, aims to maximise the self-esteem of all of its students. This, in turn, helps students to realise their potential.

Equality of opportunity applies to all members of the school community and is based on the core values expressed in the school's mission statement (see above).

The school has a Learning Support department with staff qualified in various aspects of special needs provision.

ISL's main building is a purpose-built 1930s school building with two floors and varying levels within each floor with only staircase access. This makes it quite difficult for wheelchair access past the ground floor. However, there is wheelchair access to the Annex via a ramp (one of the main Primary school spaces). In the case of a teacher's or a student's temporary disability (e.g. broken leg), most of the lessons of the teacher or student are relocated to the ground floor where access is possible. This does not include specialist-teaching spaces (e.g. laboratories).

The school's main hall is fitted with microphone/speaker systems for use in the weekly assemblies and school events.

During the minor renovations of the buildings in 2006, the boys' main toilet on the ground floor was fitted with a wide cubicle for wheelchair users.

The physical environment of the school caters for the needs of all but physically disabled individuals. Corridors are well lit and free of obstacles. The ground floors of the main building and the Annex have relatively easy wheelchair access.

The school will be giving greater consideration, including reasonable adjustments to the physical environment of the school to increase access for disabled students and visitors. Future extensions to the building (envisaged in the next 3-5 years) will take into account DDA requirements and will be constructed accordingly.

Information for students with difficulties and information access for parents is delivered in various formats depending on the need of the students and parents:

- large print
- simplified or moderate language or diagrams
- audio tapes
- orally
- differentiation of work
- on the school website
- by email
- simple and easy to access school website and network
- pictorial clues and key words on display in many departments
- colour-coded timetables for students
- personalised learning approaches

The school continues to look at ways to improve access to written information by increasing the availability of alternative formats (audio, large print, technology).

The school's governing body is aware of and has input into [the accessibility plan](#). The plan will be revised on a regular basis, taking into account the difficulties students have in the school, or students who may be going to attend. This will be carried out by the Learning Support Department with input from the SLT, IB Coordinators, teachers, students and parents.

The evidence used to aid the plan will be looking at:

- SEN type of need for students on roll
- effectiveness of the support for students
- SEN attendance percentages
- type of differentiation for students
- needs to better personalise learning

The SLT and the Learning Support teachers are responsible for the implementation of the plan. The accessibility plan is fully consistent with the school's SEN policy and SEN legislation. It should also be applied consistently with other school's policies.

The accessibility plan is available in written form on request from the school and on the school website.

At ISL London, Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child

13. Complaints about SEND provision

The SEND Code of Practice outlines additional measures the LEA must set up for preventing and resolving disagreements. These will be explained to parents and procedures will be shared and followed as outlined.

The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

The normal arrangements for the treatment of complaints at International School for London are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, SENCo or Head teacher to resolve the issue before making the complaint formal.

This can be done by emailing the SENCo, Raul Pineiro Rodriguez, directly: rrodriguez@isllondon.org or by making an appointment via the school office 020 8992 5823. If the issue is not resolved, please email the Head of School, Richard Parker, directly on: rparker@isllondon.org. The complaint will be handle in line with our [Complaints Policy](#).

If the complaint is not resolved, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an Educational, Health and Care Plan, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints that fall within this category cannot be investigated by the school.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in Hounslow, visit [Hounslow's Local Authority Website](#). You can request mediation by contacting Global Mediation's SEND Case Manager by telephone: 0800 064 4488 or email: SEN@globalmediation.co.uk.

This service is free of charge and your conversation is confidential.

Website www.globalmediation.co.uk/service/special-educational-needs-disability/

14. Monitoring and evaluation arrangements

14.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community

Comments and feedback from pupils and their parents

14.2 Monitoring the policy

This policy will be reviewed by the Senior Leadership and SENDCO **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

15. Links with other policies and documents

This policy links to the following documents:

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy
- Children with health needs who cannot attend school policy
- Data Protection Policy

At ISL London, Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.