International School of London

SEND Information Report

Date reviewed:
August 2025

To be reviewed:
August 2026

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.

ISL London takes account of the context both national and curricular within which it exists in supporting students who are identified as requiring additional learning support.

The school will abide by the Independent Schools Standards (England), the Equality Act 2010 and any other relevant statute or guidance in respect of its learning support practice and policy.

While not statutorily required to implement the SEND Code of Practice, the school will monitor best practice exemplars in England to inform its procedures.

The school will also abide by any relevant requirements and practices as set out by the International Baccalaureate - which authorises the school to run IB programmes - and standards of the Council of International Schools by whom the school is accredited.

Identifying Children's additional needs

How will the school know if my child needs additional help and how will the school share information with me?

The identification of children's SEN (Special Educational Needs) occurs prior to students beginning at International School of London. The Admissions Department gathers information from the students' previous Primary or Secondary School and liaises with teachers and SEN staff, this enables data and historical information to be collected. The information gathered is used to inform both teaching classes and tutor rooms. If possible, students visit the International School of London on a number of occasions to enable them to feel known, begin to develop positive professional relationships with staff and become better acquainted with their peer group. Parent and pupil referrals are also accepted for further evaluation by the Learning Support Team.

In addition to previous test results being received by the International School of London, all students starting at the school are given an English Placement Test by the Head of Language Acquisition to ascertain the student's level of English and to see if further support may be beneficial. Students also provide writing samples in their Mother Tongue Classes which are reviewed annually.

Assessment and monitoring occur continuously during a student's attendance at the International School of London. Class Teacher meetings or Tutor meetings, Parent and Teacher Meetings, Careers Advice and Advice on Higher Education Options meetings are points in time where parents are invited to meet teachers and staff at International School of London. Moreover IEP (Individual Education Plans) or Pathway Plan reviews are organised by Learning Support Staff and the Special Educational Needs Coordinator (SENCO).

If students are identified as requiring additional support, then staff are informed of the individual needs of each student.

Annually we will assess Literacy and Numeracy levels using standardised tools. We then meet once a year to evaluate the progress and set targets as needed.

Student learning is assessed on a regular basis. If students are not making the expected levels of progress, a plan that identifies the desired outcome is put into place and support is identified. The plan is implemented by all teaching staff, reviewed and then further clarified to ensure that the student makes the expected level of progress. To meet the individual needs of students, subject teachers work closely with the Learning Support Team.

Who should I contact if I have any questions about my child's SEN?

Contact the Class Teacher in Primary (ECP to 5) or the Tutor for students in Grades 6 to 12.

Parents can also contact Mr Rodriguez (SENDCO)

Telephone 0208 992 58 23 email address is rrodriguez@isllondon.org

Parents of students in K to Grade 5 can also contact Ms Firebrace, the Primary Principal at kfirebrace@isllondon.org or via phone at 0208 992 5823 or by letter.

Parents of students in Grades 6 to 10 can also contact Mr Petsinger, the Secondary Principal at jpetsinger@isllondon.org or via phone at 0208 992 5823 or by letter.

Parents of students in EC1 to 12 can also contact Mrs Hakim, Head of Student Support at ISL London, at chakim@isllondon.org or via phone at 0208 992 5823 or by letter.

Parents of students in Grades 6 can also contact Ms Joshi, Head of Year 6 at ajoshi@isllondon.org or via phone at 0208 992 5823 or by letter.

Parents of students in Grades 7 & 8 can also contact Mr Chan, Head of Years 7 & 8 at jchan@isllondon.org or via phone at 0208 992 5823 or by letter.

Parents of students in Grades 9 & 10 can also contact Ms Di Casola, Head of Years 9 & 10 at vdicasola@isllondon.org or via phone at 0208 992 5823 or by letter.

Parents of students in Grades 11 and 12 completing the Diploma Programme can contact Mr Gouttenoire, Head of Student Well-Being at bgouttenoire@isllondon.org or via phone at 0208 992 5823 or by letter.

Parents of students in Grades 11 and 12 completing the Diploma Programme can also contact Ms Meziane, IBDP Coordinator at kmeziane@isllondon.org or via phone at 0208 992 5823 or by letter.

Involving students and parents/carers in planning support

How will the school involve me as a parent or carer and my child, in meeting our child's SEND needs and in general school life?

- Individual student/teacher conversations
- Advice on how to support learning at home
- Regular contact between home and school e.g. Student Planner, e-mail, letter, phone call, text or home school book.
- Planning and IEP or Pathway Plan review meetings
- Mentor e.g., adult or peer mentor
- The Learning Support Team has a positive reward scheme that students participate in.

Range of support available to my child

What different kinds of support are available to children with SEN?

Access to learning and the curriculum

- High Quality Teaching (First Quality Teaching), with appropriate differentiation, personalized learning and adaptation of the curriculum, teaching style and learning environment
- Appropriate choices of texts and topics to suit the learner
- Access to specialist therapy provided by a Speech and Language Therapist or Occupational Therapist, with an additional cost
- Reduced class sizes where appropriate
- Access to Learning Facilitator support and Teacher support, with an additional cost
- In all subjects
- For intervention groups
- For 1-1 sessions including mentoring
- Access arrangements for tests and or examinations
- Personalised provision through time limited programmes, with an additional cost
- Personalised provision through adapted resources and interventions, with an additional cost

Please see the Appendix 1 on page 11

Strategies to support speech and language where recommended by clinical decision

- Speech and language Therapist advice disseminated to and followed by teaching and support staff
- Speech and language intervention for students.

Strategies to support/develop literacy including reading

- Focused literacy lessons
- Raising literacy and improving reading ages
- Small group intervention programmes
- Access to specialist Dyslexia Teacher.
- Structured programmes such as Ruth Miskin Fresh Start Programme, SRA, Totem reading and The Toe by Toe multisensory reading program, Alpha to Omega program
- Precision monitoring
- Ability setting

Strategies to support/develop numeracy

- Small group intervention programmes
- Ability setting
- Curriculum intervention focused on Grade 10
- After school classes
- Targeted support for individual students
- Groupings that target specific learning needs
- Differentiated resources, personalized learning and teaching styles

Strategies/support to develop independent learning

- Mentoring by peers, support staff or teaching staff
- Individual or small group programmes working on study skills and memory
- Lunchtime and afterschool classes
- Students tracking their own academic goals
- Independent study tasks set as homework

Tests and examinations; Exam Accommodations and Recommendations

Additional arrangements and adjustments can be made to enable some students to fully access a range of tests. These arrangements are used for all tests at the International School of London. This might include additional time, use of a reader, rest breaks or the use of a scribe or word processor. Parents are informed about eligibility and applications for Exam Accommodations and Recommendations by Ms Meziane, IBDP Coordinator or for students in Grades EC1 to 10 Mr Rodriguez, Learning Support Coordinator and SENCO. Only tests and assessors authorised by the school and recognised by the Examination Boards can be accepted for public examinations.

Pastoral Support

- Robust Pastoral team with a Head of Pastoral and Heads of Years
- Class Teachers or Tutors meet with students daily
- Lunch time supervision
- Trained first aiders and medical staff who visit the school.
- Implementation of measures to prevent bullying
- Involvement of external agencies as appropriate, in meeting children and young people's SEN and supporting their families

How does the school involve other bodies, including health, social care, local authority support services and voluntary sector organisations?

International School of London can liaise with other people including health professionals such as the Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Specialist Teachers, Universities and voluntary sector organisations to provide an outcome led planning and provision, to meet children and young people's SEN and to support their families.

Parental permission is given prior to external professional assessment. It is an expectation that reports commissioned by parents are shared with International School of London. Specialist reports with strategies are shared with staff as this enables students to make progress in their learning.

The school makes parents aware of the local offer published on their Local Authority website.

Strategies to reduce anxieties/promote emotional well being

- Transition of students include staff liaising with schools, visits and events
- Reduced or modified timetables
- A safe and quiet space is available in S10, S11 and S12 (Learning Support rooms) at breaks and lunchtimes
- Trained staff supervising at breaks and lunchtimes
- Access to the school Counsellor and links with other external agencies
- Promoting a healthy level of self-esteem and well-being throughout the school
- Targeted support for individual pupils.
- The School Council and pupil voice are crucial in further enabling student's views and wishes are consulted and implemented at ISL London.
- Personal interviews are also held with students.

Measuring children's progress

How will the school know how well my child is doing and how will they inform me about this?

The progress of all students at the International School of London is tracked across the curriculum. Students are given targets in all subjects and students not making the expected levels of progress are seen by the Class Teachers, Subject Teachers, Learning Support Staff, Heads of Department, Head of Primary, MYP Coordinator, Head of Student Support, Head of Pastoral or for parents of students in Grades 11 and 12 completing the Diploma Programme, Ms Meziane, IBDP Coordinator. This could lead to meetings with parents. Referrals are made to external agencies as required.

Parent and Teacher Meetings are held during the year to allow parents to meet subject teachers and discuss their child's progress.

Student reports are also sent home to further inform parents and carers about their child's progress.

The graduated approach of Assess, Plan, Do and Review is used, IEP or Pathway Plan reviews, observations and parent meetings. The progress of students with SEND is monitored and evaluated by the Learning Support Team, SENCO and Mrs Hakim (Head of Student Support at ISL London). Parents are invited in at least once each term to discuss progress and to evaluate existing provision, and students also participate in meetings as appropriate. Some parents prefer to meet initially and then discuss via telephone and or email.

Annually we will assess Literacy and Numeracy levels using standardised tools. The Learning Support Team then meet once a year to evaluate the progress of students and to set targets as needed. Learning Support Staff participate in meetings, contact parents on a regular basis and encourage students to fulfil their aims, ambitions and aspirations.

Support and Training for school staff

Have any staff received specialist training in SEND?

- The SENDCO has completed National post-graduation SENDCo Certification
- One SEN Teacher has completed a specialist course in SEN at Masters Level.
- The Head of Student Support has completed a Masters in Educational Leadership and Administration, a Bachelors degree in Psychology and Counselling.
- Learning Support staff have completed Masters level qualification, Specialist Courses in SEN and attended workshops from accredited Higher Education Institutions. This has included Speech and Language, Dyslexia courses and First Aid training.
- Specialist expertise is engaged from external services such as Educational Psychologist, Specialist Teachers, Speech and Language Therapists, Occupational Therapists and Child and Adolescence Mental Health Services.

Accessibility

How is the school accessible to children with SEND?

- Advice of professionals disseminated and followed
- Use of recommended equipment
- High visibility paint
- Wide corridors that are user friendly for students
- Disabled toilet
- SEN room and office. Other classrooms in the school are also used for lessons.
- Medical room

Inclusion

How will the school ensure that my child will be included in all activities at school, after school clubs and on school trips?

Students with SEND are encouraged to participate in all school activities. Teachers or support staff can accompany students on school's trips where additional support is required. Risk assessments that include all children are routinely undertaken at the International School of London.

How will young people with SEN be consulted about and involving them in their education?

Personal interviews are completed with students to enables their views to be sought and clearly communicated. The role of the student voice is important as per the Legal Duties documents, furthermore the student council is important in shaping policy and practice at ISL. Student reviews are held on a regular basis and students wishes are

ISL London implements an Attendance policy, Anti bullying policy that is supported by members of staff, Behaviour and Drugs policy that is further supported by the Counsellor.

Transition

How will the school support my child to change classes and/or move on when they reach the appropriate stages?

Full and careful consideration is given to all transition planning as students go through transitions all the time in school, whether it is a change of classroom, teacher or a move to a different school or college.

Transitions may be at the start of a student's secondary school career, moving into further education, training or moving schools. There are transition days for students from Grade 5 going into Grade 6. Students are also given support when they move up a Grade.

Transition options are explained to parents and carers and they have the opportunity to visit the International School of London DP College or other colleges before making a decision and expressing a preference. Teachers and SEN staff pay particular attention to preparing students with SEN for transfer to another school, addressing both the learning and the wellbeing concerns that may arise. Parents are invited to attend IEP or Pathway Plan reviews to discuss their child's individual needs and often additional school visits for students are planned. Where necessary, students are given visual timetables by learning support staff to allow students to become familiar with the day to day routines in school.

Students receive advice and support on making their optional choices. In Grade 10 further transition planning takes place to support young people continuing onto the IB Diploma programme or moving on. Students receive advice on Grade 11 choices and how choices relate to higher education and career opportunities. This may involve visits to colleges or universities or further input from careers specialists.

Support and training for Parents and Carers

What support and training within the school is available to parents and carers?

Throughout the academic year, workshops, meetings and information sessions are held to inform parents of how they can support their child and how The International School of London will implement strategies to ensure that their child meets their full potential.

Parents are invited into International School of London regularly to discuss the best strategies to support their child. Any SEN information that the school receives from external professionals is shared with parents. Parents commissioning private assessments from external professionals are expected to share information to ensure that staff at International School of London can implement recommendations and strategies to enable students to fulfil their aims, ambitions and aspirations.

Treatment of complaints from parents of pupils with SEN concerning the provision made at school.

Parents can contact Mr Raul Rodriguez (SENDCO) at rrodriguez@isllondon.org or via phone at 0208 992 5823 or by letter.

Telephone 0208 992 58 23 email address Parents of students in K to Grade 5 can also contact Ms Firebrace, the Primary Principal at kfirebrace@isllondon.org or via phone at 0208 992 5823 or by letter.

Parents of students in Grades 6 to 10 can also contact Mr Petsinger, the Secondary Principal at jpetsinger@isllondon.org or via phone at 0208 992 5823 or by letter.

Parents of students in EC1 to 12 can also contact Mrs Hakim, Head of Student Support at ISL London, at chakim@isllondon.org or via phone at 0208 992 5823 or by letter.

Parents of students from Grade 6 to Grade 10 can also contact Ms Nikourazm, Head of Pastoral at snikourazm@isllondon.org or via phone at 0208 992 5823 or by letter.

Parents of students in Grades 6 can also contact Ms Joshi, Head of Year 6 at ajoshi@isllondon.org or via phone at 0208 992 5823 or by letter.

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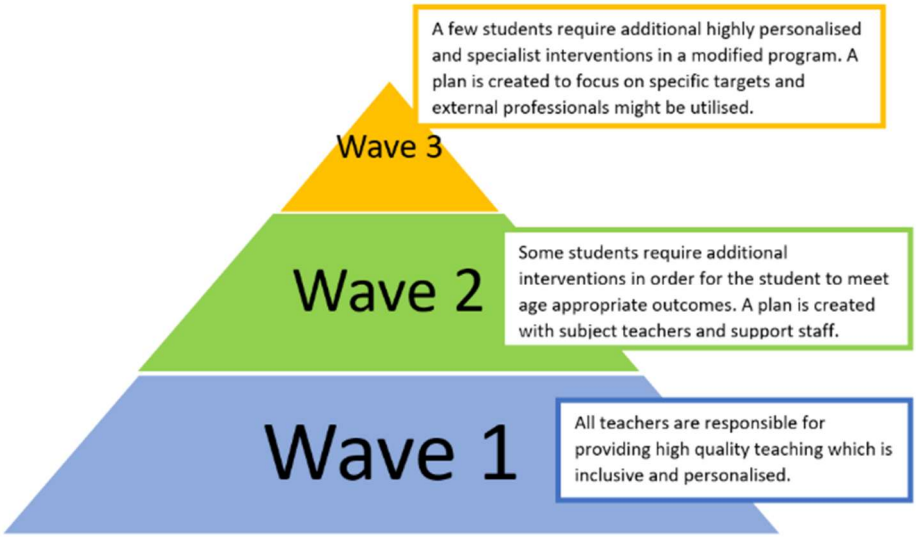
Appendix 1 *Support available for children with SEN*

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.

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:



Wave 1, or universal support, lays the foundation for a successful learning experience for all students by ensuring that high-quality teaching, reasonable adjustments, and a positive learning environment are readily available to everyone. 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.

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.