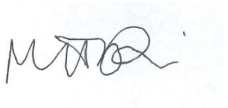
Whole School SEND and Inclusion Policy

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Signed: (Head of School)	

Policy Name	Whole School SEND and Inclusion Policy				
Effective Date	January 2023	**Date of last revision**	September 2027	**Version No.**	2
Author	Whole School Student Support Coordinator (SENCO)/Head of School				

Version History				
Version	**Approved by**	**Revision Date**	**Details of Changes**	**Author**
1		3,9.24	3.2 change of ASD to ASC - Autistic Spectrum Condition to reflect updated language. 3.2 Removal of Asperger's to reflect change in use of this term.	**MN**
		september 25	**Added restorative practice**	**MN**
		September 25	**Clarified non Section 41 expectations**	**MN**
		September 25	**Made the process for applying to ICS London with an EHCP explicit**	**MN**

		September 26	**Wording:** ICS London is an independent school which is not approved under section 41 of the Children and Families Act 2014.	**MT**
		September 26	Pupils views - taken into consideration (explicit wording)	**MN**
		September 26	Reasonable adjustments and the Equality Act section	**MN**
		September 26	graduated approach of Assess, Plan, Do Review to inform, guide and monitor learning for SEND students	**MN**
		September 26	Section: Students with an Education and Health Care Plan (EHCP)	**MN**
		Sept 26	"The IB aims to authorise inclusive assessment arrangements that are compatible with those normally available to the candidate concerned. However, authorization will only be given for arrangements that are consistent with the policy and practice of the IB".	**MT**
		Sept 26	Section: Safeguarding pupils with SEND	**MT**
		Sept 26	Distinction between Learning Disability and Difficulty	**MT**

This policy will be reviewed in full by the Head of School and Whole School Student Support Coordinator (SENCO) on an annual basis, or more frequently if there are changes in policy. This policy was last reviewed and agreed by the Head of School in September 2026.

International Baccalaureate's Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

ICS London's Mission and Vision Statements

Our innovative approach to education inspires each and every student to discover their strengths within a community of future leaders.

We aim to be a community of compassionate and inspired world citizens.

Introduction

Policy statement

ICS London focuses on the strengths, abilities and talents of all students. We aim to personalise learning, and an inclusive ethos underpinned by clear values, is central to this aim.

ICS London provides teaching and learning within three mainstream academic IB frameworks (PYP, MYP 1 - 3 and IB Diploma). Additionally, ICS London provides iGCSE subjects and examinations for Years 10 and 11.

When planning for learning, teachers set suitable challenges and respond to each student's diverse learning needs.

Some students with Special Educational Needs and Disabilities (SEND) have particular learning and assessment requirements that may need targeted differentiated strategies and support in order for them to successfully access a full mainstream curriculum.

The ICS London Faculty take into account these requirements and make provision, where necessary, to support individual students and thus enable them to participate effectively in all educational and social activities that take place in the school. Children may be identified as having learning differences either throughout, or at any time during, their school years. This policy ensures that planning, differentiation and modification of teaching and learning strategies for children with SEND are implemented by taking into consideration the type and extent of the difficulty experienced by the student as well as the dynamics of the classroom and their peers.

ICS London is an independent school which is not approved under section 41 of the Children and Families Act 2014. The school therefore does not have the statutory duties that apply specifically to section 41-approved independent special schools in relation to admission and naming within an EHCP.

This does not remove the school's duties under the Equality Act 2010, including the duty to make reasonable adjustments for disabled pupils, nor its duties in relation to safeguarding, accessibility, education, health and safety, and the Independent School Standards.

ICS London has regard for the SEND Code of Practice: 0–25 years as an important framework for good SEND practice and uses its principles to inform identification, assessment, provision, partnership with families, pupil participation and review.

Independent School Standards Regulations

Scope

Applicability

ICS London staff, students and their parents.

Statutory guidance

- SEND Code of Practice: 0–25 years — current version;
- Children and Families Act 2014;
- Equality Act 2010;
- Special Educational Needs and Disability Regulations 2014;
- Independent School Standards Regulations;
- KCSIE 2026;
- Working Together to Safeguard Children 2026;
- relevant DfE information-sharing guidance;

This policy should be read in conjunction with the following ICS London Policies:

- Accessibility Plan;
- Safeguarding/Child Protection Policy;
- Behaviour Policy;
- Anti-Bullying Policy;
- Medical Conditions Policy;
- Admissions Policy;
- Complaints Policy.

Relationship to the Independent School Standards

As an independent school in England, ICS London operates within the Education (Independent School Standards) Regulations 2014. This policy supports the school's wider compliance arrangements, particularly in relation to the quality of education, welfare, health and safety, safeguarding, accessibility, inclusion and leadership and management. It should be read alongside the school's other policies and procedures that collectively evidence compliance with the Independent School Standards.

ICS London is an international school delivering IB programmes and iGCSE subjects. Its international curriculum and IB assessment arrangements do not displace the school's applicable duties under English law, including safeguarding, equality, accessibility, data protection and the Independent School Standards.

Access

This policy is available on request from the school offices. We also inform parents and guardians about this policy when their children join ICS London, through our newsletters and our website.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our ICS London Professional Code of Conduct.

Failure to comply

Staff at ICS London must be familiar with this policy and its associated procedure. Failure to comply will result in intervention by the Whole School SENCO and the Senior Leadership Team.

1 Philosophy

1.1 ICS London focuses on the strengths, abilities and talents of all students. In a diverse and inclusive setting, ICS London provides a mainstream, academic curriculum for its students. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some students, with special educational needs have particular learning and assessment requirements that could need targeted differentiated strategies and support in order for them to successfully access a full mainstream curriculum.

ICS faculty take into account these requirements and make provision, where necessary, to support individual students and thus enable them to

participate effectively in educational and social activities (as far as possible) that take place in the school.

1.2 Children may be identified as having learning differences either throughout, or at any time during, their school years. This policy ensures that planning, differentiation and modification of teaching and learning strategies for children with Special Educational Needs are implemented by taking into consideration the type and extent of the difficulty experienced by the student.

1.3 Students identified with Mental Health diagnosis are treated with sensitivity and always following the NICE guidelines:

Social, emotional and mental wellbeing in primary and secondary education

Whilst ICS London currently does not offer counselling services, the Student Support Team will liaise with external agencies and professionals to support students with their mental health.

The school also has a named staff member as pastoral lead who ensures students are supported in their wellbeing and that positive approaches to mental health are championed in school.

At the Primary school, ICS London is able to offer Play Therapy on a school assigned needs basis.

Overall, ICS London believes that every pupil is entitled to an inclusive education. We identify barriers to participation and learning, make reasonable adjustments, provide appropriate teaching and support, listen to pupils and families, and review whether provision is achieving meaningful outcomes.

2 Inclusive practice

ICS LONDON INCLUSION STATEMENT

We are proud that we successfully include children with a variety of linguistic, cultural, emotional, mild, and moderate learning differences in our school. We are a team of teachers, therapists, specialists and leaders who work together to share responsibility for all children. Our goal is that every adult and child is active in building and maintaining a culture of respect and understanding. We ensure that every student is an equally valued member of the school community. We provide an environment where students learn, progress, and are happy.

- ✓ Inclusion at ICS London is a process by which the school develops its cultures, policies and practices to include all students.
- ✓ With the right training, strategies, modifications, accommodations, and support, children with Special Educational Needs and Disabilities can be successfully included in our mainstream curriculum education.
- ✓ An inclusive education offers excellence and choice and incorporates the views of all professionals who work in the multi-disciplinary team; including parents and children.
- ✓ Pupils' views will be sought and taken into account, using appropriate communication methods (such as visual aids, drawing, and guiding scaffolds) and reasonable adjustments where necessary.
- ✓ In an inclusive environment the interests of all students must be safeguarded.
- ✓ We ensure that students are supported in their transition to higher education and are enabled to acquire the necessary study skills.
- ✓ We ensure a systematic, coherent, structured and consistent approach to maximise retention and progression.
- ✓ We provide a coherent range of guidance and learning support mechanisms capable of meeting the needs of the student body.
- ✓ The strategies and programs that we use are evidence based and adjusted to students' individual needs.

We ensure that our vision and beliefs about inclusion are kept alive in many ways. We believe that the entire ICS London community, including all staff members and students, are responsible for creating and maintaining this inclusive and compassionate community.

Students with learning differences are welcomed, encouraged, and expected to join in all school activities, as long as safety and learning is ensured.

Furthermore, we consider our inclusive community and mission when creating policies and procedures (including safeguarding, behaviour, online safety, and anti-bullying), when planning teaching and learning (including direct teaching of how to be inclusive, empathic and caring to our peers and educating students about learning differences and disabilities), field trips, overnight trips, and whole school and classroom events, and when designing the environment of our unique school.

We believe in increasing opportunities for children to access a quality IB education

- We believe that an inclusive approach is enriching to the entire school community
- We believe that inclusion aligns with our mission – "*Our innovative approach to education inspires each and every student to discover their strengths within a community of future leaders.*" And our vision: "*We aim to be a community of compassionate and inspired world citizens.*"
- We believe that inclusive environments develop empathy and an understanding of others and one's self

3 Learning Support Needs / SEND

We recognise and respect the fact that children:

- Have different educational and behavioural needs;
- Require different strategies for learning, as they have different learning preferences;
- Acquire, assimilate and communicate information in different ways and at different rates;
- Need a range of different teaching approaches and experiences.

Whilst the appendices outline varying strategies for identified learning needs, the school takes an individual approach to each pupil.

Two autistic pupils may require completely different adjustments.

Two pupils with ADHD may require completely different support.

The school reviews strategies on a termly basis taking into account impact on educational outcomes, student voice and parent voice in personalising approaches to inclusive teaching and learning.

4 Reasonable Adjustments, The Equality Act and Accessibility

ICS London recognises that having a SEN does not always equal disability.

Some pupils with SEN will be disabled under the Equality Act; some will not. Conversely, a disabled pupil does not necessarily need to be recorded as having SEN.

Pupils who are disabled have access to reasonable adjustments in line with legislation.

A reasonable adjustment constitutes actions that are designed to avoid substantial disadvantage to enable access to learning, trips and the wider school community.

The school will not charge parents for reasonable adjustments required under the Equality Act 2010. Where additional services are requested which fall outside the school's reasonable-adjustment duties and are offered on a fee-paying basis, the school will explain this separately and transparently.

Examples of reasonable adjustments may include:

- changes to teaching approaches;
- alternative methods of recording;
- assistive technology;
- additional processing time;
- modified communication;
- visual supports;
- sensory adjustments;
- changes to seating;
- movement breaks;
- adaptations to assessment;
- adjustments to behaviour procedures;
- adjustments to trips and extracurricular activities;
- adjustments to uniform/equipment requirements;
- reasonable changes to routines;
- auxiliary aids;
- accessibility of information.

ICS London will implement reasonable adjustments as part of our Quality First Teaching approach (teaching and learning policy?).

The school will implement reasonable adjustments to wider school policies, such as behaviour, when meeting the needs of pupils on a case by case basis. Any such changes will be agreed with families, pupils and shared amongst wider staff.

The school's Accessibility Plan sets out the school's longer-term approach to improving access for disabled pupils to the curriculum, physical environment

and information. The SEND and Inclusion Policy should be read alongside the Accessibility Plan.

4 The Student Support Department

4.1 Structure of the Student Support Team

The Student Support Department consists of the student support team. The Whole School Student Support Coordinator (SENCO) leads the SEN provision in both Primary and Secondary schools.

Both Primary and Secondary schools have a Student Support Coordinator (SENCO), a team of Learning Support Assistants and / or Student Support Key teachers. The team also consists of an occupational therapist and Speech and Language therapist who work with students on a needs basis (when deemed necessary by the Whole School Student Support Coordinator (SENCO) along with the multidisciplinary team).

OT and Speech and Language Therapy are provided by external partners.
Literacy and numeracy support is provided on a needs basis.

The Student Support team is responsible for the following:

- ✓ The student support team does its best to secure the necessary provision for any student identified as having special educational needs.
- ✓ The student support professionals ensure that all teachers are aware of the importance of identifying and providing for these students.
- ✓ They will ensure that the students with special educational needs are included in all the activities of the school together with their peers.
- ✓ They observe students with learning needs in order to best help the teacher address specific concerns regarding the student. They informally assess in order to have a clear picture of what are the needs of the student. They have weekly meetings as a team to address concerns regarding specific students and to find constructive solutions.
- ✓ They work closely with the student's teacher so they can support the successful learning of the student by removing any barriers to learning.
- ✓ They monitor and record student's progress and update their goals termly.
- ✓ They work with the head of each school through regular meetings so there is increased awareness and heightened sensitivity of particular concerns regarding students.

✓ They work with parents as a team to ensure a consistent approach.

ICS London utilises the graduated approach of Assess, Plan, Do Review to inform, guide and monitor learning for SEND students.

More information on this approach can be found in Appendix B.

4.2 International Individual Learning Plan (IILP)

At ICS London each young person in receipt of support from the Student Support Department has an International Individual Learning Plan - an IILP. In creating this vital document, we take a multi-disciplinary approach. This means that the team developing the IILP consists of professionals from various disciplines as appropriate to the child / young person's individual needs. This team also includes parents / caregivers in order to ensure a holistic approach to each child and a fairer recognition of and approach to supporting the academic and social success of each student.

The IILP includes major targets/goals along with short-term objectives, which the team working with the child believe are the most important ones for the educational and social success of the student. Once these goals have been met, new ones will be developed. The IILP's priority is to help teachers and support staff guide the student's learning process in the inclusive environment of the classroom. Each IILP has 1-3 main goals, with 2 - 3 objectives.

The team responsible for developing the IILP are:

- Whole School Student Support Coordinator (SENCO)
- Key Teacher
- site SENCO
- LSA (when one is supporting the student)
- Teachers and Specialists (where appropriate)
- any other appropriate professional who is supporting the student (S&LT, Counsellor, OT, PT).
- Parents and caregivers
- The child / young person (depending on age and development)

Therapists write additional IILP goals, and include their goals and their feedback in reports. These goals are often in addition to the main IILP as they target a specific benchmark or need. When possible, goals are shared by many professionals, as opposed to standalone goals.

LSAs and Key Teachers work closely with the teacher and the coordinators in implementing and developing goals and strategies that will be useful for the

student. The coordinators will make sure the key teachers and the LSAs receive guidance and support in developing said goals and ensure that strategies are appropriate for the needs of each student.

IILPs are monitored routinely throughout the year and are formally reviewed at least termly, with parent / caregiver meetings at least twice during each academic year and more frequently where the pupil's needs require this. At Primary, reviews will take place at the beginning and end of the academic year as a minimum, with termly progress reviews as appropriate. At Secondary, IILPs are reviewed at least termly, with parent / caregiver meetings at least twice per year or more frequently depending on need and development. Students are encouraged to be present and involved in their IILP meeting. Where appropriate, older students should be encouraged and supported to lead or chair the meeting.

Each formal review considers progress towards the IILP goals, the impact of provision, pupil voice, parent / caregiver views, relevant professional advice and any changes in need. Parents / caregivers receive the updated IILP by an appropriate secure method. The school may undertake an internal review between parent-facing meetings where this is helpful to monitor progress and adjust provision.

IILP documentation is access-controlled and stored and transmitted securely in accordance with the school's data protection procedures, UK GDPR and the Data Protection Act 2018, as amended by the Data (Use and Access) Act 2025.

In person reviews include the entire team and Parents / caregivers in order to share information regarding the student's progress. During the last review, the team takes into consideration the parents' goals and feedback from previous reviews and convenes to discuss overall outcomes and suggestions for learning and social goals for the next academic year.

The dates for reviewing the IILPs for each school year will be shared with the Parents / caregivers as soon as confirmed by the coordinators of student support or school administrator. There is some flexibility regarding the dates and time of the IILP review meetings in order to accommodate the parents' schedules and personal engagements.

The therapists' reports will accompany the IILP reviews at the end of the autumn and summer terms, so the parents can have a holistic picture regarding their child's educational needs at ICS.

Local Authorities are invited to the meetings, when a student has a EHCP.

Every student receiving support from the Student Support Department at ICS London will have a support contract that their parents are required to sign at the beginning of each year and after the IILP meeting. In this contract the level of support is stated explicitly. The contract is shared with parents, Marketing and Admissions and the finance department. If changes occur during the year, the contract will be updated by coordinators and then sent to all appropriate parties.

IILPs are internal support plans for students and do not replace, override or reduce any applicable obligations arising from an EHC plan.

Where a pupil has an EHC plan, the school will take the provision, outcomes and requirements specified in the plan into account when planning and delivering support. An IILP may provide additional operational detail but does not replace, override or reduce any provision, outcomes, review arrangements or other requirements contained in the EHC plan. The school will liaise with the relevant local authority and other professionals as appropriate.

Provision specified in the EHC Plan will be incorporated into school planning and reviewed in accordance with the statutory framework.

4.3 Inclusion and teaching

All teachers are responsible for identifying students who are struggling academically, socially, or emotionally. With the guidance of the Whole School Student Support Coordinator (SENCO), the team will then ensure that those students requiring different or additional support are identified at an early stage via the CST (Child Study Team) process and / or internal and external evaluations.

Early identification of students with learning differences is a priority. The student support team will use appropriate screening and assessment tools, and ascertain student needs and progress through:

- Evidence obtained by teacher observation/ assessment.
- Evidence obtained by the Whole School Student Support Coordinator (SENCO) observation/assessment.
- Student progress in relation to the year group's literacy and numeracy goals and strategies.
- Standardised screening or assessment tools.

The school uses a range of information and assessment evidence to understand pupils' strengths and needs. Where further specialist assessment is required, the school may recommend or facilitate assessment by an

appropriately qualified professional, depending on the nature of the pupil's needs. Further assessment will be considered where it is necessary to inform provision, review progress, understand a change in presentation or support access to appropriate adjustments or assessment arrangements.

All fees for external assessment are the sole responsibility of parents / caregivers.

The records provided help the student support team to design appropriate differentiated learning programmes and intervention plans. For students with identified learning differences records will be used to:

- Identify the need for support, type or support and level of support within and outside the classroom
- Assess learning difficulties
- Ensure on-going observations/assessments and provide regular feedback on achievements/experiences, for planning next steps in learning
- Involve parents in a joint home-school learning approach through ongoing communication.
- Apply for formal examination / assessment access arrangements

Specifically, the teacher (with support from the multidisciplinary team) is responsible for:

- Providing support for children who need help with communication, language, academics, organisation, attention, regulation, and social emotional development in the classroom environment.
- Planning to develop children's understanding through diverse experiences and differentiation as relevant to the student's needs.
- Planning for children's full participation in learning, social and play experiences, and in physical and practical activities, including excursions and trips (when teacher accompanies).
- Helping children to manage their behaviour and to take part in learning effectively and safely.
- Helping students believe in themselves and develop a good self esteem.

ICS London takes a restorative approach to behaviour and recognises that behaviour may be influenced by unmet communication, sensory, emotional, social, environmental or learning needs. Staff should seek to understand the factors contributing to behaviour and consider whether reasonable adjustments, changes to the

environment or additional support are required before applying sanctions.

For a range of inclusive teaching strategies, please see Appendix A.

4.4 Students with an Education and Health Care Plan (EHCP)

ICS London is a mainstream independent international school in England and is not approved under section 41 of the Children and Families Act 2014. The statutory provisions that apply specifically to section 41-approved independent special schools therefore do not apply to ICS London.

The school nevertheless remains subject to its applicable duties under English law, including the Equality Act 2010, the Education (Independent School Standards) Regulations 2014, safeguarding requirements, data protection requirements and other applicable education legislation. ICS London has regard to the SEND Code of Practice: 0–25 years as an important framework for good practice in identifying, assessing and supporting pupils with SEND, while recognising the school's independent international status and the specific statutory duties that apply to independent schools.

Where a parent or local authority considers ICS London as a potential placement for a pupil with an EHC plan, the school will consider the pupil's individual needs, the school's admissions arrangements, the school's ability to meet those needs, the terms of the EHC plan and its legal duties, including the Equality Act 2010 and reasonable-adjustment duties.

Where an EHC plan is in place, the school will cooperate appropriately with the relevant local authority and family. The existence of an EHC plan does not in itself determine admission to ICS London, and the school will follow its admissions and assessment processes and consider whether it can reasonably meet the pupil's needs within its educational environment.

Parents may express their preference for an independent school in the context of the statutory EHC plan process. Where a local authority is considering naming an independent school, the legal framework applicable to that school and the circumstances of the proposed placement must be considered. Funding arrangements will be determined through the relevant statutory process and any agreement between the school, family and local authority; this policy does not guarantee a particular funding outcome.

ICS London will consider enrolling a pupil with an EHC plan through a process involving the Whole School Student Support Coordinator (SENCO) and relevant multidisciplinary professionals. The school will consider:

- the school's admissions criteria;
- the pupil's individual needs and the provision required;
- the Equality Act 2010 and reasonable adjustments;
- safeguarding and risk considerations;
- the school's ability to meet need;

- the terms and requirements of the EHC plan, where applicable;
- the school's status as a non-section 41 independent school.

Typically, the school will follow the process outlined below:

- Review of the current or draft EHC plan, where available;
- Review of school reports and relevant educational information;
- Review of other relevant professional documentation;
- Meeting with the family;
- Meeting with the prospective student, where appropriate;
- Multidisciplinary review, including consideration of the school's legal and safeguarding obligations;
- If appropriate, a trial lesson or short visit on a case-by-case basis.

As ICS London is a non-section 41 independent setting, the statutory provisions that apply specifically to section 41-approved independent special schools do not apply to the school. The school will nevertheless consider relevant SEND principles and the SEND Code of Practice as an important framework for good practice.

4.5 ICS London and Education, Health Care Plans (EHCPs)

The staff of Student Support at ICS is committed to helping current parents present their case to their Borough in order to receive partial or full funding if the Whole School Student Support Coordinator (SENCO) and multidisciplinary team deem ICS London continues to be an appropriate setting for that student.

The steps that the Whole School Student Support Coordinator (SENCO) will take regarding this process are the following:

- Letter with all the appropriate information regarding inclusive education at ICS London, services received, IILP procedures and appropriateness of placement for the particular student
- Conversation with representatives of the Borough regarding the inclusive education at ICS London.
- Invitation for a visit to the representative of the Borough in order to confirm that ICS London is the appropriate placement for the student.
- Visits of the Whole School Student Support Coordinator (SENCO) to the Borough. Cooperation with professionals that the parents and/or borough work with in order to assess the suitability of ICS London.
- After the above steps have been taken, if there is no resolution, ICS London will have to withdraw from this process and will be able to provide only documents, IILP and reports to supplement the above

steps in case the LA still harbours hesitations regarding ICS London as an appropriate educational placement for the particular student.

The EHC plan of a student with special needs attending ICS must not have any reference to the English National Curriculum as ICS London is an IB accredited school.

5 Therapies in the Student Support Department

Please note:
Therapies at ICS London are currently provided by our external partner Maximum Potential. https://maximumpotential.org.uk/

5.1 Speech and Language Therapy

Speech and Language Therapists have specific knowledge and skills in human communication. They work in close collaboration with other therapists, the Whole School Student Support Coordinator (SENCO), teachers, and staff members. The role of a Speech and Language Therapist (SLT) is to identify, evaluate, and provide intervention programmes for language and communication disorders in individuals of all ages. Their work also includes supporting students to access learning in the IB curriculum.

SLTs assist students who exhibit/present with:

Speech difficulties
Producing sounds, pronouncing sounds and words; requiring use of augmentative/alternative communication systems (sign language, picture symbols, voice output computers, AAC etc.); speaking fluently (stuttering, cluttering, rhythm).

Language difficulties
Understanding language/following directions; expressing language (learning/retrieving words, constructing sentences or expressing ideas, wants, needs); auditory memory for words, sentences and conversation speech; understanding written language; reading, spelling and writing abilities.

Social communication
Understanding non-verbal language (gestures, eye contact); communicating in social situations (taking turns in conversations), determining social appropriacy and pragmatics), cognitive communication (reasoning, problem solving, memory, organisation).

5.2 Voice and resonance difficulties

Voice quality (hoarse/breathy, strident), voice resonance (hyper/hypo nasal); voice pitch/volume (too high/too low, too loud/too soft); loss of voice; laryngectomy.

5.3 Occupational Therapy - Primary Campus Only

The role of Occupational Therapist at ICS

The main goal of the School Occupational Therapist is to facilitate the participation of the students in daily school life. The Occupational therapist works as part of a team that includes parents, teachers, speech and language therapist, psychotherapist, and other professionals. They help set individualised goals, answering the specific needs of the student. These goals often involve classroom performances, social interaction, independence in the activities of daily living, and functional skills. The Occupational therapist works to find solutions to reduce the difficulties students have, helping them get the most from life and be independent.

The Areas of focus:

The Occupational Therapist works on the following educational occupations: -

- Moving around the school environment
- Producing school work
- Managing school routines
- Managing self-care activities
- Relationships with other students
- Play-time or play-ground activities

How does the occupational therapist work in school?

Services take place in school settings during the natural routines of the school day. Research demonstrates that students are most likely to reach success when they practise skills in the environment in which they occur. The occupational therapist collaborates with parents and school staff to identify the problems and create solutions, taking into account the child, the activity, and the setting.

The first step for the Occupational Therapist is to assess by observing the student during the activity that he is experiencing a difficulty with the setting in which the activity usually takes place.

The goal is to promote participation through: -

- Adapting activities
- Reducing environmental barriers

- Helping plan relevant instruction activities
- Recommending equipment to increase learning access and participation
- Direct intervention to address and practise specific skills

6 Monitoring and Evaluation of IILP goals and overall progress

The Whole School Student Support Coordinator (SENCO), with the cooperation of teachers, Key Teachers, LSAs and specialist staff (therapists) monitor and review the progress of students by developing, implementing and reviewing the IILP to ensure that independent learning is fostered to the maximum degree possible.

Progress monitoring is the responsibility of the multidisciplinary team working with individual students and is monitored by the Whole School Student Support Coordinator (SENCO). Coordinators are responsible for providing the Whole School Student Support Coordinator (SENCO) with all the data that they have received from their teams for review.

Progress may be recognised when students with learning difficulties:

- Develop ways to communicate from concrete methods (body language and objects of reference) towards abstract methods (pictures, symbols, print, signs, ICT and the spoken word)
- Develop a range of responses to social interactions: from resistance to tolerance; from tolerance to acceptance; from passive cooperation to active participation; show desire and ability to work in pairs and in small group
- Demonstrate the same achievement on more than one instance and under changing conditions
- Show an increase in knowledge and understanding about a subject
- Demonstrate an ability to maintain and generalise skills over time and in a range of different settings
- Move from a dependence on predictable routines toward a greater degree of independence shown by risk-taking and increased self-confidence
- Demonstrate a reduced need for support, for example, from an LSA or from/with a word processor (assistive technology), in carrying out particular tasks

- Develop a wider consistent use of learning positions and a familiarity with learning environments
- Show a reduction in the frequency or severity of challenging behaviour
- Demonstrate an increased ability to cope with negative emotions and/or situations, e.g. frustration and failure, with new learning tasks, challenging assignments or situations
- Show initiative and are more risk takers regarding their learning and participation

In secondary school, student's progress is monitored in two ways:

1: student's subject grades each term in all subjects. Key teachers' collate data, compare findings within each subject and try to find correlations. With this information in mind, they set future goals for further improvement. This can be targeted to whole subjects or specific skills / criteria within that subject.

2: Student's IILP goals. Key-teachers update the IILP goals termly and we provide observational data, evidence and detailed explanation about this progress.

The Whole School Student Support Coordinator (SENCO) will share and inform school staff of changes in student support policy and practice and how this policy is affecting the progress to the school regarding inclusivity, progress and acceptance of all students. The Whole School Student Support Coordinator (SENCO) has regular meetings with other management staff of the school regarding the status of students with learning needs, the student support policy, and other new initiatives regarding the growth and development of the student support provision.

7 Partnership with Parents/Guardians

We pride ourselves on our inclusivity and could not conceive an educational program for students with learning needs without the support, feedback and input of the student's parents and caregivers. Parents are partners in their child's educational process and learning experiences.

We strive to inspire trust in our parents because we want them to feel confident in our professional expertise. We also encourage ongoing dialogue that shares their children's successes, talents and weaknesses so we are able to design a successful personalised educational program.

The Whole School Student Support Coordinator (SENCO) has responsibility for updating and keeping the parents/caregivers informed of the progress or concerns regarding their child. The Whole School Student Support Coordinator (SENCO) is always willing to talk to parents. Communication with the parents can happen in any of the following ways:

- Phone conversation
- Email
- Official letter
- Parents can request a meeting that is not scheduled (e.g. meetings besides IILP meetings).
- The Whole School Student Support Coordinator (SENCO) or Site SENCO can request a meeting with parents that is not regularly scheduled.
- Key Teachers will share a brief update with the students and parents every fortnight.
- Therapists update parents / caregivers on a case by case basis, which includes a phone conversation mid year, alongside the regular IILP update process.
- At the Primary School, the Primary SENCO monitors weekly communications and updates from Class Teachers via the online platform Toddle.

At all stages of the student support process, the Whole School Student Support Coordinator (SENCO) endeavours to keep parents fully informed and involved. We welcome the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.

We inform the parents of any change in their child's educational program, and we share our decision-making process, by providing clear information relating to the education of children with special educational needs. We also expect for parents and caregivers to keep the school fully informed of any changes in the home setting, e.g. medication changes, family circumstances, additional outside therapeutic support, etc.

Where a parent or pupil disagrees with a decision regarding SEND provision or reasonable adjustments, the school will seek to resolve the matter through discussion with the Whole School SENCO.

The school's complaints procedure and other relevant routes for resolving concerns remain available where agreement cannot be reached.

8 Accountability

Accountability is essential for the progress of students within the support provision at ICS London.

Following are some ways that ICS will ensure accountability in the area of student support:

- ✓ Student support resources are used to raise standards among relevant students
- ✓ It is our aim that Students make good progress and achieve ~~well~~ in line with their learning needs and individual expectations
- ✓ Good practice is shared among all professionals
- ✓ Inclusion is supported through everyday actions and learning
- ✓ The requirements of EHC plans are met (when there is a EHC plan)
- ✓ The input of all specialist therapists is considered and implemented successfully
- ✓ Training succeeds in increasing knowledge and skills of support staff evident in their rapport and work with the students
- ✓ The Whole School Student Support Coordinator (SENCO) will observe and participate in therapist sessions when feasible and provide feedback to the specialist therapist.

9 Confidentiality

All student support documents are kept in locked file cabinets and monitored by school administrators, Site SENCOs and the Whole School Student Support Coordinator (SENCO).

IILP and related SEND records may contain personal and special-category data. The school will process such information lawfully, fairly and transparently and in accordance with the school's Data Protection/Privacy Policy, UK GDPR, the Data Protection Act 2018 and the Data (Use and Access) Act 2025.

Information will be shared lawfully, proportionately and on a need-to-know basis. Parental or pupil consent will be sought where appropriate and where consent is the relevant lawful basis. However, consent is not required where information sharing is otherwise permitted or required by law, including where information needs to be shared for safeguarding or child protection purposes. Decisions about safeguarding information sharing will be led by the Designated Safeguarding Lead in accordance with the school's safeguarding and information-sharing procedures.

The school will maintain appropriate arrangements for data retention, secure disposal, responding to data-subject rights, handling data breaches and managing requests for access to personal information. Staff must follow the school's data protection procedures and seek advice from the school's Data Protection Lead/DPO where required.

10 Access Arrangements for International Baccalaureate Exams

Principles

The IB must ensure that a grade awarded to a candidate in any subject is not a misleading description of that candidate's level of attainment, so the same standards of assessment are applied to all candidates, regardless of whether or not they have learning support requirements.

Inclusive assessment arrangements are intended to reduce the adverse effects of a candidate's long- term challenge(s) when demonstrating his or her level of attainment. The arrangements requested for a candidate must not give that candidate an advantage in any assessment component. Examples of access arrangements are: extra time, use of computer, scribe.

Supporting documentation

To submit requests for access arrangements, two forms of supporting documentation are required to be uploaded to the online application "Request of inclusive assessment arrangements". The first document is a psychological/psych educational/medical report from a psychological or medical service and the second is educational evidence from the school.

All psychological/psycho-educational/medical reports must:

- be legible, on paper with a letterhead, signed and dated
- state the title, name and professional credentials of the person (or persons) who has undertaken the evaluation and diagnosis of the candidate
- state specifically the nature of the learning support requirement, and the tests or techniques used to arrive at the identification
- be consistent with the coordinator's request for assessment arrangements
- be accompanied by a translation into English, French or Spanish, if it is not written in one of the IB working languages.

All psychological/psycho-educational reports must:

- be based on the candidate's performance on nationally standardised psychological tests (where available and published, recent editions of standardised tests should be employed)

- report results as standard scores, which have a mean of 100 and a standard deviation of 15, and not percentiles or age/grade equivalents.

Timelines for MYP and DP

MYP: Assessment arrangements are based on a candidate's present requirements. The coordinator must therefore justify that all arrangements that are requested are necessary for the current assessment. For this reason, a medical or psychological evaluation must have been undertaken no earlier than three years before the candidate's Middle Years Programme examination session. Some flexibility will be allowed for candidates with permanent sensory and/or physical challenges.

DP: Assessment arrangements are based on a candidate's current assessment access requirements. The coordinator must therefore justify that assessment arrangements are necessary for the current assessment. For this reason, a medical or psychological evaluation must have been undertaken no earlier than the previous academic year before the start of the candidate's study of the Diploma Programme. Some flexibility will be allowed for candidates with permanent sensory and/or physical challenges.

The IB aims to authorise inclusive assessment arrangements that are compatible with those normally available to the candidate concerned. However, authorization will only be given for arrangements that are consistent with the policy and practice of the IB.

IB access arrangements are governed by the requirements of the International Baccalaureate. They operate alongside, and do not replace or limit, the school's applicable obligations under the Equality Act 2010 and other English law concerning disabled pupils and reasonable adjustments.

It should not be assumed that the IB will necessarily agree to the arrangements requested by a school. Coordinators are required to provide information on the candidate's usual method of working in the classroom.

11 Health and Safety including Safeguarding

The health and safety of all children at ICS London is our number one priority. We recognize the unique vulnerabilities of students with special educational needs, and have put several measures in place.

ICS London is aware of the need to and highly invested in safeguarding all children against bullying, harassment, and incidents of discrimination. Students and young people with learning needs, disabilities and special educational needs are seen to be more susceptible and at risk than their peers.

At ICS London, we are proactive in safeguarding students with learning needs in the following ways: e.g.

- Speech and language therapy in order to increase social pragmatic skills
- Assertiveness training for all children
- E-safety/Online training
- A strong and comprehensive anti-bullying policy at our school
- A social emotional curriculum that includes anti-bullying training for all students
- A high student to teacher ratio throughout the school and high levels of supervision
- Personal social goals in IILPs as appropriate
- Lessons about and celebrations within our school, as they relate to learning differences and our vision of an inclusive community.
- Multiple methods of communication and ways students can share concerns or worries
- A robust and varied PSHEE curriculum
- Positive and empowering Sex and Relationships education which is always age and developmentally appropriate.
- A culture of listening: ICS is a 'listening school' and we encourage open communication with all students
- The three Rs model.
- Core values of respect.
- Anonymous and digital reporting of safeguarding concerns via the My Voice platform.

In addition to the above, students may have Personal emergency evacuation plans (PEEPS) and individual risk assessments for students who have high needs.

Staff must remain alert to the possibility that changes in behaviour, presentation, communication, attendance, emotional regulation or engagement in a pupil with SEND may indicate a safeguarding concern and should not automatically be attributed to the pupil's SEND.

Safeguarding pupils with SEND

SEND may increase a pupil's vulnerability to abuse, neglect, exploitation, bullying, child-on-child abuse and other safeguarding risks. Communication, language, developmental or learning differences must not prevent a pupil from being listened to, making a disclosure or accessing help. Staff should consider whether communication or accessibility adjustments are needed so that pupils can express concerns and participate in safeguarding processes.

All staff are responsible for recognising and responding to safeguarding concerns. Concerns must be reported promptly in accordance with the ICS London Safeguarding/Child Protection Policy and to the Designated Safeguarding Lead (DSL) or deputy DSL. Staff must not assume that a behaviour, attendance pattern,

emotional change, communication change or presentation is explained by SEND alone.

The school recognises the importance of child-centred and inclusive safeguarding practice, early help/family help, appropriate information sharing and multi-agency working. This includes awareness of risks relating to child sexual abuse, child-on-child abuse, teenage relationship abuse, coercive control, online exploitation and other forms of harm.

The school also recognises that pupils with SEND may experience increased vulnerability to online manipulation, exploitation, inappropriate contact, bullying and difficulties understanding or maintaining online social boundaries. Online-safety education and safeguarding responses will therefore be adapted to pupils' communication, developmental and learning needs.

The school's arrangements are kept under review against KCSIE 2026 and Working Together to Safeguard Children 2026, alongside the school's safeguarding, behaviour, online-safety and information-sharing procedures.

The school will also follow its separate Mobile Phone/Smart Technology arrangements and applicable statutory guidance. Where a pupil's disability or SEND-related needs require an exception or alternative arrangement, the school will consider this as part of its reasonable-adjustment duties.

All safeguarding actions to support ICS London students are concurrent with statutory actions as outlined in KCSIE 2026.

12 Processes and Procedures for Exit from Services

Please follow the outlined processes and procedures below, when you feel that a child is a candidate for exit from any SEN service(s).

- ✓ Please notify the Whole School Student Support Coordinator (SENCO) when you first feel that a child is ready to exit from a specific SEN service (i.e. literacy support, speech and language therapy), etc.
- ✓ Collaboratively, we will begin collecting both data and anecdotal evidence related to the child's functioning in this area (i.e. standardised and unstandardized test results, work samples, observations, data collected around goals and objectives of the IILP). Please use your discretion as to what evidence is needed. This does not need to be hours of work, but a good sample of information to make an informed decision that demonstrates a reduction in need for support.

- ✓ A meeting with all team members (Key Teachers, Teachers, LSA's, coordinators of student support, related service providers working with the child) will be scheduled within 30 days of this first conversation with the Whole School Student Support Coordinator (SENCO).
- ✓ At this meeting, all evidence collected will be reviewed. Team members will have the chance to voice any concerns that they have about the child, in the area being discussed. By the end of this meeting, the team will agree upon whether the child will exit from or continue in the therapy being discussed.
- ✓ Pupil voice will also be considered during the above meeting.
- ✓ The Student Support Department will also stop support services and notify parents through an official letter when parents have requested the termination of services for their child. In this case, the parents should check with the admissions policy at ICS to know when and what they are entitled to after they terminate their child's support services. Parents should share information of moving or leaving the school with the Student Support Department in addition to the head of primary or secondary as this affects the provision of student support services to their child.
- ✓ Continue with therapy until parents agree upon exit.
- ✓ Therapists will write a final report when a child exits the therapy.
- ✓ Refer parents to the Therapy Contract that they signed at the beginning of support if they have queries about the duration of any support services.

A decision to end an intervention does not mean that the pupil no longer has SEND or is no longer entitled to reasonable adjustments. The school will continue to support each child within obligations under the equality act and reasonable adjustments in teaching, learning and access to the wider school community.

13 Communication with former students

We are ethically bound to communicate to students how long we will be available to them (end of the year or earlier). If you are aware that you are leaving, students should be notified two months in advance and the closing procedure should start. At the same time, when a student leaves school our duty of care ends and the same procedure should be followed. As every student-teacher relationship is unique, please seek the advice of the leadership team about specific ways to help the student and yourself to "close the relationship" effectively. After the point that the teacher or the student has left the school any communication should cease.

Part of a student's transition to other school/countries is:

a) Emotional support: closing procedures and discussion should take place in all individualised sessions with students who are leaving.
b) Academic support: appropriate documentation (please refer also to the ICS London Data Protection policy) should be sent to other education settings by the heads of student support. The contact email address in this case should be the Whole School Student Support Coordinator (SENCO).

✓ In accordance with ICS Code of Professional Conduct, staff members will not have any current or former ICS students on their personal social network accounts (e.g.: personal emails, social media, chat rooms) in accordance with their position of trust in the school. Personal email addresses must not be given to students under any circumstances and staff must not reinforce communication with former students.

References

Equality Act 2010
Equality Act 2010

Equality Act 2010 (guidance - updated 2015)
Equality Act - further guidance

Special Educational Needs and Disability Act 2001
SEND 2001

SEND code of practice 0 – 25 years (June 2014 - updated 2020)
Code of Practice

Children and Families Act 2014
Children and Families Act

Appendix A: Learning needs and exemplar strategies

3.1 Learning Difficulties and examples of Effective Strategies

Learning difficulties and specific learning difficulties (SpLDs) can affect the way a pupil acquires, processes, stores or retrieves information. This may include difficulties associated with reading, writing, spelling, mathematics, coordination, processing speed or other aspects of learning. The term "learning disability" has a distinct meaning and should not be used interchangeably with "specific learning difficulty". The school will use terminology carefully and will focus on the individual pupil's strengths, needs and effective support strategies rather than assuming that a diagnosis determines presentation or provision.

A student with learning difficulties can be affected in the following areas:

- Listening
- Speaking
- Reading
- Writing
- Mathematics

Other Characteristics:

- A distinct gap between the level of achievement that is expected and what is actually being achieved
- Difficulties with socio-emotional skills and behaviour

A Sample of Strategies

- Provide alternative assignments
- Differentiated instructions
- Use of clear and well structured visuals
- Help students focus on specific parts of the assignments
- New content should be taught by using concrete examples and demonstrations as well as linking it to mastered information
- Allow students to progress at their own rate
- Modify assignments to help students compensate
- Provide students with more opportunities to practise skills than required by the rest of the students
- Provide aids during instruction (e.g. calculators, spelling dictionaries)
- Substitute in content area instruction with lower reading level
- Modify tests and assessment measures to compensate for the student's specific learning difficulties
- Provide opportunities and encourage students to self-monitor

- Help the student improve on work habits (by assisting self monitoring, peer reward system and open daily communication with parents)
- Help understanding and written language with mind maps, lists with new words/vocabulary and software)
- For sight words and vocabulary use word lists, e-books and audio books
- For improving maths skills support real-life applications and exercises that are hands-on
- Mapping and webbing for reading comprehension
- Praising the student's strengths and areas of success so that self esteem is enhanced
- Chunking of assignments into obtainable segments
- Using flexible grouping and/or pair arrangements; ones where the student can work with more able peers
- Consider the pupil's communication preferences, strengths, prior knowledge, processing needs and the approaches that evidence indicates are effective for them.

3.2 Autism

Autism is a lifelong neurodevelopmental difference/disability and autistic pupils can have very different strengths, preferences, communication styles, sensory experiences and support needs. Autism does not present in the same way for every pupil, and staff should avoid assumptions based solely on diagnosis.

Some pupils may experience differences in:

- social communication and interaction;
- sensory processing;
- executive functioning and organisation;
- processing of information or language;
- flexibility, predictability and transitions.

The school will focus on the individual pupil's strengths, communication preferences, environmental needs and effective strategies rather than applying a fixed profile.

A Sample of Strategies:

- Use student's interests and abilities to teach across the curriculum
- Reward, reinforce and be positive
- Ensure structure and predictability in the student's day (e.g. visual timetables, explanation of any changes to routine, use of closed instead of open-ended questions/tasks)
- Classroom structure; list and schedules; predictability and consistency
- Detailed explanations and instructions supported with visuals
- Ensuring that the student has or is taught a means of communicating wants and needs using sign, symbol or spoken language
- Peer support and mentoring
- Preparing for transitions; preparing student prior to activities
- Using a workplace outside the class in which the student can have a calm and quiet start to a session, working with a learning support assistant on a structured programme of activities designed to prepare him or her to participate in class activities (e.g. using `social scripts' to rehearse appropriate classroom behaviours)
- To seat the student in the classroom where learning is best accessible to him.
- Using a clear visual behaviour management plan in a discrete area of the classroom (e.g. a clear and immediate visual reward chart illustrated on a Velcro board)
- Ensuring that all staff are briefed on the warning signs that may indicate a potential escalation of negative behaviour

- Providing clear concise instructions, teaching multiple meanings of words and explaining the meanings of abstract language
- To assist with self-regulation, create a home base: A place in the school to (a) plan or review daily events, (b) escape the stress of his/her current environment, or (c) regain control.

3.3. ADHD and Examples of Effective Strategies

Attention Deficit Hyperactivity Disorder (ADHD) is a neurodevelopmental condition that can affect attention, activity level, impulse control, executive functioning and organisation. Presentation varies considerably between pupils, and not every pupil will experience the same combination or degree of characteristics.

Some pupils may experience difficulties with:

- sustained attention or distractibility;
- organisation and planning;
- impulse control;
- activity level or regulation;
- working memory and task completion.

Strategies should be individualised and based on the pupil's strengths, needs and observed response to support.

There are commonly described presentations of ADHD, but the school will not assume that a diagnostic label alone determines a pupil's needs or provision.

- Inattentive
- Hyperactive
- Combined

The diagnostic features are:

- Inattention - very short attention span, extreme distractibility
- Hyperactivity - excessive movements, especially in situations expecting calm such as mealtimes
- Impulsiveness – the student will not wait his/her turn, acts without thinking,(ADHD UK Alliance)

A Sample of Strategies

Inattention:

- Decrease the length of the task
- Break one task into smaller parts to be completed at different times
- Give two tasks (preferred task to be completed after less preferred)
- Fewer spelling words or maths problems
- Use fewer words in explaining tasks (global verbal directions)
- Make tasks interesting:

- Allow students to work with peers
- Alternate high and low interest tasks
- Use of clear and well structured visuals
- Allow student to sit closer to teacher
- Use games to over-learn rote material
- Adapting the length and nature of tasks, for example, using alternatives
- Alternating periods of concentration with the opportunity to move around and change activity

Hyperactivity:

- Channel it into acceptable venues
- Encourage directed movement in classroom (allow standing at the end of a lesson)
- Use activity as a reward (e.g. running an errand)
- Use teaching activities that encourage active responding (talking, moving, working at the board)
- Teach students to ask questions

Impulsiveness:

- Limit choices in tasks, topics, and activities
- Recognize that impulsiveness can mean increased energy at a task
- Teach children who interrupt how to save their ideas and recognise a pause in the conversation
- Help the student list impulsive acts. Then, list the negative outcomes for impulsive acts and the more pleasant alternatives if thought had been used instead
- Use games in the classroom that require sustained concentration and impulse control to help improve them in the student
- Establish a daily routine; provide models for what you want the student to do
- Teach children who interrupt how to recognise pauses in conversations and how to hang on to ideas
- Teach student hand signals and use them to tell student when and when not to talk
- Make sure student is called on when hand is raised in appropriate manner
- Acknowledge positive behaviour of nearby students
- During games, give the student a responsible job (e.g. team captain, care and distribution of the balls, score keeping, etc.)
- Pair with responsible peers (rotate responsible students so that they don't wear out!)

- Ignore minor, inappropriate behaviour
- Supervise closely during transition times
- Set up a behaviour contract
- Set up achievable rewards
- Increase immediacy of rewards
- Outline relevant sanctions
- Use "prudent" reprimands for misbehaviour (i.e. avoid lecturing or criticism)
- Reinforce positive behaviour with compliments and praise etc.

3.4 Behavioural Needs and Effective Strategies *

ICS London's approach is restorative in that we believe children and young people grow and learn through reflecting on their behaviour in a guided and supported environment. For further information please refer to the ICS London Behaviour Policy.

The school recognises that some students may need targeted support with their behaviour in order to access learning and engage positively with the school community. In these cases,

The Whole School Student Support Coordinator (SENCO) and relevant site SENCO, will collaborate with curriculum coordinators and the Senior Leadership Team, in developing an individualised behaviour plan for the students who are exhibiting escalating problems in this area. Parents will be informed and all staff will be aware of the behaviour and targets for the behaviour plan.

Some strategies that can be applied are the following:
Addressing factors within the class that may be contributing to the problem – (e.g. addressing teasing by using circle time or group time as an opportunity for discussing teasing and how to respond to it)

- Teaching the child alternative behaviours (i.e. taking quiet time in a specially designated area at times of stress)
- Providing the child with a channel of communication (i.e. designating another student as the 'listening partner'; completing a 'think bubble sheet', identifying causes and triggers of stress and possible solutions)
- Using a carefully designed system for targeting behaviour, drawn up together with the child, and linked to a strong reward system which, wherever possible, involves parents
- Providing the student with a cool-off area
- Arranging one-to-one or group work where conflict resolution strategies can be discussed and/or role-played

- Involving the pupil in a planned programme to build self-esteem, such as mentoring younger students or students with special needs who have trouble experiencing friendships

If an applicant has specific behavioural needs, ICS London will consider this application individually. The school will consider the pupil's needs, the provision available, the reasonable adjustments that could be made, relevant risk and safeguarding considerations, and whether the school can reasonably meet the pupil's needs within its educational environment.

Appendix B: The Assess, Plan, Do, Review Cycle

The Assess, Plan, Do, Review cycle, also known as the graduated approach is outlined in the SEND Code of Practice. Each phase is outlined below.

Assess

- The whole school SENCO reviews the child's needs using available metrics, assessments and reports. This includes information from EHC Plans.
- The Whole School SENCO will look at test scores, class work, and teacher observation.
- The Whole School SENCO will listen to views from parents and the child when understanding how their needs affect learning.

Plan

- The school agrees on extra support with the parents.This includes frequency and nature of support.
- The school develops goals and targets in the form of an IILP. EHC Plans are incorporated into this internal document.

Do

- The school puts the plan into action.
- Teachers and support staff give the agreed help during class or in small groups.
- They track how the child responds to this help via data collected against goals and other lesson outcomes.

Review

- The student support team reviews goals progress every Two weeks - this progress is communicated to parents via fortnightly reporting.

- Goals are formally assessed each term with formal outcomes reported in December, June and April.
- The school meets with parents to talk about progress at least twice per year.
- In collaboration with families, pupils and the student support team The School will decide to stop the help, keep it going, or change the plan based on goal outcomes and educational progress.