International School of London

SEN Information Report
2026-2027

Date reviewed:
September 2026

To be reviewed:
September 2027

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.

ISL London recognises and values neurodiversity. We believe that neurological differences such as autism, ADHD, dyslexia, dyspraxia and other learning differences are a natural part of human diversity. We aim to create an environment where neurodivergent learners are understood, respected and supported to achieve their potential.

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 Home Language/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, PLPs (Personal Learning Plans) 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.

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.

ISL recognises that some students with SEND may experience additional barriers to attendance. Attendance concerns will be considered alongside a student's identified needs and circumstances. The school will work collaboratively with students, families and external professionals to identify barriers and implement appropriate support strategies. Attendance data for students receiving SEND support will be monitored carefully to ensure early intervention where required.

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

At ISL, we encourage parents and carers to contact us whenever they have questions, concerns or would like to discuss their child's learning, wellbeing or SEND provision. We value open communication and work closely with families to ensure that students receive appropriate support and achieve their full potential.

Please contact:

Mr Raul Rodriguez, SENDCo
Telephone: 0208 992 5823
Email: rrodriguez@isllondon.org

Parents and carers may also contact:

Mrs Hakim, Head of Student Support
Telephone: 0208 992 5823
Email: chakim@isllondon.org

For students in EC to Grade 8:
Ms Firebrace, Head of Primary and Middle School
Telephone: 0208 992 5823
Email: kfirebrace@isllondon.org

For students in Grades 9 to 12:
Dr Meziane, Head of High School
Telephone: 0208 992 5823
Email: emeziane@isllondon.org

Parents and carers are welcome to contact the school by email, telephone, letter or by arranging a meeting. We are committed to working in partnership with families and ensuring that concerns, questions and requests for support are addressed promptly and collaboratively.

We encourage parents and carers to contact us as early as possible if they have concerns about their child's learning, wellbeing, communication, social development, attendance or progress, so that appropriate support can be discussed and implemented where necessary.

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?

At ISL London, we believe that the most effective support is achieved through a strong partnership between students, parents, carers and school staff. We work collaboratively to ensure that students feel listened to, valued and supported throughout their educational journey.

We involve parents, carers and students in the following ways:

- Students are actively involved in planning, reviewing and evaluating their support. Their views, strengths, aspirations and preferences are considered when developing Personal Learning Plans (PLPs), agreeing reasonable adjustments and reviewing progress and outcomes.
- Regular opportunities for individual conversations between students and teachers enable students to discuss their learning, wellbeing and any support they may require.
- Parents and carers are provided with advice and practical strategies to support learning, independence and wellbeing at home.
- We maintain regular communication between home and school through email, telephone calls, meetings, student planners, reports and other agreed methods of communication.
- Parents and carers are invited to attend planning meetings and Personal Learning Plan (PLP) review meetings to discuss progress, provision and next steps.
- Students may be supported by an identified mentor, which may be a member of staff or, where appropriate, a trained peer mentor.

- Parents and carers are encouraged to contact the SENDCo, teachers or pastoral staff whenever they have questions, concerns or information that may help us better support their child.
- Students are encouraged to participate fully in all aspects of school life, including trips, clubs, leadership opportunities, performances, sports and wider school activities, with reasonable adjustments made where appropriate to promote inclusion and participation.

This partnership approach helps ensure that support remains responsive, meaningful and tailored to each student's individual needs while promoting successful participation in the wider life of the school.

Range of support available to my child

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

Access to learning and the curriculum

ISL London provides a graduated range of support to ensure that students with SEND can access learning, make progress and participate fully in school life. Support may include:

- High Quality Teaching (also known as Universal Provision), including appropriate differentiation, personalised learning approaches and adaptations to teaching, the curriculum and the learning environment.
- Carefully selected learning materials, texts and topics that are accessible, engaging and appropriate to individual students' strengths, interests and needs.
- Reasonable adjustments to classroom practice, resources and assessment methods to support access to learning.
- Access to specialist advice and therapy from external professionals, such as Speech and Language Therapists and Occupational Therapists, where appropriate. These services may incur an additional cost to families.
- Reduced class sizes where appropriate to support learning and engagement.
- Support from Learning Facilitators and specialist teachers, where appropriate and agreed with families. This provision may incur an additional cost.
- In-class support across the curriculum to help students access lessons and develop independence.
- Small-group interventions targeted at specific areas of need, such as literacy, numeracy, communication, social skills, executive functioning or study skills.
- Individual support sessions, including mentoring, coaching and targeted intervention programmes where appropriate.
- Examination and assessment access arrangements, where evidence demonstrates a need and arrangements meet the requirements of the relevant examination board.
- Personalised programmes and interventions designed to address specific learning needs and achieve agreed outcomes. Some programmes may incur an additional cost.
- Adapted resources, specialist equipment and targeted support strategies to meet individual needs.

- Access to a range of assistive technologies and digital tools to support learning, communication, organisation, reading, writing and independence. This may include accessibility software, speech-to-text technology, text-to-speech technology, organisational tools and other supportive technologies as appropriate.
- Personal Learning Plans (PLPs), which outline individual strengths, areas of need, agreed targets, reasonable adjustments and recommended support strategies for staff, students and families.

Support is tailored to the individual student and reviewed regularly through the Assess, Plan, Do, Review process to ensure that provision remains effective and responsive to their changing needs.

Please see the Appendix 1

Strategies to support speech and language where recommended by clinical decision

Where recommended by a qualified Speech and Language Therapist or other relevant professional, ISL London implements a range of strategies to support students' speech, language and communication development. Support may include:

- Recommendations and strategies provided by Speech and Language Therapists are shared with relevant teaching and support staff and embedded within classroom practice to ensure a consistent approach across the school.
- Targeted speech and language interventions may be delivered to support the development of communication, language processing, social communication, vocabulary and expressive or receptive language skills.
- Individual communication targets may be incorporated into Personal Learning Plans (PLPs) and reviewed regularly as part of the Assess, Plan, Do, Review process.
- Teaching staff adapt their communication style, instructions and learning materials to support students' understanding, participation and engagement.
- Visual supports, structured routines, pre-teaching of vocabulary and other communication-friendly strategies may be used where appropriate.
- Opportunities are provided for students to develop confidence in speaking, listening and social communication across a range of classroom and social contexts.
- The school works collaboratively with families and external professionals to ensure that support strategies are consistent across home, school and therapy settings where appropriate.

Support is tailored to each student's individual profile of strengths and needs and is reviewed regularly to ensure it remains effective and responsive to their progress.

Strategies to support/develop literacy including reading

ISL provides a range of evidence-informed strategies and interventions to support the development of literacy skills, enabling students to access the curriculum with increasing confidence and independence. Support may include:

- High-quality literacy instruction delivered within the classroom, with appropriate differentiation and scaffolding to meet individual needs.
- Targeted support to develop reading accuracy, fluency, comprehension, spelling, vocabulary and written expression.
- Monitoring and support aimed at improving literacy attainment and reading ages over time.
- Small-group intervention programmes designed to address specific literacy needs and close gaps in learning.
- Access to specialist teaching and advice from a qualified Dyslexia Teacher, where appropriate.
- Structured, multisensory literacy programmes, such as Toe by Toe, or other evidence-based interventions tailored to individual learning profiles.
- Ability grouping or flexible grouping arrangements, where appropriate, to ensure students receive support and challenge at an appropriate level.
- Pre-teaching and overlearning of key vocabulary and subject-specific language to support understanding across the curriculum.
- Access to assistive technology and digital tools, such as text-to-speech software, audiobooks, reading support applications and spelling or writing aids, where appropriate.
- Individualised literacy targets that are incorporated into Personal Learning Plans (PLPs) and reviewed regularly as part of the Assess, Plan, Do, Review process.
- Ongoing collaboration between teachers, the SEND team, parents and external professionals to ensure a consistent and effective approach to literacy development.

Support is tailored to each student's strengths and areas of need, with the aim of developing confident, independent readers, writers and learners who can fully access the curriculum and wider school life.

Strategies to support/develop numeracy

ISL provides a range of targeted strategies and interventions to support students in developing confidence, understanding and fluency in mathematics. Support is tailored to individual needs and aims to ensure that all students can access the curriculum and make meaningful progress. Support may include:

- High-quality mathematics teaching, with appropriate differentiation, scaffolding and personalised approaches to support individual learning needs.
- Small-group intervention programmes designed to address specific gaps in knowledge, strengthen key mathematical concepts and develop problem-solving skills.
- Targeted curriculum interventions that provide additional support and reinforcement of mathematical learning.
- Ability or flexible grouping arrangements, where appropriate, to ensure students receive an appropriate level of challenge and support.

- Additional support sessions, including after-school classes and enrichment opportunities, to consolidate learning and build confidence.
- Individualised support for students requiring more intensive intervention or personalised learning approaches.
- Group interventions that target specific areas of need, such as number sense, mathematical reasoning, calculation skills, problem solving, or mathematical language.
- Adapted resources, visual supports, manipulatives and practical learning materials to enhance understanding and engagement.
- Teaching approaches that break learning into manageable steps and provide opportunities for repetition, consolidation and overlearning where needed.
- The use of assistive technology and digital learning tools to support access to mathematical concepts and independent learning where appropriate.
- Individual targets and support strategies incorporated into Personal Learning Plans (PLPs) and reviewed regularly through the Assess, Plan, Do, Review process.
- Collaboration between teachers, the SEND team, parents and, where appropriate, external professionals to ensure a consistent and effective approach to supporting numeracy development.

Support is reviewed regularly to ensure that interventions remain effective and responsive to each student's strengths, progress and emerging needs, promoting confidence, independence and success in mathematics.

Strategies/support to develop independent learning

- Mentoring and coaching from peers, teaching assistants, teachers or pastoral staff.
- Explicit teaching of study skills, revision techniques, organisation and memory strategies through individual or small group interventions.
- Development of executive functioning skills, including planning, prioritising, time management and task initiation.
- Use of visual organisers, checklists, planners and structured routines to promote independence.
- Access to assistive technology and digital tools such as speech-to-text, text-to-speech, organisational apps and accessibility software.
- Lunchtime, after-school and targeted intervention sessions where appropriate.
- Goal setting and self-monitoring, enabling students to track their own academic, social and personal targets.
- Opportunities for reflection, self-assessment and evaluation of progress.
- Differentiated independent study and homework tasks designed to build confidence and autonomy.
- Encouragement of self-advocacy skills, helping students understand their learning profile and communicate the support they require.
- Teaching of metacognitive strategies, enabling students to think about, monitor and evaluate their own learning.
- Preparation for key transitions through the development of independence, organisation and self-management skills.

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 Dr Meziane, IBDP Coordinator and 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.

Examination access arrangements are determined in accordance with current International Baccalaureate regulations and the recommendations of appropriately qualified professionals. Access arrangements reflect a student's normal way of working and are reviewed periodically to ensure they remain appropriate.

Pastoral Support

At ISL, we recognise that students achieve their best when they feel safe, valued, supported and included. We provide a comprehensive pastoral system that promotes wellbeing, positive relationships, resilience and successful participation in all aspects of school life.
Support may include:

- A robust pastoral support network consisting of the Principals, Head of Student Support, SENDCo, Heads of Year, Senior Tutors and School Counsellor, who work collaboratively to support students' academic, social and emotional wellbeing.
- Daily contact with Class Teachers or Tutors, providing regular opportunities for students to check in, seek support and discuss any concerns.
- Appropriate supervision during break and lunchtime periods to promote safety, inclusion and positive social interaction.
- Access to trained first aiders and visiting medical professionals to meet students' health and medical needs.
- A strong commitment to safeguarding and student wellbeing, underpinned by clear policies and proactive measures to prevent bullying, discrimination and exclusion.
- Personalised pastoral support for students who may require additional guidance with emotional wellbeing, friendships, self-esteem, organisation, attendance or engagement in school life.
- Access to mentoring and trusted adults within the school who can provide additional support and advocacy when needed.
- Involvement of external agencies and specialist professionals, where appropriate, to help meet students' SEND, wellbeing or mental health needs and to provide support for families.
- Close collaboration between families, pastoral staff, teachers and the SEND team to ensure a joined-up and consistent approach to supporting students.

ISL London recognises the close relationship between SEND, wellbeing and mental health. Staff receive training and guidance to identify emerging concerns and respond

appropriately. We work proactively with students, families and external professionals to support emotional wellbeing and mental health needs that may impact learning, attendance, behaviour, social participation or overall wellbeing.

We are committed to creating an inclusive, nurturing environment where all students feel respected, supported and empowered to thrive both academically and personally.

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

ISL London is committed to creating a safe, supportive and inclusive environment in which all students feel valued, respected and able to thrive. We recognise that emotional wellbeing plays a vital role in learning, engagement and personal development. A range of strategies may be put in place to support students' emotional wellbeing and reduce anxiety, including:

- Enhanced transition arrangements to support students moving into the school, between year groups or programmes, or to new educational settings. This may include liaison with previous schools, transition visits, orientation events and personalised transition plans.
- Reduced or modified timetables, where appropriate and agreed with parents, carers and relevant professionals, to support students experiencing significant barriers to learning or school attendance.
- Access to safe and supportive spaces within the Learning Support Department (S10, S11 and S12), where students can seek help, regulate emotions or take a structured break when needed.
- Supervision and support from trained staff during break and lunchtime periods to promote wellbeing, social inclusion and positive peer relationships.
- Access to the School Counsellor and, where appropriate, referrals to external agencies and specialist services to support students' emotional wellbeing and mental health.

- A whole-school approach that promotes resilience, self-esteem, self-advocacy and positive mental health through pastoral care, student wellbeing initiatives and a supportive school culture.
- Individualised support plans and targeted interventions for students requiring additional emotional, social or behavioural support.
- Opportunities for students to express their views, share concerns and contribute to decisions that affect them through the School Council/Government, student leadership opportunities and other pupil voice initiatives.
- Regular personal discussions and check-ins with tutors, teachers, pastoral staff or members of the Student Support Team to ensure students feel listened to and supported.
- Access to mentoring, trusted adults and pastoral support networks that help students develop confidence, independence and coping strategies.
- Support for developing positive friendships, social communication skills and successful participation in school life.
- Close collaboration between the school, families and external professionals to ensure a consistent and coordinated approach to supporting students' wellbeing.

ISL London recognises the close relationship between SEND, emotional wellbeing and mental health. We work proactively to identify potential barriers to learning and participation, and support students to develop the confidence, resilience and self-regulation skills needed to succeed both academically and personally.

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 or for parents of students in Grades 11 and 12 completing the Diploma Programme, Dr 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.

ISL London follows a graduated approach to SEND support through the cyclical process of Assess, Plan, Do and Review. This approach ensures that support is evidence-based, regularly reviewed and adjusted according to a student's changing needs and progress. Parents and students are involved throughout this process.

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.

Learning Support Staff participate in meetings, contact parents on a regular basis and encourage students to meet their aims, ambitions and aspirations.

Support and Training for school staff

Have any staff received specialist training in SEND?

Yes. ISL London is committed to ensuring that staff have the knowledge, skills and expertise required to support students with Special Educational Needs and Disabilities (SEND). Staff engage in ongoing professional development and training to ensure that support remains informed by current research, best practice and individual student needs:

- The SENDCo holds the mandatory qualification required for the SENCO role and maintains up-to-date knowledge of SEND legislation, guidance and best practice.
- The Head of Student Support holds a Master's degree in Educational Leadership and Administration, as well as a Bachelor's degree in Psychology and Counselling, providing expertise in student wellbeing, inclusion and pastoral support.
- Members of the Learning Support Team hold a range of postgraduate qualifications, specialist SEND certifications and additional professional training. This includes expertise in areas such as dyslexia, speech and language development, inclusive teaching practices, social communication needs, learning differences and first aid.
- Teaching and support staff participate in regular SEND-related professional development to help them identify and respond effectively to a wide range of learning, communication, social, emotional and sensory needs.
- Staff receive training and guidance on implementing reasonable adjustments, personalised support strategies and inclusive classroom practices to ensure students can access learning and participate fully in school life.
- The school draws upon specialist expertise from a range of external professionals, including Educational Psychologists, Specialist Teachers, Speech and Language Therapists, Occupational Therapists and Child and Adolescent Mental Health Services (CAMHS), to provide advice, training and support where appropriate.
- Recommendations from external professionals are shared with relevant staff to ensure that strategies and interventions are implemented consistently across the school.

Through ongoing professional learning and collaboration with specialist services, ISL London strives to ensure that students with SEND receive high-quality, evidence-informed support that enables them to achieve their potential, develop independence and successfully participate in all aspects of school life.

Accessibility

How is the school accessible to children with SEND?

ISL is committed to creating an inclusive and accessible learning environment that enables all students to participate fully in school life. We work closely with families and external professionals to identify and remove barriers to learning, participation and independence wherever possible.

Accessibility support may include:

- Recommendations and advice from external professionals, such as Educational Psychologists, Occupational Therapists, Physiotherapists and other specialists, are shared with relevant staff and implemented where appropriate.
- The provision and use of recommended specialist equipment, resources or assistive technology to support individual students' access to learning and school life.
- Environmental adaptations, including the use of high-visibility markings and signage where appropriate, to support safe navigation around the school site.
- Wide corridors and accessible communal areas designed to facilitate movement throughout the school, including for students with mobility needs.
- Accessible toilet facilities for students and visitors with disabilities.
- Dedicated Learning Support rooms and SEND offices that provide a safe and supportive environment for individual teaching, small-group interventions, mentoring and pastoral support. Additional classrooms throughout the school are also used to provide flexible learning opportunities.
- Access to a medical room to support students with health, medical or personal care needs during the school day.
- Reasonable adjustments to teaching, learning environments, resources, assessments and school routines to ensure students can access the curriculum and participate fully in school activities.
- Access arrangements for internal and external assessments, where appropriate and supported by evidence of need.
- Careful planning to ensure that educational visits, enrichment activities, school events and extracurricular opportunities are accessible and inclusive for students with SEND.
- Ongoing collaboration between the school, students, parents, carers and external professionals to identify and address accessibility needs as they arise.

The school regularly reviews its provision and environment to promote inclusion and accessibility and is committed to making reasonable adjustments in accordance with the needs of individual students. Our aim is to ensure that all students can participate confidently, safely and successfully in every aspect of school life.

Inclusion

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

ISL is committed to ensuring that students with SEND are able to participate fully in the academic, social and wider life of the school. We believe that all students should have

equitable access to learning opportunities, extracurricular activities, educational visits and school events.

Reasonable adjustments are made where necessary to support participation and remove barriers to inclusion. This may include additional adult support, adapted resources, adjustments to activities, environmental modifications or individual planning.

Teachers, support staff, families and, where appropriate, the student, work collaboratively to identify any support required before activities or trips take place. Risk assessments are undertaken for educational visits and school activities to ensure that students' needs are appropriately considered and that participation is promoted wherever possible.

Students with SEND are encouraged and supported to participate in after-school clubs, leadership opportunities, performances, residential trips, sporting activities and all aspects of school life alongside their peers.

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

At ISL, students are encouraged to play an active role in decisions about their education, support and wellbeing. Student voice is a central part of our inclusive approach and is valued throughout the process of identifying needs, planning support and reviewing progress.

Students are provided with opportunities to share their views, strengths, interests, aspirations and any concerns through individual meetings, review meetings, Personal Learning Plan (PLP) reviews and regular discussions with teachers, support staff and pastoral staff. Their views are considered when planning support, setting outcomes and reviewing the effectiveness of interventions.

Students are encouraged to develop self-advocacy skills and to understand their own learning profile, enabling them to communicate what helps them learn most effectively and to become increasingly independent learners.

Student reviews are held regularly, and students are encouraged to contribute to discussions about their progress, achievements and next steps. Where appropriate, students may attend and contribute to meetings involving parents, teachers and external professionals.

The school actively seeks student feedback through a variety of mechanisms, including surveys, focus groups and the Student Council. Student contributions help to inform school policies, practices and the ongoing development of an inclusive school community.

ISL London promotes a safe, respectful and supportive environment through its Attendance Policy, Behaviour Policy, Anti-Bullying Policy, Safeguarding Policy and Wellbeing provision. These systems help ensure that all students, including those with SEND, are listened to, supported and empowered to participate fully in school life.

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 PLP 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?

At ISL, we recognise that parents and carers play a vital role in their child's education and wellbeing. We are committed to working in partnership with families and providing information, guidance and opportunities that enable parents and carers to support their child's learning, development and participation in school life.

Support for parents and carers may include:

- Workshops, information sessions and parent presentations throughout the academic year on topics related to learning, wellbeing, SEND, child development and effective strategies to support students at home.
- Opportunities to meet with teachers, tutors, the SENDCo and members of the Student Support Team to discuss progress, provision and strategies that can support learning and wellbeing.
- Personal Learning Plan (PLP) meetings and review meetings where parents, carers and students can contribute to discussions about strengths, areas of need, targets and outcomes.
- Advice and practical recommendations to help families support learning, organisation, independence, emotional wellbeing and study skills at home.

- Regular communication through meetings, reports, email, telephone calls and other agreed methods to ensure that parents are informed about their child's progress and support arrangements.
- Access to information about SEND processes, available support services and relevant external agencies where additional guidance may be beneficial.
- Opportunities to discuss transitions and future planning, including movement between year groups, programmes and post-school pathways.

ISL London values open communication and collaborative working with families. Parents and carers are encouraged to contact the school whenever they have questions, concerns or information that may help us better support their child.

Where advice or recommendations are provided by external professionals, such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists or medical practitioners, this information will be discussed and shared with parents, as appropriate, to ensure a coordinated approach to support.

Parents who commission independent assessments or specialist reports are encouraged to share these with the school. This enables staff to consider and implement relevant recommendations, make appropriate reasonable adjustments and ensure that support is tailored to the student's individual strengths, needs, aspirations and goals.

By working together, we aim to create a consistent and supportive partnership between home and school that enables every student to thrive academically, socially and emotionally.

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

At ISL, we encourage parents and carers to contact us whenever they have questions, concerns or would like to discuss their child's learning, wellbeing or SEND provision. We value open communication and work closely with families to ensure that students receive appropriate support and achieve their full potential.

Please contact:

Mr Raul Rodriguez, SENDCo
Telephone: 0208 992 5823
Email: rrodriguez@isllondon.org

Parents and carers may also contact:

Mrs Hakim, Head of Student Support
Telephone: 0208 992 5823
Email: chakim@isllondon.org

For students in EC to Grade 8:
Ms Firebrace, Head of Primary and Middle School
Telephone: 0208 992 5823
Email: kfirebrace@isllondon.org

For students in Grades 9 to 12:
Dr Meziane, Head of High School
Telephone: 0208 992 5823
Email: emeziane@isllondon.org

Parents and carers are welcome to contact the school by email, telephone, letter or by arranging a meeting. We are committed to working in partnership with families and ensuring that concerns, questions and requests for support are addressed promptly and collaboratively.

We encourage parents and carers to contact us as early as possible if they have concerns about their child's learning, wellbeing, communication, social development, attendance or progress, so that appropriate support can be discussed and implemented where necessary.

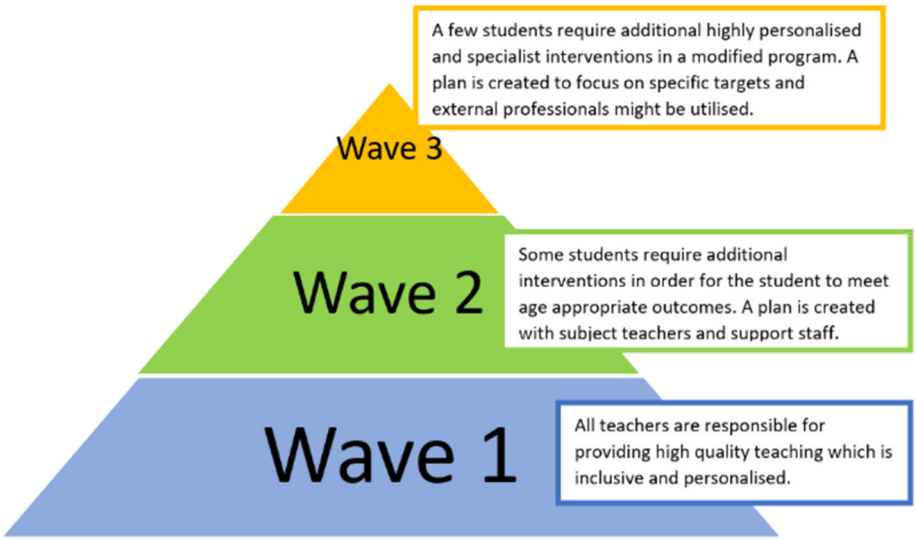
Appendix 1 *Support available for children with SEN*

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. Where appropriate, and following consultation with families and relevant professionals, the school may support parents in seeking an Education, Health and Care Needs Assessment from the relevant Local Authority. Where an EHCP is issued, the school will work collaboratively with families, the Local Authority and external agencies to implement provision and review outcomes.

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.

The school recognises that children with SEND can be more vulnerable to safeguarding risks, including bullying, online harms, exploitation and mental health concerns. Staff are trained to ensure that safeguarding arrangements are inclusive and responsive to the needs of students with SEND.

ISL London will continue to monitor developments arising from national SEND reforms and emerging best practice to ensure that provision remains inclusive, effective and aligned with statutory expectations where applicable.