SEND Policy

ASPIRE   ACHIEVE   ADVANCE

Policy statement

International British School (IBS) is committed to providing a high-quality, inclusive education for all students, regardless of their special educational needs and disabilities (SEND). This SEND policy outlines the school's approach to identifying, assessing, and supporting students with SEND.

Policy Scope

This policy is a guide to all staff, including teachers and non-teaching staff. It outlines our approach to ensuring that our classrooms are inclusive. It should be read and understood alongside our other relevant school policies.

Policy aims

The policy aims are to:

- Provide a high-quality, inclusive education for all pupils, regardless of their special educational needs and disabilities (SEND).
- Identify and assess pupils with SEND early.
- Develop and implement appropriate support plans for pupils with SEND.

- Create an inclusive classroom environment that promotes learning for all pupils.
- Provide appropriate assistive technology and support services to pupils with SEND.
- Ensure smooth transitions for pupils with SEND, both within the school and when moving to a new setting.
- Involve parents and other relevant professionals in the support process.
- Regularly review and evaluate the SEND policy to ensure its effectiveness.

These aims are consistent with the principles of inclusive education and the rights of pupils with SEND.

Policy Definitions

- **SEND:** Special Educational Needs and Disabilities
- **EAL:** English as an Additional Language
- **ADHD:** Attention Deficit Hyperactivity Disorder
- **ASD:** Autism Spectrum Disorder
- **SEMH:** Social, Emotional and Mental Health
- **Dyslexia:** A learning disorder that primarily affects reading and spelling

Key staff members

All staff members have a crucial role in supporting students with SEND. However, certain staff members have a specific role in the process. These are:

• Our Designated Safeguarding Officers: **Ms. Zainab**

• Our Safeguarding Leads: **Ms. Mathilde (Secondary), Mr. Asiff (Primary)**

• Pastoral Staff: **Form tutors, class teachers, wellbeing team**

If a member of staff has questions regarding a <u>student that they suspect may have additional needs</u>, then in the first instance they should speak to: **Ms. Zainab.**

Teacher Responsibilities

- **Early Identification:** Teachers are responsible for identifying pupils who may have SEND and raising concerns with Ms. Zainab.

- **Assessment:** Teachers contribute to the assessment process, providing information about the pupil's strengths, weaknesses, and learning style.

- **Individual Learning Plan (ILP):** Teachers are involved in developing and implementing ILPs for pupils with SEN.

- **Differentiated Instruction:** Teachers must adapt their teaching methods to meet the individual needs of pupils with SEND, using differentiated instruction strategies.

- **Inclusive Classroom Environment:** Teachers are responsible for creating an inclusive classroom environment where all pupils feel valued and supported.

- **Assistive Technology:** Teachers should be aware of and use appropriate assistive technology to support pupils with SEND.
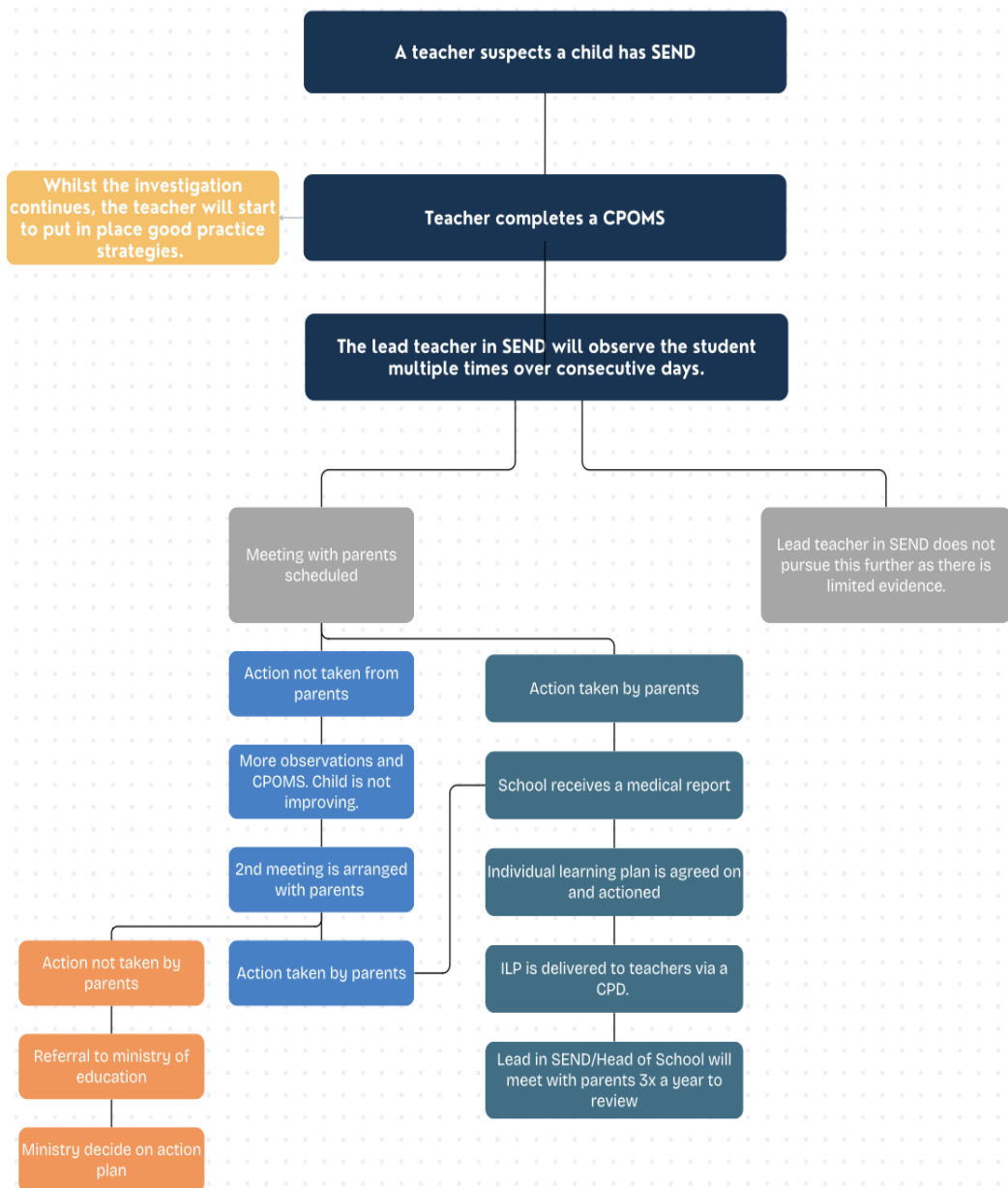
- **Collaboration:** Teachers should collaborate with Ms. Zainab, other teachers, and external professionals to ensure that pupils with SEND receive the support they need.
- **Professional Development:** Teachers should participate in ongoing professional development to improve their knowledge and skills in supporting pupils with SEND.

Identification and Assessment

- **Early Identification:** The school will use a range of strategies to identify pupils who may have SEND, including observations, teacher assessments, and parent input.
- **Comprehensive Assessment:** If a pupil is identified as having potential SEND, a comprehensive assessment will be carried out, involving a range of professionals, such as the Head of SEND/SENDCO, teachers, and external specialists.
- **Individual Learning Plan (ILP):** For pupils with SEND who require additional support, an individual plan will be developed in collaboration with the pupil, parents, and relevant professionals.

SEND Workflow

A teacher suspects a child has SEND

Whilst the investigation continues, the teacher will start to put in place good practice strategies.

Teacher completes a CPOMS

The lead teacher in SEND will observe the student multiple times over consecutive days.

Meeting with parents scheduled

Lead teacher in SEND does not pursue this further as there is limited evidence.

Action not taken from parents

Action taken by parents

More observations and CPOMS. Child is not improving.

School receives a medical report

2nd meeting is arranged with parents

Individual learning plan is agreed on and actioned

Action not taken by parents

Action taken by parents

ILP is delivered to teachers via a CPD.

Referral to ministry of education

Lead in SEND/Head of School will meet with parents 3x a year to review

Ministry decide on action plan

Support and Provision

- **Inclusive Classroom Environment:** The school will create an inclusive classroom environment that promotes learning for all pupils, regardless of their SEND.
- **Differentiated Instruction:** Teachers will use differentiated instruction to meet the individual needs of pupils with SEND.
- **Assistive Technology:** The school will provide appropriate assistive technology to support pupils with SEND.
- **Small Group Instruction:** In some cases, small group instruction may be necessary to provide targeted support to pupils with SEND.
- **External Support:** The school may collaborate with external agencies to provide additional support to pupils with SEND.

Transition

- **Smooth Transitions:** The school will ensure smooth transitions for pupils with SEND, both within the school and when moving to a new setting.
- **Transition Planning:** Transition planning will involve the pupil, parents, and relevant professionals.

Parental Involvement

- **Regular Communication:** The school will maintain regular communication with parents regarding their child's progress and support needs. This will include a minimum of three parental meetings a year where the individual learning plan will be reviewed and updated.

- **Partnership:** The school will work in partnership with parents to ensure that their child receives the best possible support.

Review and Evaluation

- **Regular Review:** The school will regularly review and evaluate its SEND policy to ensure that it remains effective and responsive to the needs of pupils with SEN.

Disclaimer: This SEND policy is a general guide and may be subject to change. Please consult with the school for specific information regarding SEND support.

Signposting

We will ensure that all staff, students, and parents are aware of the support that's available in our school for SEND. This includes how to access further support, both inside and outside of school hours.

Strategies for Learning Support

IBS is dedicated to supporting all learners and recognises that some students may benefit from learning support to help with their educational wellbeing.
Examples of accommodations for students:

- Use of headphones
- Use of a time-out pass
- Printing on coloured paper
- Use of coloured overlays
- 1-1 support via teaching assistants

- Quiet corner-where students may stay at break and lunchtimes with a teacher.
- Use of computers/laptops in certain subjects
- Use of a voice recorder
- Counsellor meetings
- Use of calming toys-e.g. stress ball
- Homework diaries
- Individual development plan put in place.

Access Arrangements/Accommodations for Exams

Access arrangements/accommodations: learners with special educational needs may benefit from specific access arrangements that take the learner's difficulty into account when assessments or learning tasks are performed. Providing access arrangements does not lower the learning standards.

Examples of access arrangements include:

- allowing extended time for tests, exams, or assignments
- allowing for intermittent breaks during the test or exam
- providing a quiet or separate testing area so there are fewer distractions and less noise
- use of a computer instead of handwriting for exams or assignments
- use of a scribe or voice recognition software program which writes a candidate's responses and can then read them back to the candidate
- use of a reader or reading software
- modified test papers – for example, large print or braille.

Policy review

This policy will be reviewed every year. This is so that it remains up-to-date, useful, and relevant. We will also regularly review it by local and national policy changes.

Reviewed by the SEND Learning Community

September 2025