SEND Policy– International College Appendix June 2023

The International College will follow the above policy, with some additional information below:
The vast majority of the students at the College speak English as a Second Language. We expect the usual percentage of these students to also have special education needs. The utmost effort is made to distinguish SEN from EAL needs. The College closely follows the guidance of the SEND Code of Practice (0-25 Years) (2014), which states:

'A lack of competence in English must not be equated with learning difficulties. However, a child with EAL needs who is making slow progress may also have special educational needs'.

The College has a fundamental belief in high quality teaching and high expectations and aspirations for all children and young people, including those with special needs and disabilities.

The Role of the SENCo
It is the responsibility of the SENCo to ensure that all staff have a clear understanding of the needs of all the students with special educational needs and disabilities, and of how to adapt the curriculum and learning environment. The SENCO ensures that the staff training plan includes CPD on the promotion of the inclusion of all.

At the College, all SEN information, including a register of those with SEN and extra EAL needs, is to be found on the IC Learning Support section of SharePoint. The SENCo ensures that SEN pupils receive regular reporting and target setting through Action plans. She liaises with tutors, teachers, college principals, pastoral staff, parents and guardians. She arranges clinical assessments with external agencies where appropriate.

One-to-one and small group Support for Learning lessons are currently delivered by the three teachers in the English Department, one of whom is the College SENCo, and another is undergoing training to be a dyslexia specialist. There is also a part-time learning support mentor.

Where exam access arrangements are deemed necessary due to a pupil's normal way of working, parents will be approached for permission to undertake the appropriate assessments and a bank of evidence will be collected. The SENCo organises and carries out assessments and applies for Access Arrangements Online when suitable. She works with the examination officer and SENCo of the Senior school to ensure that any access arrangements are communicated and put in place for external examinations.

Approach to Identification
When registering for the College, the parents/guardians will complete a parent questionnaire, so that the learning profile of the student can begin to be built. The students will also undertake online Maths and English tests. On entering the College all students will undertake a further EAL test and may also take a cognitive ability screening test if their level of English is high enough to provide meaningful data. This helps towards gaining further information towards the picture of individual learning needs.

Staff will be asked to refer a pupil if they have concerns linked to four areas of need:
- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory or physical

Any pupil identified by the school as having a special educational need or disability under the Equality Act 2010 will be offered a programme of support. This support will be the subject of regular reviews. Monitoring The Graduated Approach will be part of the whole school teaching strategy.

Links with Schools
The College will endeavour to obtain as much information as possible from a child's previous school to ensure the child has a smooth transition with the correct support in place from the beginning.

Support will be available for students when transferring from the International College to either the Senior School or any other school.

Transfer of information is arranged with parental consent.

Data Protection
The College will ensure that any information stored will remain confidential and only available to the relevant staff with the express permission of the pupil and his/her parents.