



International
School of **London**

Learning Support & SEND Policy

**Date reviewed:
August 2022**

**To be reviewed:
August 2023**

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.

CORE VALUES:

The ISL education philosophy is based on the following core values and applies to our students, teaching and administrative staff:

- A commitment to the acquisition of knowledge and the achievement of personal potential.
- The pursuit of excellence in all areas of activity and effort.
- Respect of self and others including the recognition of the uniqueness of each individual.
- Social and civic responsibility which seeks to explore and promote the common good and values, social justice, cultural diversity and the emotional and physical wellbeing of others.
- Concern and respect for the natural and cultural environment.
- Treating all members of the community with respect, honesty and integrity

These core values can be defined in 4 core areas:

Diversity	Understanding	Identity	Passion
is embracing and learning from each other—our many cultures, languages, experiences, beliefs and backgrounds, and our varied perspectives—in order to expand our minds, foster creativity and lead in innovation. <i>I succeed.</i>	is the compassion, learning, commitment, respect, and trust needed to understand ourselves and others to thrive in a complex world. <i>I understand.</i>	is the compassion, learning, commitment, respect, and trust needed to understand ourselves and others to thrive in a complex world. <i>I understand.</i>	is the driver of the schools’ love for learning and growing, whether in the classroom, on the playing fields, in after school activities or in our contribution to better our communities and futures. <i>I dream.</i>

INCLUSIVE PHILOSOPHY AND PRINCIPLES:

Our ambition is to enable *all* learners to achieve their full academic and personal potential, be included fully in their school community and make a successful transition into adulthood and the world of further education, training, or work. We place student agency at the heart of our processes and encourage all students to take ownership over their learning and wellbeing. We aim to offer high quality support to all students, and therefore continually evaluate the needs of our learners and our ability to meet them, especially when moving between programs (PYP, MYP and DP). The individual needs of each student are taken into consideration, as well as the wider classroom context when making decisions about appropriate education placements.

Our principles are:

- Student agency
- Collaboration with staff and parents
- Implement best practice and assessment procedures
- Promoting lifelong learning

LEGISLATION AND GUIDANCE:

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 guidance (updated 2019), the Equality Act 2010 and any other relevant statute or guidance in respect of its learning support practice and policy. The school will use the SEND Code of Practice 2015 as a guide to inform its procedures and to ensure it adheres to all statutory requirements. The school will also abide by any relevant requirements and practices as set out by the International Baccalaureate Organisation- which authorises the school to run IB programmes - and standards of the Council of International Schools, by whom the school is accredited.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY and AREAS OF NEED:

The four broad Special Educational Needs and Disability (SEND) areas of need, according to the SEND Code of Practice 2015, are:

<p>Communication and Interaction</p> 	<p>Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.</p> <p><i>SEND Code of Practice 2015 (Sections 6.28 and 6.29)</i></p>
<p>Cognition and Learning</p> 	<p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties, severe learning difficulties, where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties, where 98 children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, and dyspraxia</p> <p><i>SEND Code of Practice 2015 (Sections 6.30 and 6.31)</i></p>
<p>Social Emotional and Mental Health</p> 	<p>Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.</p> <p><i>Section Code of Practice 2015 (Sections 6.32 and 6.33)</i></p>
<p>Sensory and/or Physical</p> 	<p>Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment, hearing impairment or a multi-sensory impairment will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health. Some children and young people with a physical disability require additional ongoing support and equipment to access all the opportunities available to their peers.</p> <p><i>Section Code of Practice 2015 (Sections 6.34 and 6.35)</i></p>

* Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught. In addition, a person may have needs which extend beyond one area and can have needs which fit into all 4 categories.

ADMISSION PROCESS:

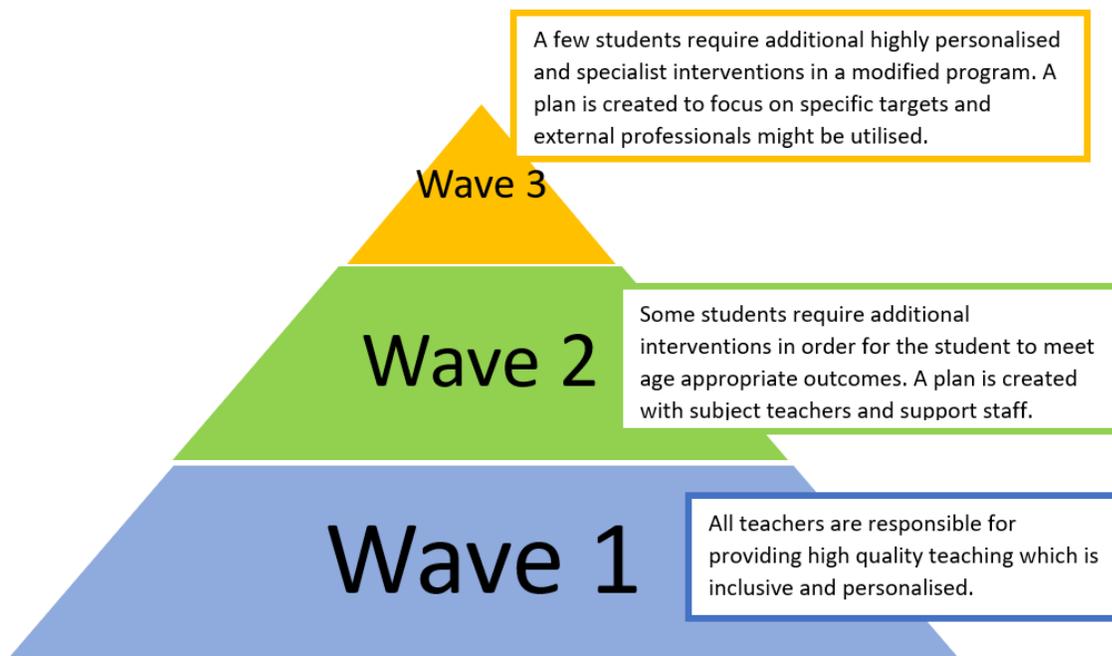
The identification of children with SEND may occur prior to students beginning at International School of London (ISL). If a student has a previously identified need or received any intervention, all relevant information must be shared during the admissions process. The Admissions Department gathers relevant information from parents, the students' previous schools and liaises with past teachers and SEND professionals. Parent applications, student questionnaires (grade 3 +) and teacher references are necessary components of the admissions process. The information gathered is used by our SEND Team to inform both class placement and level of support required. If possible, students visit ISL to develop positive relationships with staff and become better acquainted with their peer group.

In addition to previous academic records being received by ISL, students starting at the school are given an English language assessment to see if further support may be beneficial. Students are also assessed in their mother tongue to establish a language profile. This language profile allows for a better understanding of a child's learning needs

IDENTIFICATION OF NEEDS AFTER ADMISSION:

Assessment and monitoring occur continuously during a student's attendance at ISL. At any point in a child's schooling, concerns may arise due to various reasons. It is the responsibility of all staff to monitor progress and adjust teaching accordingly. When in-class adjustments are insufficient, a referral to the SEND team may be necessary. This referral then prompts a series of steps by the SEND team, which may include observations, in class or pull-out support, standardised assessments, work sample analysis or recommendations for external professional assessments. The school seeks parental permission before any additional assessments are administered. If students are identified as requiring additional support, then all necessary parties are informed of the individual students' needs and a plan of action may be put in place.

After the referral process has been completed and the student's needs have been identified, students will receive interventions based on the follow model:



The school is able to provide approximately 1.5 hours of additional learning support per week, for example one-to-one sessions, small group support, in-class support. If students require additional or specialist support above and 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 put in place.

The school, in collaboration with families, may also request additional support from Local Authorities, in order to best support the needs of students. In such cases, an Education and Health Care Plan (EHCP) application may be made on behalf of the family. If an application is successful, ISL will liaise closely with Local Authorities and abide by all statutory regulations.

CONFIDENTIALITY AND DISTRIBUTION OF STUDENT INFORMATION

What information do we collect?

When students begin at ISL we ask that all relevant information be shared to provide the best possible support. This information includes, but it not limited to, past school reports, teacher references, student bios, previous IEPs, reports from professions such as educational psychologists, speech therapists. These documents are collected during the admission process. For students already attending ISL these documents are added to student files.

Where do we store information?

Hard copies of student files are kept in student files which are locked and held in a secure location. Digital reports are shared with the relevant members of staff to

ensure necessary accommodations can be put in place. Students on the SEN register may also have an additional file which is stored in a locked cabinet in the Learning Support offices. This file allows for important information to be available to the members of the Learning Support Team in order to write IEPs, update teachers, communicate with parents or outside professionals as necessary. Digital information is then uploaded to the secure iSams system which allows information to be accessed by teachers while stored in a secure space.

How do we share information?

It is important that all relevant staff know the profiles of the students they are working with to enable them to provide high quality, individualised approaches to teaching and learning. Student information is uploaded onto the secure iSams system, where teachers can access IEPs containing background information, goals, strategies to support students and any relevant accommodations needed to be put in place. When IEPs are updated the SENCo sends out an email to inform all relevant teachers.

All teachers are trained on how to use the iSams system and easy to follow instructions are provided as well as training throughout the year.

The Learning Support team may also share report summaries, hand-over notes and other important information with teaching staff. This can be done through email, in meetings or in the iSams system.

How do we ensure information is secure?

All record sheets and personal data is stored securely, and in accordance with the General Data Protection Regulation GDPR, so that only authorized personnel can access this confidential information. Staff are made aware of the confidential nature of personal information through guidelines as well as other measures to ensure information is kept confidential. All personal reports produced by the school are available in hard copy in the secured student file but are to be viewed in soft copy only in all other circumstances.

Additional Information:

At ISL the provision map includes information on the range of support services available to students within the school. The provision map is set up detailing the provision offered by grade, from the Early Years program all the way to the Diploma College. It includes a summary of the support, how it will be offered, the duration of the support and who will be delivering it.

INCLUSIVE ACCESS ARRANGEMENTS

Inclusive Access Arrangements can be made to enable students to fully access any assessments. To qualify for Inclusive Access Arrangements, all documentation and assessors must be in accordance with the guidelines established by the International Baccalaureate Organisation. Within the PYP, MYP and DP, the school uses the following guiding documents, *Candidates with assessment access requirements* (IBO, updated 2017) and *Access and inclusion*

policy (IBO, updated 2018). In addition to these guiding documents the school is able to seek specific information from the IBO on a case-by-case basis in order to clarify any questions surrounding inclusive access arrangements. These arrangements are used for all examinations at the International School of London. Parents are informed about eligibility and applications for exam accommodations by the SENCo and other relevant staff members.

Inclusive Access Arrangements might include, but are not restricted to:

- ❖ Additional time (10%, 25% or 50%)
- ❖ Use of a reader
- ❖ Rest breaks
- ❖ Use of a scribe
- ❖ Use of word processor (either with or without spellcheck feature)

HOME SCHOOL PARTNERSHIPS:

The school works in partnership with parent and values their unique perspective and knowledge. Parents are included in the decision-making process relating to their child with SEND and are invited to discuss progress and evaluate existing provision. Student participation in these meetings is also encouraged where appropriate. Meetings can take place at the school, over the phone or by email, with the goal of developing and maintaining a partnership between home and school.

The learning support team works in partnership with partnership with parents, as well as, taking the views of students into account. We encourage students to voice their ideas and experiences of what type of support works best for them in different situations. We aim to respect these views, where appropriate and feasible, when setting goals and developing support plans. Students are encouraged to maintain open communication with the learning support team throughout the school year to evaluate support as necessary.

MONITORING PROGRESS

The progress of all students at The International School of London is tracked across the curriculum, following all relevant IB guidelines. All staff members are responsible for regularly monitoring and evaluating student progress as well as maintaining regular communication with parents. The school schedules parent conferences for all students, which take place twice per year. At any point throughout the year the school or parents can request a meeting to discuss progress or other concerns. Students receive formal written reports twice per year, a MYP and DP students receive an additional interim report in Term One.

Internally, grade level meetings occur termly and involve all relevant staff members. Additionally, the Student Support Team meets weekly to address any immediate concerns and provide a plan of action.

Progress may look different for each student. We define progress individually, depending on the profile of the student concerned, this might be learning which:

- Closes the attainment gap between the pupil and his/her peers
- Prevents the attainment gap getting wider
- Is similar to that of their peers starting from the same attainment baseline, but may still be less than that of the majority
- Matches or betters the student's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates improvement in organizational, social or interpersonal skills
- Demonstrates measurable & sustained improvements in the student's behaviour
- Demonstrates measurable & sustained efforts in the student's motivation
- Is likely to lead to appropriate examination entry
- Is likely to lead to participation in further education, training and/or employment

For students with SEND, progress is also monitored and evaluated by the Learning Support Team. This includes weekly meeting between team members to discuss specific students, support and strategies. Communication with parents occurs at least once each term to discuss progress and to evaluate existing provision. Students with Individual Education Plans have personalised goals which are set during a meeting with parents and relevant staff. Students will participate in these meetings as appropriate. These IEP goals are monitored using observations, work samples, communication with class teachers, personal reflections, and standardised assessments. The graduated approach of Assess, Plan, Do and Review is used throughout the year. As evidence is collected IEPs are updated and shared with parents, students and staff on a termly basis.

The SEND team has access to a variety of standardised assessments to give insight into the needs and progress of specific students.

Area	Assessment Examples
Reading	<ul style="list-style-type: none"> • Dyslexia Portfolio • Dyslexia Screening Test - Secondary
Spelling	<ul style="list-style-type: none"> • Graded Word Spelling Test
Fine Motor	<ul style="list-style-type: none"> • Detailed Assessment of Speed of Handwriting
Language Development	<ul style="list-style-type: none"> • Bilingual Verbal Ability Test • British Picture Vocabulary Scale • Cognitive Assessments for Multilingual Learner
Maths	<ul style="list-style-type: none"> • Access Maths
Cognitive Ability	<ul style="list-style-type: none"> • Wide Range Intelligence Test • Woodcock Johnson

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.