# Name of Policy: Special Educational Needs (SEN ) Policy

Date Approved: August 2025

Date for Review: August 2027

## Section 1 – Introduction

The principle that all pupils should receive a broad and balanced curriculum, relevant to their individual needs, is established in law. Every teacher is a teacher of every child, including those with Special Educational Needs. The Royal British International School utilises different methods and tools to present learning opportunities to children and carefully differentiates tasks and outcomes to match individual needs. Quality First Teaching aims to reduce the need for specialist support; however, we recognise that there will still be some children that need provision that is additional to or different from that encompassed by Quality First Teaching. Special Educational Needs in The Royal British International School is managed by our SENCo.

The Royal British International School is partially inclusive. Partial inclusivity, as defined by the school, means that we accept students who can access the curriculum and whom we are able to support, including those with minor SEN needs. We provide appropriate accommodations and targeted interventions to help each pupil succeed and participate fully in learning. SEN identification is informed by CAT assessment results, curriculum assessments, and teacher observations during the admissions process and throughout the pupil's time at the school.

The SENCo can be contacted via:

Telephone: 010 6100 5577

Engage Portal or Email: sara.kronfli@royalbritish.org

### Safeguarding and SEN

At The Royal School, we recognise that pupils with Special Educational Needs and Disabilities (SEND) can face additional barriers to safeguarding. We are committed to a child-centered approach that prioritises the welfare of these pupils, acknowledging they may be more vulnerable to abuse, neglect, or exploitation due to communication difficulties, physical dependencies, or social isolation.

We ensure all staff are trained to recognise that indicators of abuse may be masked by a pupil's disability or SEN. We work in close partnership with the Designated Safeguarding Lead (DSL) to ensure that any concerns are identified early and acted upon in accordance with our Safeguarding and Child Protection Policy.

## Section 2 – Aim

The SEN policy has been developed to:

- Ensure that the diverse needs of all children, whatever their learning difficulty, are provided for, their barriers to learning minimised, they have equal opportunities to participate in the full curriculum of the school, and their successes are equally celebrated.
- Ensure best practice, based on past practice and new guidelines, is applied consistently.
- Inform parents/carers how SEN provision is organised at school, how it is identified, managed, and provided for, how educational plans co-ordinate with any Health/Social care provision and how this supports their child's development.
- Inform all parties how SEN provision works collaboratively – Child, Parents, Teachers, SENCo and other professionals, and how concerns and issues will be managed.

We work towards these objectives by:

- Ensuring our SEN provision is coordinated and integrated across the school by our SENCo, working in close liaison with the School Psychologist.
- Monitoring and reviewing all pupil progress across the curriculum using tracking systems and regular assessment to ensure that any problems are identified at an early stage, assistance is provided, and progress is managed.
- Providing assessment reports twice yearly to parents and two/three parent evenings.

- Providing support and advice for all staff working with pupils with special educational needs, giving staff additional training on methods and programs relating to SEN on a regular basis.
- Providing a range of learning support and alternative teaching materials for teacher and pupil use.
- Working in collaboration with the School Psychologist to liaise with external agencies to access specialist provision such as Educational Psychology, Speech and Language Therapy, Occupational Therapy and Specialist Teaching Services etc.
- Having an escalation procedure if parents have a particular SEN concern that they do not feel is being adequately addressed by current arrangements.

## Section 3: Identifying Special Educational Needs

A child has special educational needs if he or she has a learning difficulty or disability which requires special educational provision to be made for them, namely that which is additional to or different from the normal adaptations.

A child has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others the same age.

Many children who have SEN may have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

There should not be an assumption that all children will progress at the same rate. Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

## Types of Learning Difficulties

Children will have needs and requirements which fall into at least one of four areas and many children will have inter-related needs.

- Communication and Interaction (e.g. Language difficulties, Autistic Spectrum Disorders)
- Cognition and Learning (e.g. Dyslexia, Dyspraxia)
- Social, Emotional and Mental Health issues (e.g. ADHD, Anxiety Disorders)
- Sensory and/or Physical

The SEN Code of Practice recognises that all children are unique and that fixed categories of special educational needs cannot reflect the diversity of need in many young people.

## Identification of SEN

For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop.

Class teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff. At The Royal School, class teachers, supported by the school SENCo and School Psychologist, make regular assessments of progress for all pupils. This seeks to identify pupils making less than expected progress given their age and individual circumstances.

A pupil may be identified as having SEN if they:

- Have learning difficulties that require support additional to or different from classroom differentiation.
- Score significantly below expected levels in curriculum assessments or CAT tests.
- Require adjustments to access the curriculum due to cognitive, emotional, social, or physical needs.

The SEN Code of Practice suggests that pupils are only identified as having SEN if they do not make adequate progress (compared to that which is expected nationally) once they have had good quality personalised teaching and intervention/adjustments.

## Factors which can Impact on Progress and Attainment:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being a Looked After Child
- Behaviour

In deciding whether to make special educational provision, the class teacher and SENCo will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This information gathering will also include early discussions with the pupil and their parents to determine the child's strengths and difficulties.

## Referral Process:

Once class teachers, TAs and specialists have executed all possible differentiation and behaviour management strategies and feel that the pupil requires additional support, they can get a referral form (appendix 1) which will be available with Primary and Secondary Principals. All sections of the referral form are to be filled out and evidence of support and interventions attached to the form.

Primary/Secondary Principal will then review the referral form sent by the teacher and check all attached evidence of support. If the Principal agrees that all possible interventions were executed by the teacher, they will send the referral form to the SENCo.

The SENCo will then review the form and decide what type of support is needed. If academic support is needed, the SENCo along with the teacher will put in place an intervention program that will be implemented by the learning support staff. If behaviour support is needed, the form will be sent to the School Psychologist who will be the point of contact moving forward for both teachers and parents.

Once referral forms are with the SENCo or School Psychologist, a graduated approach will be put in place.

## SECTION 4: A Graduated Approach to SEN Support

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. The Royal School regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Where a pupil is identified as having SEN, action is taken to remove barriers to learning and effective special educational provision is put in place. This SEN support takes the form of a four-part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

### Assess

In identifying a child as needing SEN support, the class teacher, working closely with the SENCo (and, where required, other professionals such as the School Psychologist), will carry out a clear and thorough analysis of the pupil's needs. This assessment will draw on the teacher's assessment and experience of the pupil, classroom data, CAT scores, curriculum-based assessments, and the pupil's previous progress and attainment. It will also make use of the school's core approach to monitoring pupil progress, attainment, and behaviour. Consideration will be given to the pupil's development in comparison to their peers and national data, alongside the views and experiences of parents, the pupil's own views, and, where relevant, advice from external support services.

This assessment is reviewed regularly to ensure that support and interventions are appropriately matched to need, barriers to learning are identified and addressed, and a clear picture of the interventions implemented and their impact is developed. For some types of SEN, a pupil's response to targeted intervention provides the most reliable method for developing a more accurate understanding of their needs.

## Plan

Where it is decided SEN provision is necessary, the pupil will be formally recorded on the SEN Register and a SEN Support Plan will be drawn up. The SENCo, with input from the child, parent and class teacher (as when necessary, the School Psychologist) will draw up the plan which details the adjustments, interventions, the outcomes sought, the support provided and any teaching strategies or approaches that are required. The class teacher, with support from the SENCo and in consultation with the parents and the pupil, will be responsible for implementing the SEN Support Plan.

Parents are made fully aware of the planned support and interventions and it is expected that parents reinforce or contribute to progress at home.

## Do

Support is implemented either in-class or through targeted interventions (see Learning Support Policy). The class teacher remains responsible for the pupil on a daily basis, even when interventions take place in small groups or on a one-to-one basis away from the main class. Working closely with any teaching assistants or specialist staff involved, the teacher plans and monitors the impact of support and interventions, ensuring they are linked to classroom teaching. The SENCo provides additional guidance, helping the teacher assess the child's particular strengths and weaknesses, problem-solve, and implement support effectively.

## Review

The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed regularly. This feeds back into the analysis of the pupil's needs. The class teacher, working with the SENCo, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

### Support available for improving the emotional and social development of pupils with SEN

The Royal School is committed to supporting all aspects of a child's well-being and offers a variety of interventions to assist with this. Pupils who are unable to access the school's behaviour policy in its current form are given Individual Behaviour Plans (IBPs). Drawn up by the School Psychologist and held centrally, this IBP communicates their individual needs to their class teachers, learning support assistants and other staff members who may work with the pupil and will include strategies for supporting them in lessons and in the wider school community (as necessary).

## Section 5: Managing Pupils Needs on the SEN Register

Support can include:

- **In-class support**: Teachers provide differentiated tasks to meet individual learning needs and, where appropriate, additional learning support staff is available within the classroom. This ensures that pupils can access the curriculum alongside their peers and make progress in line with their abilities.
- **Small group or one-to-one interventions**: Targeted support may be delivered outside the main classroom by Learning Support staff or specialists. These interventions are carefully planned to address specific learning needs, reinforce classroom learning, and develop skills and understanding in areas where pupils require extra support.
- **Use of ICT**: Technology may be used to support learning, such as software for literacy, numeracy, or communication, in line with the pupil's needs. Where necessary, parents are encouraged to provide appropriate devices or resources to facilitate this.
- **Trips and extracurricular activities**: All off-site activities and extracurricular opportunities are risk-assessed and adapted as needed to ensure that pupils with SEN can participate fully and safely. This promotes social inclusion and engagement beyond the classroom.

SEN provision is closely linked with the Learning Support and EAL policies, ensuring that pupils who are also learning English as an additional language or have specific learning difficulties receive coordinated and effective support. This integrated approach helps to address overlapping needs, provides consistency across interventions, and ensures that every pupil can access the curriculum and school life fully.

## Section 6: Criteria for Exiting the SEN Register

As a pupil starts to make more than expected progress, support will gradually be reduced. Where a pupil continues to make the same level of progress without the requirement for provision that is additional to or different from that which is provided as part of Quality First Teaching, for a period of two terms, the pupil will be removed from the SEN register. Their progress will continue to be carefully monitored and reviewed regularly.

## Section 7: Supporting Pupils at School with Medical Conditions

The Royal School recognises that pupils with medical conditions should be supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may also be disabled, and where this is the case the school will comply with its duties under the Equality Act 2010.

If a pupil has an additional medical need, a detailed care plan will be compiled in consultation with the school doctor and parents/carers. Staff involved with the pupil are informed of their medical needs, and appropriate accommodations are put in place, such as use of elevators, reduced physical activities, or other support as required. The school doctor is consulted for follow-ups to ensure that the pupil's medical needs are consistently and safely met.

## Section 8: Monitoring and Evaluation of SEN Provision

SEN provision is evaluated on an ongoing basis and adjusted as required. This is done by:

- Classroom practice being monitored by the Steering Committee, School Principals, SENCo and Key Stage coordinators
- Analysing pupil tracking data
- Comparing value-add data for pupils on the SEN register
- Meetings of parents and staff to plan outcomes and recognise progress or shortfall
- Looking at how effective the SEN provision has been in relation to the resources allocated

## Section 9: Training

Teachers at The Royal School are highly trained and have a wide range of qualifications to enable them to support pupils. They are supported by experienced LSAs who also have expertise in a range of areas.

Through the monitoring and evaluation of SEN provision, the SENCo, Senior Leadership Team and Middle Leaders identify the professional development needs of staff. Continued Professional Development (CPD), where appropriate, is closely linked to the School Development Plan and Appraisal Objectives.

Staff who attend additional courses disseminate information at staff meetings. Whole school in-service training sessions are arranged, as appropriate, in response to particular needs within the school.

## Section 10: Roles and Responsibilities

**The Royal School Board and Steering Committee are responsible for:**

- Ensuring that there is a qualified teacher designated as SENCo for the school.
- Taking account of SEN pupils when planning all matters for the school as a whole. The School Board believes that good SEN provision benefits all pupils.
- Working with the Principals and SENCo to determine the school's general policy and approach to provision for children with SEN and ensuring that appropriate staffing and funding arrangements are put in place.
- Ensuring that the procedures for monitoring and measuring all children are in place consistently by all teachers to ensure early identification and support of children who may require SEN support.
- Considering SEN issues and updates at relevant group meetings and ensuring that these issues are fully incorporated in the school's self-review and continuous improvement plans.
- Publishing information on the websites about the implementation of their policy for pupils with SEN- updated annually or when information changes. Regularly reviewing how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement.
- The quality of teaching for pupils with SEN, and the progress made by pupils.

- Identifying any patterns in the identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

**The SENCo is responsible for:**

- Working with teachers to ensure day to day implementation of the SEN policy.
- Planning for all the Special Needs provision in the School – including resources, staffing, training, additional support requirements, and new programs.
- Providing appropriate resources and ensuring their proper use.
- Arranging appropriate specialist training for relevant teaching staff and ensuring that general learning and information is disseminated to all staff via in-service training.
- Supporting and advising class teachers and learning support assistants on SEN identification, managing and other issues.
- Monitoring the records of all pupils, their progress towards goals, actions taken and outcomes.
- Setting LSA performance management targets and ensuring they have the resources to achieve them.
- Arranging external specialist assessment and support programmes and ensuring that their recommendations and advice is shared and implemented.
- Monitoring the regular review meetings of SEN pupils (and attending where requested).
- Keeping the Steering Committee informed of progress, plans and issues via regular liaison with the School Principals and Director of Academics.

**Class Teachers are responsible for:**

- The progress of all pupils in their class including those with SEN.
- Including SEN pupils fully in their delivery and teaching of the National Curriculum by providing appropriately differentiated learning outcomes for SEN pupils. This means that wherever possible all children will follow similar curriculum and lesson plans but that their objectives and levels of work will be set according to their needs and abilities.
- Liaising with the SENCo as necessary to obtain advice and strategies to support learning and inclusion in the classroom.
- Monitoring and tracking all pupils' progress to assist the early identification of learning difficulties and alerting parents at the earliest opportunity of their concerns to enlist active help and participation.

- Feeding back to parents how a child is progressing towards their SEN learning outcomes, including planned reviews.
- Ensuring that lunchtime supervisors and any other additional teachers are given necessary information relating to the supervision of pupils including possible behaviour management tactics.
- Day to day operation and management of SEN interventions in their class/year group.

### Learning Support Assistants are responsible for:

- Supporting pupils' individual needs, where directed.
- Helping with the inclusion of pupils with SEN within the class.
- Implementing and managing the differentiated programs prepared by the teachers/SENCo.
- Monitoring and feeding back progress to teachers on pupils' responses to tasks and strategies.
- Ensuring that recommended or requested learning support aids and programmes are utilised appropriately and consistently.
- Contributing to reviewing and planning meetings regarding successes and concerns, including SEN Support Plans and Statement reviews.

### School Psychologist is responsible for:

- Working closely with SENCo to plan for the development of the SEND provision to raise achievement of SEN pupils.
- Writing, implementing and reviewing Individual Behaviour Plans (IBPs) when required.
- Providing recommendations for teachers/parents to cater for SEN students and those with behaviour difficulties
- Observing and assessing students to provide information that will assist in the formation of SEN plans

## Section 11: Storing and Managing Information

### Confidentiality

The Royal School is committed to the health and well-being of its pupils and will ensure that staff, parents and pupils can feel confident that any information entrusted is treated sensitively and only shared with the relevant personnel.

### Data Protection

The Royal School gathers and uses personal information about staff, pupils, parents and other individuals who come into contact with the school to enable it to provide education and other associated functions. In addition, there may be a legal requirement to collect and use information to ensure that the school complies with its statutory obligations.

## Section 12: Reviewing the Policy

The SEN policy is reviewed annually by the SENCo and the Steering Committee to take account of any changes made to the Code of Practice, Royal British International School or local Ministry Guidelines.

## Section 13: Accessibility

The Royal School is fortunate in having a modern building which incorporates ramps, accessible toilets and a lift and is therefore usable by children with physical disabilities and those using wheelchairs. Personal Emergency Evacuation Plans (PEEPS) are in place for every child with a physical disability to ensure their safety in the event of a fire or other emergency.

## Section 14: Dealing with Complaints

It is in everybody's interest to try and resolve concerns informally without invoking formal complaints procedures. So, if parents are unhappy with any aspect of provision they should, in the first instance, discuss the problem with the class teacher.

If the parent is not satisfied with the teacher's comments or the situation does not improve then they should arrange an appointment with the SENCo stating clearly what they are unhappy about and what they would like to see happen regarding their concern.

## Section 15: Bullying

The Royal School aims to promote respect, tolerance, co-operation, honesty and kindness between pupils and their peers and between pupils and adults working in the school. Positive attitudes, consistently good behaviour, and mutual respect are most likely to be achieved when there are clear expectations of appropriate standards. We are committed to providing a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. This means that anyone who knows that bullying is happening is expected to tell the staff (see also Anti-Bullying Policy).

## Section 16: Gifted and Talented Pupils

### Definition of Gifted and Talented

Gifted and talented pupils are those who demonstrate exceptional abilities in one or more areas compared to their peers. This can include academic talents, creative skills, leadership qualities, or specific talents in arts or sports. Recognising these pupils is essential to provide them with appropriate challenges and opportunities to ensure their continued growth and success.

### Referral Process:

- Identification: Teachers are responsible for identifying gifted and talented pupils through a combination of assessments and observations. This may include academic performance, assessment results, creativity in problem-solving, or exceptional skills in specific subjects.
- Referral Form: Once a teacher identifies a student as gifted or talented, they will obtain the Gifted and Talented Referral Form (appendix 2) from the Primary or Secondary principals. The teacher must fill out the referral form thoroughly, providing detailed information about the pupil's strengths, areas of talent, and any supporting evidence from assessments or observations.

- Review Process: After the form is completed, it is submitted to the SENCo for review. The Principal and SENCo will assess the referral and consider the pupil's suitability for enrichment programs.
- Enrollment in Enrichment Programs: If the referral is approved, the student will be considered for enrollment in one of the school's enrichment programs designed to provide further challenges and opportunities for advanced learning.

Appendix 1:

# Behaviour/SEN Referral Form

Student Name: …… Referred By: ……

Date: …… Year Group: ……

## Reason/s for referral:

- ☐ Behaviour Difficulty
- ☐ Speech Difficulty
- ☐ Physical Difficulty
- ☐ Communication Difficulty
- ☐ Visual Impairment
- ☐ Hearing Impairment
- ☐ Emotional/Social Difficulty
- ☐ Attention/Concentration
- ☐ Learning Difficulty (Please specify area/s: reading, writing, maths, spelling, phonics):

……

Briefly explain the reasons for the referral (ex: state situations if it's a behaviour concern or identify the difficulties the child is experiencing in accessing the curriculum if the referral is for cognition and learning with attached examples of their work)

……

……

……

# Teacher Checklist

- ☐ Behaviour logged on Engage (only applicable for behaviour referrals)
- ☐ Work was appropriately differentiated (only applicable for academic referrals)
- ☐ Formal meeting with parents to discuss concerns
- ☐ Parent meeting minutes logged on Engage

Details of any strategies which have been used with this student and outcomes of parent meetings:

……

……

……

……

Teacher's signature: …… Date: ……

*Please use the back of this form to provide any additional information

Appendix 2:

# Gifted Referral Form

Student Name: …… Pupil Code: ……

Date: …… Referred By: ……

Year Group: …… Age: ……

**Directions: Read each statement and decide how often your student exhibits each behavior. Ask yourself to what degree does my student exhibit the behavior when compared to this or her age appropriate peers?**

**Suspected area of giftedness – please check all that apply**:

Academic Areas:

- ☐ Language – Please specify (English, French, German)
- ☐ Maths
- ☐ Science

Other Areas:

- ☐ Creativity
- ☐ Leadership
- ☐ Visual Arts
- ☐ Performing Arts

**Please check the option below that best describes this student**:

- ☐ The top 10% of this year's class.
- ☐ The top 3% of this year's class.
- ☐ The top 3% of any students I have ever had.
- ☐ Not gifted academically but very strong in _____.

**Circle the number that best relates to the level of behavior that you have observed in this student.**

**0 = never, 1 = rarely, 2 = average amount, 3 = more than average, 4 = much more than average**

This student …

| | |
|---|---|
| 1) is intensely curious about many things. | 0 1 2 3 4 |
| 2) has intense feelings and opinions. | 0 1 2 3 4 |
| 3) takes intellectual and emotional risks in expressing or trying out original ideas. | 0 1 2 3 4 |
| 4) is highly original and imaginative. | 0 1 2 3 4 |
| 5) is highly individualistic or non-conforming. | 0 1 2 3 4 |
| 6) has the ability to think of many ways to reach a goal or solve a problem. | 0 1 2 3 4 |
| 7) has a keen sense of humor. | 0 1 2 3 4 |
| 8) has a quick mastery of new information and concepts. | 0 1 2 3 4 |
| 9) has a large knowledge base. | 0 1 2 3 4 |
| 10) recognizes relationships among seemingly unrelated areas of knowledge. | 0 1 2 3 4 |
| 11) is able to transfer learning to new and unique situations. | 0 1 2 3 4 |
| 12) asks provocative questions about the causes and reasons for things. | 0 1 2 3 4 |
| 13) is very alert; gives rapid answers. | 0 1 2 3 4 |
| 14) reasons things out, seeks logical answers. | 0 1 2 3 4 |
| 15) generates a large number of ideas or solutions to problems and questions. | 0 1 2 3 4 |
| 16) makes unusual associations, speculates. | 0 1 2 3 4 |
| 17) shows excitement and enthusiasm, is eager to tell others of discoveries. | 0 1 2 3 4 |
| 18) expends much time and energy in pursuing special interests. | 0 1 2 3 4 |
| 19) has the ability to stick with a problem or project for a long period of time. | 0 1 2 3 4 |
| 20) strives toward perfection; is not easily satisfied with his/her own speed or products. | 0 1 2 3 4 |

**Details of any strategies which have been used with this student (include results of term assessments):**

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……

Teacher's signature: …… Date: ……

*Please use the back of this form to provide any additional information