



IB World School

SEND Policy

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St Clare's SEND Policy

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Special Educational Needs and Disability (SEND) Policy

1. Introduction

- 1.1. St Clare's values the abilities and achievements of all its students and welcomes any student who wishes to attend the college, regardless of their SEND, within the constraints of the criteria set out in our admissions and accessibility policies, and providing the college has the staffing and relevant resources available to support that particular student.
 - 1.1.1. For definitions relating to SEND at the college please refer to Appendices 1 and 2 of this policy.

2. Legislation, Guidance and Related Policies

- 2.1. All college policies and procedures relating to students with SEND are written with reference to the following legislation and guidance:
 - 2.1.1. IB Access and inclusion policy, last updated September 2022.
 - 2.1.2. Equality Act 2010, last updated 2015. Provisions relating to disability.
 - 2.1.3. SEND code of practice: 0 to 25 years, last updated April 2020.
 - 2.1.4. Summary of the SEND review: right support, right place, right time, last updated May 2022.

3. Aims

- 3.1. The International Baccalaureate Organisation (IBO) believes in an inclusive approach to education that is designed to remove or reduce barriers so that every student can fully participate in, and develop through, IB programmes.
- 3.2. As an IB world school the college's Special Educational Needs and Disability (SEND) policy aims to:
 - 3.2.1. Set out how our college will identify, support, and make provision for students with SEND.
 - 3.2.2. Explain the roles and responsibilities of everyone involved in providing for students with SEND.
 - 3.2.3. Promote acceptance and understanding of learner neurodiversity
 - 3.2.3.1. In meeting the SEND of each individual student, the college works together with the student, parents and with relevant external professionals where appropriate. All the teaching staff, assisted by the Senior Leadership Team, and the Learning Support Coordinator, support students with SEND by ensuring:
- 3.3. The early identification of students' needs and early intervention to support those needs.
- 3.4. A focus on inclusive practice and removing barriers to learning, ensuring that all students are treated fairly and equitably.
- 3.5. That all students, including those with SEND, are able to engage in all activities of the college, whilst receiving the support they need.
- 3.6. That student progress is regularly reviewed and evaluated.
- 3.7. That suitable inclusive access arrangements for examinations are in place.
- 3.8. That each SEND student is able to progress to suitable tertiary education or other career options.

4. Roles and responsibilities

4.1. Governors Education Committee

- 4.1.1. The governing body has nominated Moira Darlington as the governor with specific oversight of SEND provision. Working with others from the education committee she will undertake to secure the necessary provision for any student identified as having SEND, and that this provision is of a high standard, meeting termly with the Learning Support Coordinator and overseeing an annual report to the committee.

4.2. Principal

- 4.2.1. Has overall responsibility for the development and monitoring of SEND students at the college.

4.3. Vice Principal Academic

- 4.3.1. Has responsibility for SEND policy development and monitoring of SEND policy implementation.

4.4. Assistant Principal Academic/ IB Diploma Coordinator

- 4.4.1. Line manages the Learning Support Coordinator.



4.4.2. Agrees requests for inclusive access arrangements alongside the Learning Support Coordinator.

4.4.3. Supervises upload of appropriate supporting documentation for inclusive access arrangements.

4.4.4. Ensures inclusive access arrangements are in place for all relevant assessments.

4.4.5. Monitors and contributes to SEND policy implementation and development.

4.5. Learning Support Coordinator

4.5.1. Coordinates students, Teachers, and Personal Tutors to develop strategies to help all students, no matter their learning difficulties, to make progress.

4.5.2. Liaises with parents as required.

4.5.3. Screens students for specific learning difficulties and other potential barriers to progress.

4.5.4. Conducts assessments for reading, writing, listening, memory, and maths, processes the results and writes the educational evidence report for examination boards.

4.5.5. Keeps up to date with new assessments and acquires for the department as required. Where internal assessment is not possible, arranges external assessments and organises appropriate documentation for inclusive access arrangements, where needed.

4.5.6. Writes individual education plans (IEP's) alongside students supported by appropriate documentation.

4.5.7. Monitors the progress of students on the SEND list and intervenes as needed.

4.5.8. Runs staff development sessions to ensure all relevant staff are fully aware of SEND procedures at the college, as well as any updated guidance.

4.5.9. Contributes to SEND policy development and monitors implementation.

4.5.10. Manages resources needed by SEND students, liaising with other departments e.g., ICT as needed.

4.6. Assistant Learning Support Coordinator

4.6.1. The Assistant Learning Support Coordinator works closely with the Learning Support Coordinator (LSC) and shares responsibility for coordinating and delivering the support system for a designated number of students within the College as a whole.

4.7. Personal Tutors

4.7.1. Work closely with Teachers and the Learning Support Coordinator to identify and support students with SEND.

4.7.2. Monitor tutee progress through triweekly tracking reviews.

4.7.3. Support students with general organisation and other executive function challenges.

4.7.4. Use and evaluate the individual education plans for students with SEND, suggesting modifications where necessary.

4.7.5. Liaise with parents as required.

4.7.6. Ensure they follow this SEND policy.

4.8. Teachers

4.8.1. Work closely with Personal Tutors and the Learning Support Coordinator to identify and support students with SEND.

4.8.2. Monitor the progress and development of every student in their class.

4.8.3. Use and evaluate the individual education plans for students with SEND, suggesting modifications where necessary.

4.8.4. Ensure they follow this SEND policy.

4.9. Academic Office Staff

4.9.1. Work closely with the Learning Support Coordinator, the Assistant Principal Academic and ICT staff to ensure that all exam arrangements are up to date and in place.

4.9.2. Manage resources needed by SEND students for exam access arrangements.

4.10. ICT staff

4.10.1. Work closely with the Academic Office Staff and the Learning Support Coordinator to ensure that all

4.10.2. computers and other hardware used for examinations are set up correctly.

5. Identifying students with SEND

5.1. All students complete an ALIS test, executive function test and other orientation assessments, which are used to screen for students at risk of having SEND. These are monitored by the Assistant Principal Academic



and the Learning Support Coordinator.

- 5.2. Teachers and personal tutors regularly monitor all students and identify those whose progress:
 - 5.2.1. Is significantly slower than that of their peers.
 - 5.2.2. Fails to match or better the student's previous rate of progress.
 - 5.2.3. Is out of line with their expected progress.
- 5.3. This may include areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a student is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student. We will use this to determine the support that is needed. Referrals are first made via CPOMS (see Appendix 2). If after screening and an educational assessment, the student is diagnosed with SEND the student's details including an individual
 - 5.3.1. education plan and the educational assessment documentation will be added to the Staff Portal SEND list.
- 5.4. Some students may arrive with a diagnosis of SEND, but their needs do not meet the criteria required to be a substantial disability and so are not added to the SEND list without further investigation.
- 5.5. Some students may be identified as having possible SEND, but they or their parents/guardians decide not to support further assessment. Under these circumstances Teachers and Personal Tutors will use relevant strategies but no inclusive access arrangements will be applied for.
- 5.6. The college's preference is to have the full involvement and support of parents for any investigation and diagnosis of a student's individual needs.

6. Delivery: Supporting and monitoring students with SEND

- 6.1. The following systems are in place to allow effective support and monitoring of students:
 - 6.1.1. **Study skills** in the early weeks of the academic year Global Futures runs student-focused session called "Being a Future Ready Learner" raising awareness of, and developing, executive function and study skills.
 - 6.1.2. **Staff SEND list** - The assessment documentation and IEPs of students with diagnosed SEND will be uploaded to the IB Staff Information Team channel. The overview is a spreadsheet linked on the teachers' Staff Zone, as well as in the SEND channel files. Links to specific documents are included. All staff connected to a student with SEND have the responsibility to read the IEP and assessment documentation and act on the reasonable adjustments and strategies included. They should also comment on the Whiteboard page, linked on the SEND channel, including any development to strategies or reasonable adjustments which may be required. The Learning Support Coordinator will monitor the pages for any comments requiring intervention.
 - 6.1.3. **Tracking Reviews** - Personal Tutors should use the tri-weekly tracking reviews to check for students at risk of SEND and make a referral using CPOMS where necessary. For students already with a SEND diagnosis, Personal Tutors should monitor their progress and contact the Learning Support Coordinator if any further support is required.
 - 6.1.4. **SEND questionnaire** - Students on the SEND list can respond to a short questionnaire sent at the same time as the tracking reviews. The Learning Support Coordinator will monitor the responses for any comments requiring intervention.
 - 6.1.5. **Year Group Assessment Meetings** - Students who are underperforming are identified and discussed in the meetings attended by relevant Teachers, Personal Tutors, Boarding Staff, the Learning Support Coordinator, and members of IB Management Group. If SEND is suspected as a result of the discussions a referral is made using the aforementioned procedures.
 - 6.1.6. **Learning Support Drop-In Sessions** - During the weekly Personal Tutor hour students can arrange one-to-one support with the Learning Support Coordinator. This is for all students who may need support temporarily for an executive function issue, or more long-term weekly support for students with



identified SEND. Specific students identified by Vice Principals can have weekly one-to-one slots elsewhere in the week.

- 6.1.7. **IB results analysis** - The Vice Principal Academic analyses the results of the students on the SEND list in combination with ALIS reports to monitor whether the performance of students identified as having SEND are in line with expectations.

7. **Delivery: Supporting and monitoring students with SEND**

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8. **Inclusive Access Arrangements – IB**

- 8.1. The Assistant Principal Academic and the Learning Support Coordinator collect appropriate supporting documents (see Appendix 1) as stated by the IB access and inclusion policy. The documents are sent to the IBO who then confirm and grant or deny the requested arrangements.
- 8.2. All requests for access arrangements for IB assessments must be:
 - 8.2.1. based on the usual way of learning and teaching in the classroom.
 - 8.2.2. in line with the eligibility criteria stated in the IBO Access and Inclusion policy (last updated September 2022).
 - 8.2.3. submitted along with supporting documents as evidence.
 - 8.2.4. submitted by the deadline stated in the Assessment procedures for that year's diploma programme.



Appendix 1: Key Definitions of SEND

Special Educational Needs and Disability (SEND) – A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of the others of the same age,

or

A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Challenges may be identified as:

- Communication and interaction difficulties.
- Cognition and learning difficulties.
- Social, emotional, and mental health difficulties.
- Sensory and physical challenges.

Inclusive access arrangements – Access arrangements are changes introduced to teaching, learning and assessment to remove or reduce barriers. They do not change what the student is expected to learn and do not lower expectations, but instead provide the optimal support to address challenges and to enable the student to work around them.

At a fundamental level, they address equal access and fairness to teaching and learning and in addition, validity, and meaningfulness to assessment.

Appropriate supporting documentation – To apply for inclusive access arrangements the IB dictates that documentation should include:

- A psychological/medical report.
- Educational evidence from the school.

All supporting documentation must:

- Be undertaken within three years of the intended examination that the request relates to and dated accordingly. However, the IB can be flexible with the date of medical reports for students with permanent sensory and/or physical challenges.
- Be written by medical, educational, or psychological professionals with appropriate qualifications and/or professional licences in their country of residence.
- Be legible, on a document with a letterhead, signed and dated.
- Be accompanied by a translation into English, French or Spanish, if it is not written in one of these IB working languages.
- State the title, name, and professional credentials of the person(s) who has undertaken the testing or who is writing the report.
- State the student's performance on standardized psychological tests (where available and published, recent editions of standardized tests should be employed)
- Report results as standard scores, which have a mean of 100 and a standard deviation of 15, and not percentiles or age/grade equivalents.
- A full psychological test report testing all areas is not required. The IB only requires scores in the areas that have been observed or identified as challenging for the student.



Appendix 2: General definitions relevant to this policy

Child Protection Online Management System (CPOMS) - Student safeguarding software used to record incidents of harm and abuse as well as other pastoral issues such as possible SEND.

Disability - a physical or mental impairment and the impairment has a substantial and long-term adverse effect on the student's ability to carry out normal day-to-day activities.

Executive function – The group of complex mental processes and cognitive abilities (such as working memory, impulse inhibition, and reasoning) that control the skills (such as organising tasks, remembering details, managing time, and solving problems) required for goal-directed behaviour.

Individual education plan (IEP) – A dynamic document which is specific to each student with SEND outlining their strengths and weaknesses. It gives strategies for both the student and the teacher to remove and reduce barriers that the student may have to learning.

Learner variability / Neurodiversity – A term that embraces all students and does not exclude on the grounds of strengths, challenges, age, social status, economic status, language, gender, race, ethnicity, or sexuality. Taking into account changing histories, circumstances and contexts, learner variability represents the shifting combination of strengths and challenges that learners experience.

Within this understanding, it is recognized that there is no average brain and thus no average student. Learner variability upholds that categorizing students according to diagnostic labels (ADHD, dyslexia, etc.) does not provide sound indicators of a student's potential or appropriate teaching strategies