

Special Educational Needs Policy

This policy is available from our website (halcyonschool.com) and in hard copy on request. It has been formulated with due regard to the Equality Act 2010.

This policy should be considered alongside and in conjunction with Halcyon's Accessibility Plan that complies with the requirements of Schedule 10 of the Equality Act 2010.

Introduction

The purpose of the Special Educational Needs (SEN) Policy is to ensure that all of the students accepted by the school can access the IB Middle Years and Diploma Programmes and to promote good practice in the school's management of special educational needs.

Definitions

Children have a learning difficulty if:

(a) he/she has a significantly greater difficulty in learning than the majority of persons of his/her age; or

(b) he/she has a disability which either prevents or hinders him/her from making use of facilities of a kind generally provided by institutions providing post-16 education or training.

A child will not be regarded as having a learning difficulty solely because English is a second language for the child. However, children for whom English is an additional language will be provided with appropriate support provided they meet Halcyon's academic criteria.

A child who finds a particular subject difficult does not necessarily have a "learning difficulty" in the legal sense of the expression.

Admissions process and provision of education and associated services

Halcyon London International School recognises that some students with special educational needs or learning difficulties may also have a disability. Halcyon will make all reasonable adjustments in order to afford opportunity to disabled students and prospective students both during the admissions process and in the provision of education and associated services. Halcyon London International School pays due regard to the SEN Code of Practice and its obligations under the Equality Act 2010.

However, the school has an obligation through its international accreditation agencies to only accept students who can be given an appropriate level of learning support. The school is a mainstream school and its facilities and staffing levels limit the amount of specialist support that can be provided. Where a prospective student has a learning difficulty, Halcyon will require full details of the student's needs from parents during the admissions process to determine the level of learning support that is required. Educational Psychologist reports and other relevant medical reports may be required.

Students with learning support needs who are accepted by the school will find a climate of acceptance of all students, ensuring that less favourable treatment does not occur.

Staff awareness and training

There is also awareness amongst staff of the particular requirements of students with learning support needs and an understanding of practical ways of meeting them in classes. The school also recognises the needs for staff in-service training on learning support issues. An awareness of learning support issues is part of all new staff induction and is addressed appropriately at regular staff meetings.

Member of staff responsible for learning support

Parents will be kept informed as to the student's progress once at the school and consulted as to any additional support required. The school will have a member of staff responsible for the learning support provided to students with learning difficulties. This member of staff will:

- (a) ensure liaison with parents and other professionals in respect of a child's learning difficulties;
- (b) advise and support other staff in the school;
- (c) ensure that appropriate plans are in place where necessary for students with learning difficulties;
- (d) ensure that relevant background information about individual children with learning difficulties is collected, recorded and updated;
- (e) undertake any other appropriate duties in accordance with the SEN Code of Practice on special educational needs.

Withdrawal

Halcyon London International School reserves the right, following consultation with parents, to ask or require a student to be withdrawn from the school if, in its opinion after making all reasonable adjustments and exhausting appropriate strategies, the student's learning difficulties require a level of support or medication which, in the professional judgment of the Director, the school is unable to provide, manage or arrange or make it unlikely that he/she will be able to benefit sufficiently from the mainstream education and facilities the school provides. In these circumstances, the school will do all that is reasonable to help families to find an alternative placement that will provide the student with the necessary teaching and support.

Approved by Board of Trustees 8 February 2013. Reviewed 9 August 2013.

Approved by Board of Trustees January 2014. Revised 5 October 2015.

Approved by Board of Trustees 17 February 2016.

This policy will be reviewed annually, or more regularly in light of any significant changes in statutory requirements and legislation.