

HALCYON

LONDON INTERNATIONAL SCHOOL

An exceptional education that draws out the unique potential of each student

Innovation | Collaboration | Community

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; Education and Skills Act 2008; Children Act 1989; Childcare Act 2006; Data Protection Act 2018 and General Data Protection Regulation; Children and Families Act 2014; Education (Independent School Standards) Regulations 2014

This policy should be considered alongside and in conjunction with Halcyon's Equality and Diversity Policy 2021; and Halcyon's Accessibility Plan, which complies with the requirements of Schedule 10 of the Equality Act 2010, and the Department of Education [Special Educational Needs and Disability Code Of Practice, 2015](#)

1. Introduction

The purpose of the Special Educational Needs (SEN) Policy is to

- A. ensure that all students accepted by the school can access the IB curriculum; and
- B. promote best practice in the delivery of services that support inclusion, as this relates to students with different, or special educational needs.
- C. promote the wellbeing of students
- D. create a culture of safety and equality

2. Definitions

A. "Inclusion"

"Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Inclusion is an organizational paradigm that involves change. It is a continual process of increasing learning and participation for all students. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment. It is an educational approach to which all schools should aspire. Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community"

Learning diversity and inclusion in IB programmes, IBO, January 2016

"In line with the IB's commitment to inclusive education, students are considered in terms of their strengths. The IB has moved away from the use of deficit labels to identify students and instead considers the areas of challenge that a student may experience"



HALCYON

LONDON INTERNATIONAL SCHOOL

An exceptional education that draws out the unique potential of each student

Innovation | Collaboration | Community

'Meeting Student Learning Diversity in the Classroom', IBO December 2019

B. "Special Educational Needs" and "learning difficulty"

Children have "special educational needs" if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a "learning difficulty" if they:

- i) have a significantly greater difficulty in learning than the majority of others of the same age; or
- ii) have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post 16 institutions (please see the definition of disability below)

Further

- iii) The expression "learning difficulty" covers a wide variety of conditions and may include those known as dyslexia, dyscalculia, dyspraxia, attention deficit (hyperactivity) disorder, semantic processing difficulty and learning problems which result from social, emotional or mental health difficulties. The expression may also include those who have problems with their eyesight or hearing or who have an autistic spectrum disorder.
- iv) A child who finds a particular subject difficult does not necessarily have a "learning difficulty" in the legal sense of that expression; there will often be disparities in the speed with which children learn, in their skill at solving problems and in aptitude generally.
- v) A student will not be regarded as having a special educational need solely because English is a second language; however, children for whom English is an additional language will be provided with appropriate support provided they meet Halcyon's academic criteria.
- vi) A student who does not enjoy success in a particular subject does not necessarily have a "learning difficulty" in the legal sense of the expression.

3. Disability

A. Disability definition

References to disability mean a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day to day activity.

- I. Conditions which may amount to disability include:

HALCYON

LONDON INTERNATIONAL SCHOOL

An exceptional education that draws out the unique potential of each student

Innovation | Collaboration | Community

- a. severe disfigurements, scarring conditions and birthmarks (but not including tattoos or piercings);
 - b. progressive conditions which will result in a substantial long-term adverse effect on day to day activity;
 - c. a controlled impairment, i.e. a person with a prosthesis, or a person with drug-controlled epilepsy or diabetes; and
 - d. a history of impairment, for example a person who used to be disabled and has recovered, or a person with a previous mental illness.
- II. Disability does not include:
- a. hay fever sufferers;
 - b. a person with antisocial tendencies;
 - c. a person who has a behavioural difficulty, for a reason other than a disability, for example, arising from social or domestic circumstances; and
 - d. a person who is addicted to nicotine, alcohol and other non-prescribed substances unless the addiction was originally the result of administration of medically prescribed drugs or other medical treatment.

B. Disability discrimination

- I. Discrimination arising from disability occurs when a disabled person is treated unfavourably because of something connected with their disability and the treatment cannot be shown to be a proportionate means of achieving a legitimate aim.
- II. We will not knowingly discriminate against a disabled person:
 - a. in the arrangements for determining admission;
 - b. in the terms on which a place at the School is offered;
 - c. by refusing or deliberately omitting to accept an application for admission;
 - d. in the provision of education and associated services;
 - e. in the way the School affords access to any benefit, service or facility offered or provided by the School;
 - f. by excluding a person on the grounds of his or her disability;
 - g. by harassing a person with a disability;
 - h. by victimising a person with a disability; or
 - i. by failing to take reasonable steps to ensure that disabled persons are not placed at a substantial disadvantage in comparison with non-disabled persons.

C. Reasonable adjustments

When providing educational services to a student, the School is legally required to make reasonable adjustments in order to cater for a pupil's disability.

HALCYON

LONDON INTERNATIONAL SCHOOL

An exceptional education that draws out the unique potential of each student

Innovation | Collaboration | Community

- I. The School shall inform the pupil and parents of the reasonable adjustments that the School is able to make for that pupil, which may typically include:
 - a. making arrangements for a child in a wheelchair to attend an interview in an accessible ground floor room;
 - b. allowing extra time for a dyslexic child to complete an exam;
 - c. providing examination papers in larger print for a pupil with a visual impairment;
 - d. rearranging the timetable to allow a pupil to attend a class in an accessible part of the building; or
 - e. arranging a variety of accessible sports activities.
- II. The School is not legally required to make adjustments which include physical alterations such as the provision of a stairlift or new ground floor facilities, such as a new library.
- III. The Equality Act 2010 requires all schools to provide auxiliary aids and services for disabled pupils as part of the duty to make "reasonable adjustments". The School will carefully consider any proposals and will not unreasonably refuse any requests for such aids and services to be provided.

4. Access

In accepting students with special education needs, Halcyon will accept students who meet the school's admissions criteria and for whom there are sufficient resources available to deliver an appropriate level of learning support. Halcyon is a mainstream school and its facilities and staffing levels limit the specialist support that can be provided. Where a prospective student has a special educational need, during the admissions process, Halcyon will require full details of the student's needs, including all previous psychological/educational testing/reports and relevant medical reports, to determine the level of learning support that is required.

5. 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.

HALCYON

LONDON INTERNATIONAL SCHOOL

An exceptional education that draws out the unique potential of each student

Innovation | Collaboration | Community

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.

6. 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 these needs in classes. The school also recognises the need for staff in-service training to support planned interventions in the classroom. An awareness of planned learning support interventions is part of the induction for all new staff and is addressed appropriately at regular staff meetings.

7. Member of staff responsible for learning support

The Halcyon Learning Coach is responsible for the delivery of Halcyon's SEN programme. Once a student is enrolled, both the School and the Learning Coach will keep parents informed as to their child's progress and will consult as to any additional support required. The Learning Coach will:

- A. ensure liaison with parents and other professionals in respect of a child's different, special learning needs;
- B. advise and support other staff in the school;
- C. ensure that appropriate interventions are in place where necessary for students with different, special learning needs;
- D. ensure that relevant background information about individual children with different, special learning needs is collected, recorded and updated;
- E. maintain an accurate, up-to-date register of all students receiving support and the allocation of all available resources;
- F. liaise with the Admissions Director, the IB Coordinators and the Student Wellbeing Leader, to ensure that when individual admissions decisions are made resources are available to provide appropriate support for a newly enrolled student with different, or special educational needs; and
- G. undertake any other appropriate duties in accordance with the SEN Code of Practice on special educational needs.

8. Procedures

- A The School works closely with parents of children who have or may have special educational needs and learning difficulties to assess and review a student's needs and support. Parents are kept informed concerning assessment, planning, provision and review of their child's education.

HALCYON

LONDON INTERNATIONAL SCHOOL

An exceptional education that draws out the unique potential of each student

Innovation | Collaboration | Community

- B The School will do all that is reasonable to report and consult with parents about their child's learning difficulties and to ensure that teachers are given any necessary information about a child's learning difficulties and that teaching practices are appropriate.
- C Student progress and engagement is monitored and if the outcome of an assessment or any other circumstance(s) give(s) us reason to think that a student may have a learning difficulty, we will report and consult with the student's parents as necessary and make recommendations about further assessment and support.
- D The parents may consult an educational psychologist recommended by the School, or one of their own choice. The cost in either case must be borne by the parents.
- E The School will endeavour to follow any recommendations from that assessment, subject to agreement as to any additional fees payable.
- F Parents should notify the School immediately if their child's progress or behaviour causes concern so that the School can devise and agree a strategy with the parents.

9. Examinations

Students who have been diagnosed as having a learning difficulty by an accredited educational psychologist may be eligible for extra time and/or other "special accommodations" to complete internal examinations and public (IB) examinations.

To access accommodations for public (IB) examinations, parents must liaise, in good time, with the Learning Coach to submit a request for special consideration to the IB. The IB will always make the final decision on access to special accommodations.

10. Risk assessment

Where a concern about a student's safety and wellbeing is identified, the risks to that student's safety and wellbeing will be assessed and appropriate action will be taken to reduce the risks identified.

The format of risk assessment may vary and may be included as part of the School's overall response to a wellbeing issue, including the use of individual student plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, the School's approach to promoting student wellbeing will be systematic and student focused.



HALCYON

LONDON INTERNATIONAL SCHOOL

An exceptional education that draws out the unique potential of each student

Innovation | Collaboration | Community

11. Record keeping

All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.

The information created in connection with this policy may contain personal data. The School's use of this personal data will be in accordance with data protection law. The School has published privacy notices on its website which explain how the School will use personal data.

12. Alternative arrangements

We reserve the right, following consultation with you, to ask or require you to withdraw your child from the School if:

- A. your child is in need of a formal assessment, additional specialist teaching, learning support or medication to which you do not consent; and / or
- B. you have deliberately withheld from the School information which prevents it from effectively addressing your child's learning difficulties;
- C. your child's learning difficulties require a level of support or medication which, in the professional judgment of the Director of the School is unable to provide, manage or arrange;
- D. your child has special educational needs that make it unlikely they will be able to benefit sufficiently from the mainstream education and facilities which we provide.

In any of these circumstances we will do what is reasonable to help you to find an alternative placement which will provide your child with the necessary level of teaching and support.

Withdrawal of a student in these circumstances will not incur a charge to fees in lieu of notice. The deposit paid in respect of your child will be credited to your account.

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.

Reviewed January 2021. Approved by Board of Trustees, March 25 2021

This policy will be reviewed in light of any significant changes in statutory requirements and legislation.

