

Policy for SEND, EHC and EAL

Table of changes

Date	Version	Summary of Amendments	Author
05.08.2021	1	n/a	JC
05.01.2023	2	To reflect change from BIS to SEI	JC
To be reviewed 05.01.2024			

At SEI we are committed to ensuring equality of education and opportunity for all students, staff, parents and carers receiving services from the School, irrespective of race, gender, disability, religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected with the School feel proud of their identity and able to participate fully in School life.

The Special Educational Needs and Disability (SEND) Policy covers all students at SEI with Special Educational Needs and/or Disabilities, including students with Education and Health Care Plans/Statements. This policy also includes those for whom English is an Additional Language (EAL).

The curriculum encourages and contributes to equipping students to become lifelong learners and responsible thinkers with a growth mindset. Students should leave the school believing they can achieve, knowing how to achieve and being able to reflect on their own achievements. Although their stay is relatively short, the positive learning experience should broaden awareness on which future learning can confidently be built.

All students are seen as individuals with strengths and weaknesses. All staff are required to be aware of this and teach and guide appropriately. All students are led to respect others in the cohort.

The Teachers' Standards for use in schools in England from September 2012 require teachers to:

-adapt teaching to respond to the strengths and needs of all pupils

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-know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

-have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these

-demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development

-have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

SEI requires all teachers to provide lessons which:

-are well planned with differentiated outcomes

-accommodate different learning styles

-engage students and encourage involvement

-demonstrate different levels of questioning

-provide the opportunity for praise, constructive criticism and student feedback

-encourage students to take responsibility for their own learning

-allow measurement of progress and attainment.

Responsibilities

The Principal will:

- Name a member of staff with special responsibility for Special Educational Needs and Disabilities from June 2022.
- Ensure that all staff are aware of the SEND policy, any needs identified prior to a student's arrival, who to contact if they suspect or identify needs and how to react to needs.
- Provide SEND training for any staff who or whose students may benefit from it.
- Ensure that all staff are aware of EAL requirements and provide training where necessary.
- Receive reports from the SENCO (from September 2023) and act on them appropriately.

Proprietor: South England Exchange Ltd.

Registered office: 12 Russell Mews, Brighton, BN12HZ

24 hour hotline: 07796997780

DSL: Nigel Flude; Deputy DSL: Juliet Cassells

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- Ensure that school policy and practice in all areas takes account of students' individual needs.

The SENCO (from September 2023) will:

- Be responsible for overseeing the implementation of the provisions of this policy in the School;
- Keep up-to-date with current practice and legislation;
- Be responsible for all record-keeping with regard to the provisions of this policy and for the dissemination of relevant information to staff in the School;
- Liaise appropriately with parents and outside agencies;
- Ensure that where a student moves to another School records are forwarded appropriately;
- Ensure that where a student joins the School from another School that liaison is effective with the former School to ensure best possible provision for the student;
- Receive reports from teachers throughout the School in all matters relating to SEND or EAL provision.
- Provide as requested numbers of students with special educational needs and disabilities and those with EAL for the completion of various censuses' returns.
- Ensure that statements/EHC plans are reviewed annually and that the required curriculum is set out in the statement/EHC plan and co-operate with the Local Authority in the review process.

All Teaching Staff will:

- Comply with the terms of this policy;
- Work actively to ensure the policy meets the needs of their students;
- Report any concerns with regard to SEND or EAL to the SENCO (from September 2023) and the Head.

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Special Educational Needs and Disabilities

Definitions

Children have *special educational needs* if they have a learning difficulty or disability which calls for additional educational provision to be made for them.

Children have a *learning difficulty or disability* if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age;
- or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

Children 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 will be taught.

The school also recognises that the phrase “students with special educational needs” does not only refer to students who have a statement or EHC plan.

Additional educational provision means an educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in the School.

A *disability* is defined as a physical or mental impairment which has a substantial and long-term adverse effect on that person’s ability to carry out normal day to day activities. CoP 2015.

It is important to remember that not all impairments are readily identifiable. While some impairment, particularly visible ones, are easy to identify, there are many which are not so immediately obvious, these include sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

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SEND

Students, parents and partners are requested to name any needs at the time of application.

Pupils who may have learning difficulties may be assessed at any time after arrival at the request of:

- the student
- the student's parents
- a subject teacher
- any other interested party

An e-mail noting any causes for concern should be passed to the SENCO and Head, if staff have concerns over a student's progress.

Pupils may be assessed on the basis of information received from the following:

- Previous School records.
- Teacher monitoring, such as formative assessment and end of year examination results
- Standardised tests such as Cognitive Ability Tests (MIDYIS, YELLIS, ALIS scores)
- LUCID or other assessments

Assessment is made in the following way:

- Initial screening may be carried out by the school. This is free of charge.
- Further testing may be recommended if felt appropriate. The cost for this is charged to the parent and would be carried out by an external specialist. Parental permission must be obtained in advance. Parents may choose to liaise directly with the external specialist or request that SEI do so. Reports must be made available to students, parents and SEI.

The School will always provide clear and accurate information about the child's special educational needs and the purpose of any assessment, individual education plan or any intervention.

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EAL

Many SEI students do not have English as their first language. They are required to have attained at least a B1 level prior to acceptance. Partners or SEI assesses the level via Skype. At the student's or parents' request, ESL classes can be arranged with an external specialist. The parents carry the cost of additional ESL classes. Having English as an additional language should not lower the student's own academic aspiration or the staff's aspiration for him/her.

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