

# Special Educational Needs and Disabilities (SEND) Policy



## 1. Introduction and Rationale

At the British Overseas School (BOS), we are committed to providing every child with a high-quality, inclusive education that recognises and celebrates individual differences. We believe that all children have the right to access a broad and balanced curriculum that promotes academic success, emotional wellbeing, resilience, and self-esteem.

The school has made major strides in becoming a more inclusive environment over the last two years.

This policy outlines our approach to identifying and supporting students with special educational needs and disabilities (SEND). It ensures that all stakeholders – teachers, parents, and external specialists – work collaboratively to enable each child to thrive both within and beyond the classroom.

BOS acknowledges that inclusivity is not merely the presence of all learners in the same classroom, but an active process of ensuring that students of differing abilities are **supported, engaged, and fully included** in the school community and the wider society.

## 2. Aims

BOS aims to:

- Ensure early identification and effective intervention for students with SEND.
- Enable all students to access the curriculum at a level that is appropriate to their needs.
- Support students in developing independence, resilience, and self-esteem.
- Foster an inclusive culture in which diversity is valued and respected.
- Work in partnership with parents and external professionals to achieve the best outcomes for each student.

## 3. Definition of SEND

A child is considered to have Special Educational Needs or Disabilities if they have significantly greater difficulty in learning than the majority of their peers, or if they have a disability which prevents or hinders them from accessing the facilities normally available in mainstream education.

SEND may relate to:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

## 4. Roles and Responsibilities

**The Head of School** ensures that the policy is implemented effectively and that sufficient resources are allocated to provide for students with SEND.

**The SENCO (Special Educational Needs Coordinator)** is responsible for coordinating provision, maintaining accurate records, liaising with staff and parents, and ensuring that all students receive appropriate levels of support.

**Class and subject teachers** have responsibility for the learning and progress of all students in their care. They work closely with the SENCO to implement strategies, differentiate learning, and monitor outcomes.

**Parents** are key partners in the process. Their insights are valued in identifying needs, shaping intervention strategies, and reviewing progress.

## 5. Identification of 'Special Needs'

### 1. Initial Classroom Assessment

Pupils who may have special needs are identified using the baseline GL data at the start of the academic year. The teachers then assess through the usual interactions within a classroom; the assessment of the student through varied techniques, including written assessment, class questioning and class discussion.

In the first instance, the class or subject teacher would discuss their concerns with the relevant member of the leadership team, who may wish to observe the child, review their work and/or gather opinions from other members of staff who teach the student. This will also include a discussion about the amount of support the student already requires within a class or to complete the work.

### 2. Classroom Observation

If the student is identified as a 'cause for concern', for academic or behavioral reasons, the Head of School will request an observation by the SENCO. Such an observation will take place in the classroom, during a lesson. It will usually be of 30-40 minute duration. The SENCO will furnish the school with brief notes of their initial findings.

### 3. Parental Partnership

The appropriate member of the leadership team, as well as the class or form teacher, will meet the student's parents to clarify and explain the school's concerns and to explain the next steps, which may include the need for a formal assessment.

### 4. Formal Assessment

Before a formal assessment can be undertaken, we require that the school's request be signed-off by the Head of School and the Principal, as well as by the pupil's parents.

Assessment may be, in part, on-site and in part-off site. It will be undertaken by a qualified and experienced educational psychologist. The school will recommend a suitable educational psychologist and prefer that the assessment be undertaken by them.

The report is to be shared with the pupil's parents and with the school.

## 6. Tiered Model of Support

BOS operates a tiered model of support to ensure that students receive the appropriate level of intervention based on their individual needs.

<b>BOS Special Educational Needs (SEN) Levels of Support</b>				
<b>Tier</b>	<b>Tier 1</b> <i>Monitoring &amp; Mild Support</i>	<b>Tier 2</b> <i>Moderate Needs / Targeted Support</i>	<b>Tier 3</b> <i>High Needs / Structured Support</i>	<b>Tier 4</b> <i>Severe Needs / Individualised Support</i>
<b>Description of Needs</b>	Low-level or emerging needs - Minor delays in one area - Learning at/near expected level	Noticeable delays - Specific learning or communication needs - Some barriers to progress	Persistent difficulties - Working below age expectations - Needs affecting academic/social life	Complex learning/physical/behavioural needs - Needs impact full access to curriculum
<b>Support Provided</b>	- Differentiation in class - Teacher awareness - Occasional group support - Regular monitoring	- Short-term IEP - Targeted group interventions - SEN staff input - Occasional 1:1 support	- Long-term IEP - Regular 1:1 during key tasks - Behaviour support plans - Multi-agency involvement	- <b>Dedicated 1:1 support</b> - Individualised curriculum - External specialist input - Personal care plans if needed
<b>Examples of SEN Areas</b>	- Mild speech delay - Short attention span - Slow processing speed	- Speech & language delay - Motor coordination issues - Social skills difficulties	- Dyslexia - ADHD - Anxiety impacting learning	- Autism - Global developmental delay - Physical disability

## 7. Referral Process:

- A **referral form** is completed by the class or form teacher when a student is identified as having academic, social, emotional, behavioural, or physical difficulties.
- The **SENCO** reviews the referral, observes the student, collects feedback from staff, and recommends strategies for classroom support.
- **Tier 1 Support** (in-class differentiation and targeted strategies) is implemented and monitored.
- If the student does not respond adequately, or if more complex needs are identified, the SENCO may recommend **Tier 2 or Tier 3 interventions**, including small group or 1:1 support.
- Where necessary, parents will be advised to consult **external specialists** such as Educational Psychologists, Speech and Language Therapists, or Occupational Therapists to provide assessment and guidance.

This process ensures early identification, consistent monitoring, and timely escalation of support where required.

## 8. Provision and Support

BOS provides a range of interventions to meet the diverse needs of students:

- Differentiated instruction within mainstream classrooms.
- Small group sessions for targeted skill development.
- One-to-one support for students with higher levels of need.
- Use of assistive technology and adaptive materials where necessary.
- Access arrangements for assessments and examinations.

The school's **SEN Specialist** works closely with teachers and parents to ensure that **Individual Education Plans (IEPs)** are created, implemented, and reviewed regularly. These plans include specific, measurable targets that promote progress in both academic and personal development. In the BOS primary school the teacher:student ratio is low, which allows regular support to be provided within the classroom context.

In the secondary school, support teachers are available in some subjects to help all students access the curriculum and to reach their learning potential. They are:

- English
- Urdu
- French

In addition, we have created 'x' lessons in all subjects in KS3. In these lessons, which occur every fortnight (approximately 20 per cent of the subject's contact time) two teachers are present – to allow greater differentiation in teaching and learning.

Additional support may also be given out of class – at break time or after school.

Regardless of curriculum differentiation, all BOS students are expected, where possible, to be included in classroom learning, classroom activities and class enrichment activities. We endeavor to ensure that all students are included in their peer group.

## 9. SEND and Assessment

Just as the curriculum allows for differentiation and teaching incorporates differentiation, assessment can also be differentiated depending on the needs of the individual student.

In most cases we will endeavor to ensure that assessments remain aligned. However, where this is not possible, or is undesirable for the students' well-being, assessments are differentiated.

Feedback on assessment should be governed by the principles of AfL for all students.

## 10. Additional Fees and Individual Assistants

BOS follows the principle of inclusion, recognising that equitable access to education is the right of all students. Every effort is made to meet the needs of students with additional learning needs within the school's existing fee structure.

However, when a student's needs are more complex and require intensive, sustained support, the school may recommend the employment of an **Individual Assistant** (formerly known as a shadow teacher). These are **parent-funded staff** who provide one-to-one assistance for logistical, behavioural, medical, or social-emotional needs. Typically, such students require 1:1 support for most of the school day.

This arrangement is managed collaboratively between the school, the parents, and the SENCO to ensure alignment of expectations and outcomes.

## 11. Inclusion-Based Professional Development

BOS recognises that inclusive education is a shared responsibility and that high-quality teaching for students with SEND depends on continuous professional learning.

Professional Development opportunities include:

- **Safeguarding Training** for all staff.

- **Inclusion-focused workshops** led by our external SEN provider.
- **Specialist training** on specific learning difficulties, behaviour management, and differentiation.
- Opportunities for staff to observe inclusive teaching in practice and share effective strategies across departments.

The school is committed to ensuring that all teachers are confident in recognising and addressing barriers to learning, enabling them to meet the diverse needs of their students effectively.

## 12. Parents as Partners

The BOS considers all parents to be partners in the education of their children. This principle is especially important for families in which a child has ‘special needs’.

If a child is receiving support in school, they are likely to require similar levels of support outside school. Therefore, parents need to be guided in the ways in which support can be provided most constructively with a view to the child’s long-term, independent progress.

The school also recognizes that parenting a child with ‘special needs’ can be demanding and challenging. The lack of extra-school support in form of government agencies or specialist teachers in addition to cultural biases against ‘special needs’ can lead parents to feel isolated and demoralized. We believe it is important that the school is supportive, constructive and patient.

As a part of this process, it is imperative that circumstances are handled confidentially and that ‘counselling’ regarding the next steps, which, under some circumstances, may include leaving the school, is provided in a timely and sensitive manner.

## 13. External Agencies

BOS also collaborates with external agencies – such as Educational Psychologists, Speech and Language Therapists, and Occupational Therapists – to provide diagnostic assessments, intervention plans, and ongoing support for students requiring specialised assistance.

## 14. Monitoring, Evaluation, and Review

The effectiveness of SEND provision is continuously evaluated through:

- Termly IEP reviews and teacher assessments.
- Observations and feedback from teachers and specialists.
- Progress tracking data and attainment records.

- Parent and student feedback.

This evaluation informs ongoing improvement and ensures that the school's provision remains responsive, effective, and child-centred.

## 15. Confidentiality

All information regarding students with SEND is handled sensitively and shared only with relevant staff or external professionals involved in their support. BOS upholds the highest standards of confidentiality and data protection.

### **Policy Review**

Reviewed: September 2025

Next Review: September 2026

---