



Byron College SEND Policy

Last review: July 2023

Reviewed by: Rory Gallagher, Headteacher

Next review by: August 2024

Distribution: To all

BSO Standards Compliance: Part 1, Part 2, Part 3, Part 5, Part 6

This Policy has regard to the following documents and regulatory requirements:

- Special Education Needs and Code of Practice 0-25 years (2014)
- School Standards and Framework Act (1998)
- Standards for British Schools Overseas (November 2016)
- Keeping Children Safe in Education (September 2022)
- EYFS Framework (2021)
- Equality Act (2010)

It should be read in conjunction with the following Byron College Policies:

- Safeguarding and Child Protection
- Complaints
- Admissions
- Behaviour for Learning

<https://www.byroncollege.gr/about-us/policies>

Purpose of the Policy

At Byron College, we believe in the right of each child to make progress and achieve their potential. We value the positive contribution that it is possible for every student to make to our school community and we seek to work with parents and where appropriate, external specialists to ensure that we provide access to the curriculum and all areas of school life. It is our policy to ensure equal opportunities and actively suggest and plan appropriate provision for students with special educational needs.

As a British International School in Greece we operate under the suggested guidelines and requirements stipulated by the British Education system and Greek Law.

Students with Special Educational Needs (SEN)

Teachers strive to meet the needs of all students in their class through their classroom organisation, teaching materials, teaching style and adaptive teaching. The Special Educational Needs and Disability Code of Practice (SEND & CoP, 2014) identifies SEN as:

- a child or young person who has a learning difficulty or disability which calls for special educational provision to be made for them.
- special educational needs for a child or young person who has a learning difficulty or disability if they:
 - (i) have a significantly greater difficulty in learning than the majority of others of the same ageor;
 - (ii) have 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

At Byron College, children may have special educational needs if they are more Able and Ambitious and their needs cannot be met wholly, by the school's normal differentiated curriculum.

It is important to note that some students may have difficulty accessing the curriculum because their first language is not English. School policy for English as an additional Language students (EAL) may be found in our EAL policy. It is possible for EAL students to also have special educational needs.

Identification and Assessment of Students with Special Educational Needs

Early identification is an essential element of successful programme planning and intervention for students with special needs. A number of children may be identified before they enter the school system. In such cases, existing assessment and recommendations will be requested by the school's SEN Department, in order to plan appropriately for the child's provision. An appropriate programme will be devised in order to support the student's special needs. This provision will be made in collaboration with The Head of Primary or Secondary, the Head of Inclusion and the School Psychologist.

In cases where students with special needs have not been previously identified, the identification/assessment phase begins in the classroom, as the teachers observe exceptionalities in learning and/or behaviour. Classroom teachers will inform the SEN Department about their concerns for a specific student by completing an SEN Referral form. The SENCO will initiate an informal but in-depth, systematic classroom observation and evaluation.

This may include:

- structured observation of the child's performance and/or behaviour, conducted by the classroom teacher who will record the students' responses
- observation by the School Psychologist and/or SENCO in a classroom setting
- working with the student on one-to-one level (optional)
- teachers' meeting
- parents' meeting
- student interview if the child is of an appropriate age
- samples of the students' school work.

A feedback meeting takes place with the parents, where the assessment results are discussed thoroughly, as well as the recommended intervention plan. A documented plan will be developed for the student in order to inform teachers of the difficulties and provide them with strategies that support the student to learn best.

External Referrals

If a referral for an external referral is required, school can make suggestions for professionals, previously used by other parents.

Whilst contact with these professionals are suggested, parents are of course, at liberty to identify an appropriately qualified specialist of their choice. Following an appointment, the external specialist may liaise with the school's SEN Department to provide an update and any professional recommendations to be implemented in school

Record Keeping

The school's SEN Department is responsible to ensure that records are accurately and securely maintained. Documents will be accessible to necessary parties such as the Senior Leadership Team and the current teachers of the student to ensure that key information is disseminated.

Access Arrangements during Public Examinations and School Assessments

Byron College promotes an inclusive approach to assessment, in order to secure all students' entitlements to participate in internal and external testing and assessment. Access arrangements are agreed before an assessment. They allow candidates with specific needs, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the needs of an individual candidate without affecting the integrity of the assessment. The SENCO will discuss with the parents the provision needed, based on the student's needs and their normal way of working. Provision is subject to approval by the Joint Council for Qualifications.

Additional Information

Please note that external services such as the support of a specialised therapist and certain types of in class support such as the necessity for a shadow teacher are **not included in the annual school fees**.

It is imperative that the school is informed of any known Special Educational Need at the application stage. Any applicable documentation and information, including the most recent SEN assessment and SEN concerns raised by previous schools **must be submitted prior to the initial interview stage** and later acknowledged on the application form.