



SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY

Policy Approval Date: January 2026

Review Cycle: Annual

Next Review Date: January 2027

General Statement

Saint Andrew's International High School is committed to providing a high-quality education for all pupils, including those with special educational needs and/or disabilities (SEND). We aim to ensure that every pupil, regardless of their individual needs, has access to a differentiated curriculum and tailored support, enabling them to achieve their full potential. This policy follows the principles outlined in the Special Educational Needs and Disability Code of Practice: 0 to 25 years and subsequent guidelines.

Rationale

The rationale behind this policy is to ensure that pupils with SEND are effectively identified, supported, and included in the wider school community. We recognise that all children are entitled to a broad and balanced education, and we are dedicated to providing an inclusive environment where pupils with SEND can thrive. This policy serves as a foundation for our approach, ensuring consistency in the identification, assessment, support, and monitoring of SEND students throughout their time at SAIInts.

Aims & Objectives

- To ensure that all pupils with SEND are identified, assessed, and supported effectively.
- To provide a learning environment that meets the diverse needs of all pupils, including those with SEND.
- To work collaboratively with parents/carers, external agencies, and professionals to ensure the best possible outcomes for pupils with SEND.
- To promote the inclusion and well-being of all pupils with SEND.
- To provide staff with the training and resources necessary to support pupils with SEND.

Procedures

1. Identification and Assessment

- **Early Identification:** The school will implement strategies to identify pupils with potential SEND early, using a combination of teacher assessments, parental input, observation, and screening tools.
- **Formal Assessment:** A structured process will be followed to assess pupils suspected of having SEND, involving a multi-disciplinary approach with teachers, specialists (e.g. specialist teachers and trained Learning Support Assistants), and parents/carers where appropriate.
- **Individual Education Plans (IEPs):** IEPs will be developed for pupils with complex or significant needs. These plans will outline specific educational targets, support strategies, and progress monitoring.
- **Regular Review:** IEPs and other support strategies will be regularly reviewed to ensure their effectiveness and appropriateness for each pupil's needs.

2. Provision and Support

- **Differentiated Teaching:** Teachers will be encouraged and supported to differentiate their teaching methods to

meet the individual needs of pupils with SEND within the classroom.

- Additional Support Staff: Support staff, including teaching assistants, will be trained to provide targeted support for pupils with SEND.
- Access Arrangements and Reasonable Adjustments: Appropriate adjustments will be made for examinations and assessments, including the use of assistive technology, to ensure pupils with SEND can demonstrate their knowledge and abilities.

3. Parent/Carer Partnership

- Open Communication: The school will maintain regular and open communication with parents/carers about their child's progress, needs, and the support they are receiving.
- Parent Meetings: Regular meetings will be arranged to discuss individual pupils' progress, review IEPs, and consider any necessary adjustments or interventions.

4. Staff Training and Resources

- Ongoing Professional Development: Staff will receive regular training to enhance their understanding of SEND, assessment methods, and strategies for supporting pupils with diverse needs.
- Resources: The school will provide appropriate resources, including assistive technology and specialist equipment, to ensure that pupils with SEND have the tools they need to succeed.

5. Equality and Diversity

- The school will adhere to all relevant equality and diversity legislation, ensuring that pupils with SEND are treated with fairness and respect, and that all forms of discrimination are avoided.

6. Monitoring and Evaluation

- The school will regularly monitor the impact of this policy through pupil progress data, teacher feedback, and the outcomes of IEP reviews.
- The SEND policy will be reviewed annually to ensure it remains effective and up to date.
- The school will ensure that all pupils with SEND are supported during assessments and examinations in line with the Examinations Access Arrangements and Reasonable Adjustments (AARA) Policy, which outlines the specific arrangements and adjustments made to ensure equitable access to assessments for students with SEND