



## **Special Educational Needs Policy**

### **Introduction**

A pupil has a Special Educational Need if he/she has a learning difficulty which calls for special educational provision to be made for him/her.

This policy sets out the nature of the Special Educational Needs (SEN) provision that New Cambridge International School is able to provide. Where pupils are in need of 1-1 or small group support, this policy explains how we meet those needs.

### **Admissions**

Parents of an applicant who has special educational needs and/or a disability are expected to disclose these needs fully to Head of Academic and, where reports exist, provide the Head of Academic with full written details. Where possible, this information should be sent to the school prior to a tour and meeting with Head of Academic. New Cambridge International School will use this information to assess the applicant's needs and evaluate whether the school can provide adequately for the applicant.

### **Personal Development Plans**

Where the school feels that a pupil has special educational needs (including behaviour needs) the school will create a Personal Development Plan (PDP) which identifies specific concerns and strategies to address them.

PDPs are reviewed twice each year (September and April). Parents are sent a copy of the PDP and are invited to a meeting to discuss it. The school may recommend 1-1 support (see the next item) beyond what teaching assistants are able to provide.

### **One-to-one support**

If a pupil needs 1-1 support beyond what the classroom teacher is able to provide, parents will be encouraged or required, to arrange and pay for this. The school can often make recommendations of tutors parents might approach. Sometimes this support can be delivered during school hours. At other times this is impractical for the tutor or the school and parents will need to organize 1-1 support out of school hours.

### **Recommending an educational psychological assessment**

The school may recommend that a child has a full educational psychological assessment. The purpose of such an assessment is to assess the nature and extent of a child's special educational needs. It will also recommend strategies to help mitigate the effects of any needs that were identified. The school can recommend educational psychologists capable of undertaking an assessment.

Parents must then make the practical arrangements and pay for the assessment. Where parents have an educational psychological assessment, the school expects to receive a copy of the full report. Withholding information could lead to the school requiring a pupil to be withdrawn.



### **Access Arrangements for IGCSE exams**

Pupils with special educational needs can be given special concessions (Access Arrangements) when they take their IGCSE exams, such as 25% extra time. Such concessions must be agreed with the exam bodies. This requires a report from a qualified assessor not earlier than Year 9 (i.e. not more than three years before the exams). A full educational psychological assessment is optimal, but a more targeted assessment, in certain circumstances, can suffice. The school will recommend assessors to parents, but parents need to pay the costs of the assessment.

### **English as an additional language**

Pupils will only be admitted to New Cambridge International School where the school is satisfied that the prospective pupil has sufficient skills in the English language, or is likely to acquire such skills sufficiently rapidly. This may entail a commitment by parents to arrange lessons out of school hours and to pay all associated costs.

### **Disability**

Due to the nature of its facilities, New Cambridge International School has limited capacity to make adjustments for disabled pupils, but will do all that it reasonably can to comply with its responsibilities.

### **Withdrawal**

New Cambridge International School reserves the right, following consultation with parents, to ask or require them to withdraw their child from the school if, in our opinion after making all reasonable adjustments and exhausting appropriate strategies:

- they have withheld information from the school which, had the information been provided, would have made a significant difference to the school's admission decision and/or the management of their child's learning difficulties, or
- their child's learning difficulties require a level of support or medication which, in the judgement of Head of Academic, the school is unable to provide, or
- Their child is in need of a formal assessment, remedial teaching, learning support or medication to which they do not consent or are unwilling to pay for.

Effective date of the	September 2022
policy Review date	September 2022
Circulation	School Website and parents' handbooks