Marymount
INTERNATIONAL SCHOOL LONDON

Special Education Needs and Disability Act Policy (SENDA Policy)

AIMS

Marymount International School (the **School**) is committed to providing high-quality education and aims to ensure that each student who has been admitted to the School receives the required level of support to maximise their potential as learners and 'live life to the full' according to our School's Religious of the Sacred Heart of Mary (**RSHM**) heritage. As an international school, diversity among students and staff is valued, celebrated and enjoyed. This is the policy on special educational needs, learning difficulties and disability of Marymount International School.

The aims of this policy are:

- To afford opportunity to and actively promote the well-being of all students including those with special educational needs and learning difficulties and those students who are disabled.
- To promote good practice in the detection and management of special educational needs (**SEN**).
- To explain the support the School can provide for students who have learning difficulties and the cooperation required from parents.
- To maintain and drive a positive culture towards the inclusion of disabled people in all activities of the School.
- To ensure compliance with equality legislation and to have regard to relevant guidance and advice.
- To create a whole school culture of openness, safety, equality and protection.

RATIONALE:

In addition to awarding its own High School Diploma, Marymount International School London is an IB (International Baccalaureate) World School offering the IB Middle Years and Diploma Programmes. As such, the School's policy on Special Educational Needs, Learning Difficulties and Disability has been developed with reference to documentation relating to the pedagogical practices and curriculum requirements of both programmes, including but not limited to:

- Learning Diversity & Inclusion in IB Programmes: Removing Barriers to Learning (2020)
- IB Continuum Programme Standards and Practices (2020)
- MYP: From Principles into Practice (2022)
- Diploma Programme: From Principles into Practice (2015)
- IB Learner Profile
- IB ATL (Approaches to Learning) Skills Framework

SCOPE AND APPLICATION

The policy applies to the whole School.

Marymount
INTERNATIONAL SCHOOL LONDON

THE FOLLOWING SCHOOL POLICIES/PROCEDURES ARE RELEVANT TO THIS POLICY:

Equal Opportunities Policy
Admissions Policy
Curriculum and Language Policies Pathways Policy
Safeguarding Policy Anti-bullying Policy
Absence and Attendance Policy Health and Safety Policy Management of Medications Policy Health and Wellbeing Policy
Behaviour, Rewards and Sanctions Policy
PSHEE and RSE (Relationships and Sex Education) curriculum and RSE Policy Accessibility Plan

THIS POLICY HAS BEEN PREPARED TO MEET THE SCHOOL'S RESPONSIBILITIES UNDER:

- *National Minimum Standards for Boarding Schools (Department for Education (DfE), May 2026)*
- *Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR)*
- *The Children and Families Act 2014*
- *The Equality Act 2010*
- *The Independent School Standards (2026)*
- *Schedule to the Education (Independent School Standards) Regulations (2014)*
- *Education and Skills Act 2008*
- *The Children Act 1989 and 2004*

THIS POLICY ALSO HAS REGARD TO THE FOLLOWING ADVICE AND GUIDANCE:

- *Keeping Children Safe in Education (DfE, September 2026)*
- *Behaviour in schools: advice for headteachers and school staff (DfE, September 2025)*
- *Mental health and behaviour in schools (DfE, November 2018)*
- *Special Educational Needs and Disability Code of Practice: 0-25 years (Code of Practice) (DfE and Department of Health, 2024)*
- *Reasonable Adjustments for disabled pupils (Equality and Human Rights Commission, April 2015)*
- *Supporting pupils with medical conditions at school (DfE, December 2015)*
- *Equality Act 2010: advice for schools (DfE, May 2018)*
- *What equality law means for you as an educational provider: schools (Equality and Human Rights Commission, April 2014)*

PUBLICATION AND AVAILABILITY

This policy is published on the School website. It is also available as a hard copy on request from the Bursar. A copy of the policy is available for inspection from the School Secretary during the school day and can be made available in large print or other accessible format if required.

All policies are circulated to staff via the Staff Handbook, Student/Parent Handbook, School website and staff intranet. Amendments following review are communicated to staff during staff briefings and are scheduled to be discussed on staff conference days.

This policy is reviewed annually by senior leaders and Board Committees.

DEFINITIONS

Where the following word or phrases are used in this policy:

- The '**Board of Governors'** refers to the Proprietor of the School.
- The **'SENCO'** refers to the School's Special Educational Needs Coordinator – a fully qualified member of the teaching faculty who coordinates, provides and monitors the School's support programmes for students with specific educational needs
- The 'SEND Register' refers to a central record of any and all students in the School community who have been identified with a special educational need, learning difficulty and/or disability
- References to '**disability**' in this policy mean a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activity.
- Children have '**special educational needs'** if they have a learning difficulty which calls for special educational provision to be made for them.
- Children have a 'learning difficulty' if they:
    - Have a significantly greater difficulty in learning than the majority of others of the same age; or
    - Have a disability which prevents or hinders them from making use of educational facilities of the kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

A student **must not** be regarded as having a learning difficulty if the language or form of language in which the student is or will be taught in is different from a language or form of language which is or has been spoken at home. Marymount offers a wide range of support for students for whom English is an additional language. (Please see the School's Language, Pathways, and Curriculum policies for more details).

A student who finds a particular subject difficult does not necessarily have a 'learning difficulty' in the legal sense of the expression; there will often be disparities in the speed with which students learn, in their skill at solving problems and in aptitude generally.

The expression 'learning difficulty' covers a wide variety of conditions and may include those known as dyslexia, dyscalculia, dyspraxia, attention deficit (hyperactivity) disorder, semantic processing difficulty and learning problems which result from social, emotional or mental health difficulties. The expression may also include those who have problems with their eyesight or hearing or who have an autistic spectrum disorder.

Learning difficulties may affect students who have a high IQ and academic ability as well as those of lower IQ and ability. Sometimes a student's learning difficulty becomes apparent for the first time at the age of 11+ or older, when the educational pressures tend to increase.

- References to an '**Individual Education Plan** (**IEP**)' and '**Action Plans**' are references to a plan or programme designed for students with SEN to help them to get the most out of their education.

An IEP builds on the curriculum that a student with learning difficulties or disabilities is following and sets out the strategies being used to meet that student's specific needs.

- Where concerns arise about a student's adherence to the IEP, a Collaborative Action Plan (**CAP**) may be constructed to address the particular needs of the individual student and ensure that they that they engage fully with the expectations of the School. This will be created in collaboration with the School, the student and their parents. The CAP may address educational, behaviour and/or pastoral concerns.
- A '**provision map**' is used by the School as an efficient way of showing all the provisions that the School makes which are additional to and different from those which are offered through the School's curriculum. The use of provision maps can help the SENCO and faculty to maintain an overview of the programmes and interventions used with different groups of students and provide a basis for monitoring the levels of intervention.
- References to '**working days**' mean Monday to Friday, when the School is open during term time. The dates of terms are published on the school's website.

RESPONSIBILITY STATEMENT AND ALLOCATION OF TASKS:

The Board of Governors has overall responsibility for all matters which are the subject of this policy.

To ensure the efficient discharge of its responsibilities under this policy, the Board of Governors has allocated the following tasks:

TASK:	ALLOCATED TO:	WHEN:
Keeping the policy up to date and compliant with the law and best practice	Bursar, Senior Deputy Head Academic & SENCO	As required, and at least annually
Responsibility for carrying out individual student risk assessments under the policy	SENCO; Designated Safeguarding Leads, Deputy Heads (Pastoral and Academic); Heads of Year; Head of Boarding	As required, and at least when the student enters programme
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	SENCO; Deputy Heads (Pastoral and Academic) and members of Estates and Education Committees	As required, and at least annually
Seeking input from interested groups (such as students, staff, parents) to consider improvements to the School's processes under this policy	SENCO with Senior Deputy Head Academic /Bursar	As required, and at least annually

Advising and supporting other staff in School	SENCO	During the Induction period and ongoing
Ensuring liaison with parents and other professionals in respect of a student's special educational needs	SENCO, Heads of Year and Teachers	As required and ongoing

Ensuring that appropriate IEPs, Action Plans and Formal Written Plans and provision mapping are in place and effectively implemented	SENCO and teaching faculty as appropriate; monitored by Chairs and Deputy Heads through the observation and Appraisal process	As required and ongoing
Ensuring that relevant background information about individual students with special educational needs is collected, recorded and updated	SENCO	As required and ongoing
Undertaking any other appropriate duties in accordance with the Code of Practice from the Department for Education (DfE).	SENCO and teaching faculty as appropriate	As required and ongoing
Formal annual review of the Policy	Board of Governors	Annually

SCHOOL PROCEDURES IN RELATION TO STUDENTS WITH LEARNING DIFFICULTIES

The School's approach to the detection and management of learning difficulties will be guided by the Code of Practice from the Department for Education (DfE).

As part of the Assess-Plan-Do-Review Model (Code of Practice, *para. 6.44-6.56*) and to ensure collaborative working, the School works closely with parents of students who have or may have special educational needs and learning difficulties to assess and review a student's needs and support. Parents are kept informed concerning assessment, planning, provision, and review of their daughter's education.

IDENTIFICATION OF STUDENTS WITH A LEARNING DIFFICULTY

Student progress and engagement is monitored on an ongoing basis. A subject teacher, Advisor or Head of Year who is concerned about a particular student's progress will complete a Referral Form and submit it to the SENCO for review. **A Student's needs may be also identified by:**

- The SENCO (upon a review of pre-entry assessments and admission records, current school reports, Educational Psychologist reports and/or standardised test results);
- Any member of SLT;
- Any member of the Boarding team;

- Her parents;
- The student herself.

For details of the School's Referral Process, please see Appendix 2.

PROVISION

Students who are referred but not added to the SEND Register will have an Informal Action Plan written and shared with them, their teachers and their parents for input. Students added to the SEND Register may require differing levels of support, which may include (but not be limited to) timed assessment concessions, differentiated instruction within the classroom, one-off small group or individual lessons, temporary small group or individual lessons, regular small group or individual lessons, and/or peer tutoring.

SMALL GROUP & INDIVIDUAL LESSONS

Where small group and/or individual lessons are deemed to be in the best interests of a student, these lessons will be scheduled during the school day. For students who are already fully scheduled (i.e. in Middle School Grades 6, 7, & 8), these groups and or individual lessons will replace one or more of the student's timetabled lessons, to be determined with the best interests of the student in mind. For students in High School, these group or individual lessons take place during their study periods, wherever possible.

THE NATURE OF SUPPORT

The support offered by the School is designed to promote self-regulation, rather than remediate basic skills, and so teaching aims to develop students as capable independent learners by emphasising the Approaches to Learning skills inherent in their IEP learning targets. Instruction focuses on building each student's use of effective learning strategies and processes, with the aim of helping the student to access the curriculum effectively, efficiently, and independently. Collaboration with the student's teachers and consultation with parents is important in this process.

The SENCO is also available for individual consultation at a student's, teacher's and/or parent's request. As part of a graduated approach, the School may suggest a course of additional specialist teaching by a qualified specialist on a one-to-one basis, either inside or outside School. Privately paid-for additional specialist teaching such as dyslexia or dyscalculia tutoring can also be arranged during the School day as needed but will need to be vetted according to the School's Recruitment, Selection and Disclosure Policy. External tutors hired by the student's parents will also need to have a full understanding of the IB Programmes in order to complement the teaching and learning taking place in school. They are encouraged to liaise with Marymount faculty in order to help provide meaningful learning support. Additional specialist teaching must take place at times which fit in with the remainder of the curriculum, timetable and community life of the School.

Each student's progress will be monitored and, if necessary, the School will recommend a formal assessment if the learning support does not appear to be meeting the student's needs or where it is required for the purposes of applying for exam access arrangements.

INDIVIDUAL EDUCATION PLAN (IEP)

The SENCO will ensure that an appropriate IEP is in place where required.
The IEP will be prepared in consultation with parents and the student, and will include:

- the learning targets, adjustments, interventions and support required to meet the outcomes identified for the student;
- the expected impact on the student's progress, development or behaviour, as appropriate; and
- clear dates for review.

In carrying out the review, the SENCO will consider:

- the effectiveness of the support and interventions and their impact on the student's progress;
- the views of relevant teaching faculty, the parents and, if appropriate, the student; and
- any changes that are required to the support and outcomes set out for the student.

EDUCATIONAL HEALTH AND CARE PLANS (EHC PLAN)

Although the DfE White Paper 'Every Child Achieving and Thriving' (February 2026) indicates that EHC plans will eventually be replaced for the majority of children in favour of a three-tiered and more individualized programme of support (Targeted, Targeted Plus and Specialist), parents and the School have the right under section 36 (1) of the Children and Families Act 2014 to ask the local authority to make an assessment with a view to drawing up an EHC plan. The School will always consult with parents before exercising this right. If the local authority refuses to make an assessment, the parents (but not the School) have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability).

Where a prospective student has an EHC plan, the School will consult the parents and, where appropriate, the local authority to ensure that the provision specified in the EHC plan can be delivered by the School. Should the School be in a position to provide adequate support for a student with an EHC plan, the School will cooperate with the local authority, to ensure that relevant reviews of EHC plans are carried out as required.

Any additional services that are needed to meet the requirements of the EHC plan will be charged to the local authority if the authorities responsible for the fees and the School is named in Section I of the EHC plan. In all other circumstances the School will agree the charging arrangements with the parents with regard to the provisions of the Equality Act 2010, where applicable.

MONITORING AND REVIEW

Individual learning targets are established for each student on the SEND Register at their Action Plan or IEP meetings at the beginning of each school year. Progress against learning targets is monitored through the student's e-Portfolio, feedback from teachers, parents and students, and reviews of reports and standardised test scores. The SENCO prepares biannual 'interactive' Progress Reports, written collaboratively by the student and the SENCO, for parents of all students on the SEND Register. Parents are invited to provide their own input into these Progress Reports at the end of each semester. The progress of highly achieving students is monitored through both the reporting process and target setting within students' Formal Written Plans. Formal Written Plan meetings with students and parents take place annually.

LIAISING WITH TEACHERS AND OTHER SPECIALISTS INVOLVED IN THE WELFARE OF THE STUDENTS

Each subject teacher across the School has access to the IEP, Action Plan or Formal Written Plan for all students with special educational needs and all teachers are notified when changes to student's support plans are made. Additionally, the SENCO liaises with subject teachers on a regular basis to monitor student achievement, provide differentiation strategies, and determine how best to support or extend and enrich students in their classes.

Teachers draw from a range of resources including a OneNote dedicated to differentiation, a Teams PLC module, and an in-School website. The SENCO communicates with the Deputy Heads, Head of Boarding, Advisors, Houseparents, the School Nurses, Designated Safeguarding Leads, and the Life Coach/School Counsellor as needed. The SENCO also contributes to pastoral team meetings which review the progress of individual students causing concern.

INFORMATION SHARING AND PARTNERSHIP WITH PARENTS

New parents are asked to complete a parent questionnaire to gather key background information which may be relevant and to provide copies of any report or recommendations which have been made in relation to special educational needs at their child's previous school or schools. Confidential information will only be shared within the school on a "need-to-know" basis. Where deemed necessary by the School, the SENCO may be part of the Admission process.

As it is important that families fully understand the School's programme of support and agree with its aims and approaches before students enrol in the School, the SENCO will provide a comprehensive overview of the support on offer via the SEND Welcome Pack and meet with prospective families during the Admissions process when necessary. Recommendations are made to the Admissions Team and other stakeholders regarding support required.

Once offers are made and accepted, IEPs (Individual Education Plan) are drafted for students with diagnosed learning difficulties and shared with families for their input. When an enrolled student receives a new diagnosis, an IEP is written upon receipt of the Educational Psychologist Report. The SENCO and relevant teachers strive to maintain highly collaborative relationships with parents, and all parents hold copies of their daughter's IEPs, Action Plans, or Enrichment Programme Formal Written Plans. They are invited to annual meetings discussing these plans and are given opportunities for input into their daughter's provision. The SENCO also maintain regular informal communication with parents through email, by phone and by in-person meetings as needed, and more formal IEP and Action Plan meetings can be arranged to update the IEP at any time this is deemed necessary.

The School will do all that is reasonable to report and consult with parents about their daughter's learning difficulties and to ensure that teachers are given any necessary information about a student's learning difficulties and that teaching practices are appropriate.

Parents should notify the School immediately if their daughter's progress or behaviour causes concern so that the School can devise and agree a strategy with parents. Parents bear the overall responsibility for taking decisions about the management of their daughter's learning difficulties, and may at any time

request a referral meeting with the SENCO and/or request that an external Educational Psychologist complete an evaluation of their daughter. In these circumstances parents must ensure that the School and SENCO are given copies of all external advice and reports received.

FORMAL ASSESSMENT

If there are indications that a student may have a learning difficulty, the School may ask the student's parents to agree to their daughter being formally assessed by an educational psychologist or appropriate professional where appropriate. In these circumstances, the parents may consult an educational psychologist recommended by the School, or one of their own choice. The cost in either case must be borne by the parents.

The School will endeavour to follow any recommendations from an educational psychologist assessment, subject to agreements as to any additional fees payable and provided those recommendations are 'reasonable' under UK statutory guidance (will not unduly burden teachers' workloads or negatively impact the learning of other students and are likely to be of benefit to the student seeking the accommodation).

ACCESS TO THE CURRICULUM AND LEARNING SUPPORT

Decisions about educational programmes and/or course selections are always made in the best interest of the student and in collaboration with their families (See Curriculum Policy and Pathways Policy). At Marymount, we believe that our IB programmes, while demanding, should be made available to all students who can benefit and succeed, so we offer the fullest possible access to both. However, the School reserves the right to make changes, including changes to its curriculum or to a student's timetable, where it is considered that such changes would be in the best interest of a particular student in order to meet their needs. Decisions as to such changes will be made in consultation with the SENCO, subject teachers, Deputy Head (Academic) and the student's parents as necessary.

EXAM ACCESS ARRANGEMENTS

At both the MYP and DP (Diploma Programme) levels, students on the SEND Register have the option to take their exams, including DP exams, separately. In accordance with their Educational Evaluation recommendations, exam concessions or "access arrangements" including extra time (25%-50%), reading software, breaks (during exams exceeding 2 ½ hours), prompting, and using a school laptop to complete exams can be offered to students with learning difficulties. If a student requires a scribe this can be accommodated however it must be arranged and paid for by the family. Any access arrangement provided must be supported with appropriate diagnosis and documentation, as per IB guidelines. If the IB is unlikely to approve a particular exam concession, despite an Educational Psychologist or other clinician's recommendation, this will not be approved by the School. Any exam access arrangements are contained in the IEP and discussed in the IEP meetings and are offered to the student for all timed assessments as part of the school's commitment to inclusive access.

Marymount
INTERNATIONAL SCHOOL LONDON

DISABILITY AND DISCRIMINATION

Marymount International School will not knowingly discriminate against a disabled person:

- in the arrangements of determining admission;
- in the terms on which a place at the School is offered;
- by refusing or deliberately admitting to accept an application for admission;
- in the provision of education and associated services;
- in the way the School affords access to any benefit, service or facility offered or provided by the School;
- by excluding a person on the grounds of their disability;
- by harassing a person with a disability;
- by victimising a person with a disability
- by treating a person with a disability unfavourably because of something connected with their disability; or
- by failing to take reasonable steps to ensure that disabled persons are not placed at a substantial disadvantage and with non-disabled persons.

The School has regard to the Equality and Human Rights Commission's Technical Guidance for Schools in England to decide whether someone has the protected characteristic of disability.

ADMISSION PROCEDURES FOR STUDENTS WITH DISABILITIES (PLEASE ALSO REFER TO THE SCHOOL'S ADMISSIONS POLICY AND PATHWAYS POLICY)

Marymount International School endeavours to facilitate a diverse, inclusive and supportive community. We value the contribution made by each member of the School community and want each student to receive the best possible education that can be offered. The School is open to applications from any prospective student with a disability and treats every application in a fair, open-minded way.

Every application is considered on its merits within the School's criteria for selection on grounds of the student's ability, aptitude and attitude towards learning.

During the application process, consideration will be given to the capacity that is available to support the prospective student and whether the School possesses the resources, expertise and support required to support that student effectively and meet their needs, as well as fulfil additional aspects of the admissions criteria. Prospective families of students with SEN should familiarise themselves with all relevant policies, the School's pedagogical practices, and the SEND Welcome Pack (which will be provided by Admissions).

The School will, if appropriate, request from the parents or any previous school, full details in the form of medical reports, educational psychologist reports, and any other report which assesses the student's disability, so that the School can make an assessment of the reasonable adjustments that would be needed in order to provide adequately for the student's physical and educational needs and to promote the student's well-being. Parents are required to share information and all supporting documentation regarding any disabilities at the time of application. The School will have due regard to any request by a parent or student (who has sufficient understanding of the nature and effect of the request) to treat the nature or existence of a person's disability as confidential. The School may require additional advice or assessments to ascertain whether we are able to meet a prospective student's needs.

Applications are considered on the basis that all reasonable adjustments have been made by the School in order to cater for the student's disability.

The School will not offer a place if, after all reasonable adjustments have been considered/made, the School will not be able to provide adequately or appropriately for the child's physical and educational needs or promote the child's well-being.

If, following the offer of a place it is discovered that the School has not received full disclosure of information relating to the student's disability or special educational need/learning difficulty, and the School is not able to provide adequately or appropriately for the student's physical and educational needs or promote the student's well-being by making reasonable adjustments for those disabilities, then the School may withdraw the offer of a place, or ask the parents to withdraw their child who is already a student.

The School will inform the parents of their decision and give details of the reasonable adjustments they are able to make or give reasons why the offer of a place will not be made. In the event that an offer of admission is extended, the place may be contingent upon the student receiving preparatory tutoring in advance of the start of School.

EDUCATION AND ASSOCIATED SERVICES

The School has an ongoing duty to make reasonable adjustments in respect of the education and associated services provided by the School including:

- the curriculum
- classroom organization and timetabling
- access to school facilities
- school sports
- school policies
- breaks and lunchtimes
- the serving of school meals
- assessment and examination arrangements
- school behaviour, rewards and sanctions
- exclusion procedures
- school clubs and extra-curricular activities, educational visits and other activities, and
- preparation of students for the next phase of education.

REASONABLE ADJUSTMENTS FOR STUDENTS

When providing educational services to a student, the School is legally required to make reasonable adjustments in order to cater for that student's disability.

The School will inform the student and parents of the reasonable adjustments that the School is able to make for that student, which may typically include:

- making arrangements for a child in a wheelchair to attend an interview in an accessible ground floor room
- allowing extra time for a dyslexic child to complete an entrance exam
- providing examination papers in larger print for a student with a visual impairment
- rearranging the timetable to allow a student to attend a class in an accessible part of the building, or
- arranging a variety of accessible sports activities.

The School is not legally required to make adjustments which include physical alterations such as the provision of a stair lift, or new ground floor facilities, such as a new library.

The Equality Act 2010 requires all schools to provide auxiliary aids and services for disabled students as part of the duty to make "reasonable adjustments". The School will carefully consider any proposals and will not unreasonably refuse any requests for such aids and services to be provided.

REASONABLE ADJUSTMENTS FOR THE PUBLIC

The School may provide services to the public, for example at:

- open days;
- parents' evenings;
- concerts and plays;
- exhibitions;
- conferences (including residential conferences during holiday periods); or
- use of sports facilities.

Where a physical feature (for example steps, entrances, exits, toilet facilities) makes it impossible or unreasonably difficult for a disabled person to access the service, schools are required to take reasonable steps to:

- remove the feature; or
- alter it so it no longer has that effect; or
- provide reasonable means of avoiding the feature; or
- provide a reasonable alternative method of making service available.

Where an auxiliary aid or service would enable disabled person to make use of a service, schools are required to take reasonable steps to provide it. And auxiliary aid or service could be something as simple as extra assistance from a member of staff or a large print sign, or it might be a temporary ramp where steps are preventing wheelchair access.

ACCESSIBILITY PLANS

The School has prepared an accessibility plan which is available, on request, to all parents and staff.

The accessibility plan includes consideration of how the School proposes to:

- increase the extent to which disabled students can participate in the School's curriculum
- improve the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the School, and
- improve the delivery to disabled students of information which is readily accessible to students who are not disabled.

The plan will be reviewed on a regular basis, to ensure that the plan is up to date and covers all aspects of School life.

ADDITIONAL WELFARE NEEDS

The School recognises that students with a disability or with special educational needs or learning difficulties may be at risk of being bullied. The School's Anti-bullying policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

The School will tackle inappropriate attitudes and practises through staff leading by example through the Personal Social Health and Economic Education (PSHEE), Relationships and Sex Education programmes (RSE), through the supportive School culture and through the School's policies.

When teaching students about safeguarding, the School recognises that a one size fits all approach may not be appropriate for all students and will consider whether it should adopt a more contextualised approach for some students with special educational needs or disabilities.

If parents are concerned about their child's welfare they can approach their child's Advisor, Head of Year or any senior member of staff to discuss their concerns in private at a mutually convenient time.

Additional barriers can exist when detecting the abuse or neglect of students with a special educational need, disability or certain medical or physical health condition that can create additional safeguarding challenges (both online and offline) for those involved in safeguarding and promoting the welfare of this group of students. The School is mindful in particular that these may include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in managing or reporting these challenges
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so

In such cases, the School, where appropriate and feasible, would provide extra pastoral support and attention for these students.

Any report of abuse involving children with special educational needs or disabilities will require close liaison with the Designated Safeguarding Lead (or Deputy) and the SENCO.

Any safeguarding concerns will be dealt with in accordance with the procedures set out in the Schools Safeguarding Policy and related policies.

ALTERNATIVE ARRANGEMENTS

The School reserves the right, following consultation with parents, to ask or require parents to withdraw their child from the School if:

- the child is in need of a formal assessment, additional specialist teaching, learning support (e.g., IEP) or medication to which their parents do not consent
- the parents have deliberately withheld from the School information which prevents it from effectively addressing their child's learning difficulties
- the child's learning difficulties require a level of support or medication which the School is unable to provide, manage or arrange
- the child has special educational needs that make it unlikely they will be able to benefit sufficiently from the mainstream education and facilities or specialist programmes which we provide.

In any of these circumstances we will do what is reasonable to help parents find an alternative placement which will provide their daughter with the necessary level of teaching and support required to flourish.

Withdrawal of a student in these circumstances will not incur a charge of fees in lieu of notice.

TRAINING

The School ensures that regular guidance and training is provided during induction and at regular intervals thereafter so that faculty and relevant staff understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles. The level and frequency of training depends on the role of the individual member of staff. The School maintains written records of all staff training.

Staff will be trained to understand the types of disabilities and how to deal with students who are disabled. Staff will not be expected, unless medically qualified or trained, to administer medication.

RISK ASSESSMENT

Where a concern about a student's welfare is identified, the risks to that student's welfare will be assessed, and appropriate action will be taken to reduce the risks identified.

The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue including the use of Individual student welfare plans such as (Individual Care Plans, Collaborative Action Plans, EHC plans, as appropriate). Regardless of the form used, the School's approach to promoting student welfare will be systematic and student focused. Details of the individuals with responsibility for carrying out, monitoring, implementing and reviewing the effectiveness of risk assessments under this policy can be found above.

Marymount
INTERNATIONAL SCHOOL LONDON

RECORD KEEPING

All records created in accordance with this policy and managed in accordance with the School's policy that applied to the retention and destruction of records.

The information created in connection with this policy may contain personal data. The school's use of this personal data will be in accordance with data protection law. The school has published on its website privacy notices which explain how the school will use personal data.

Approved:	October 2026
Reviewed:	September 2026
Next Approval By:	October 2029

Marymount
INTERNATIONAL SCHOOL LONDON

APPENDIX 1

THE PHILOSOPHY, AIMS AND OBJECTIVES OF THE **SCHOOL'S SUPPORT FOR STUDENTS WITH SEND**

Marymount is dedicated to ensuring "that all may have life and have it to the full", developing each student's full potential, and providing students with the support required to enable them to question, challenge and contribute meaningfully as intellectual and compassionate global citizens. The School recognises that every student is entitled to a broad and balanced curriculum through which a student can progress according to her academic potential, talents and interests. To achieve our Mission of developing our students into "lifelong learners," the goal of the School's approach is to enable students to develop the skills necessary to become effective, efficient, self-regulated learners. Teaching and learning in the programme is therefore underpinned by educational research in self-regulated learning and integrated fields including self-determination, motivation, learning difficulties, and cognitive psychology as they relate to self-regulated learning.

All teachers have responsibility for helping to meet the needs of and supporting students with learning difficulties. These students can expect to have the same opportunities to experience success and to be fully integrated into all aspects of School life as their peers. The School's core curriculum is inclusive and differentiated, based on the principles of Universal Design, including:

- Setting suitable learning challenges
- Responding to students' diverse learning needs
- Overcoming potential barriers to learning

There are some circumstances in which additional support or action is required if students with difficulties are to meet their academic potential. The philosophy and aims of the School's support programme are to support these students to become independent, self-regulated learners, able to accurately reflect on their own approach and relate that approach to their academic achievement, and become confident in developing the skills, strategies, attitudes and behaviours they need to thrive academically as the level of challenge increases throughout the MYP and DP. Our support programme is designed to maximise students' potential to succeed in the School's IB programmes, thus it emphasises the empowerment of participating students to take ownership of their own learning.

Support plans (Individualised Education Plans, Action Plans Informal Action Plans, Collaborative Action Plans) are developed for students with special educational needs, and these are provided to all stakeholders. Underpinned by theories of self-regulated learning (SRL), these documents include learning targets that help students develop an effective approach to independent learning that will enable them to flourish as the level of challenge in the curriculum increases. Weekly 1:1 or small group lessons are offered where students are taught how to implement their IEP learning targets. Students are expected to actively engage with these targets and develop their approach in line with theories of self-regulated learning, either with or without support as decided annually at the IEP meeting. In addition to this specialized support, differentiated instruction (IB, 2013), explicit instruction of Approaches to Learning skills, and embedding IEP learning targets into instruction forms the basis for in-class support. Remedial support is not offered as

the research evidence related to SRL suggests this form of support is typically dependence-provoking and is therefore at odds with the School's programme goals.

RESOURCES AND EXPERTISE

Marymount International School is committed to recruiting excellent teachers trained in IB pedagogy to teach in accordance with the School's definition of 'High Quality Learning and Teaching' (Appendix 3), and continued professional development is encouraged. Our Learning Resource Centre (LRC) is staffed by a highly qualified and experienced SENCO, with expertise in supporting students with a wide range of learning needs to develop the strategies and approaches needed to progress in the International Baccalaureate Diploma and Middle Years programmes.

In addition to supporting students with specific learning needs, the SENCO also liaises with the IB programme coordinators to coordinate the whole school Approaches to Learning and the Induction programmes, with the aim of embedding the School's definition of HQLT (High Quality Learning & Teaching) into learning and teaching, thus strengthening the alignment of learning and teaching at the School with the conceptual, student-centred, process-focused and differentiated pedagogical approach that is understood to maximise the potential of students with learning difficulties in challenging academic programmes.

The support programme is highly recommended by the Educational Psychologist who works most closely with the School and meets the needs of students with varying diagnoses, depending on the significance of their needs. Marymount International School, however, is not a specialist SEN school and the School does not engage specialist teachers in specific areas of SEN. Specialist dyslexia and dyscalculia instruction and specialist ASD and ADHD support are not offered. Although there are staff who are first aid trained and mental health first aid trained, not all Advisors have this qualification and would be able to provide specialist mental health support. As a small school with a flexible approach to timetabling, mother tongue support, and extra-curricular opportunities, most classrooms are constantly in use so there is limited availability for supervised "quiet space" support.

SEND RESOURCES

The SEND department aims to provide a welcoming, positive learning environment, conducive to the development of self-regulated learning. The School has dedicated spaces in which students can receive support and/or work independently. Students use their own laptops or iPads during their SEND lessons. Most lessons are arranged to be individual, pairs, or in small groups of no more than three students. The SENCO has developed a range of evidence-based materials and resources appropriate for this work.

The use of technology such as reading software, dictation software, organization software, and Office 365 platforms such as Teams and OneNote are used to support teaching and learning. Students on the LRC Register who engage in LRC lessons maintain a OneNote e-Portfolio throughout their time in the programme; the LRC e-Portfolio is also offered to all students on the LRC Register and all referred students and is available to any student who requests it.

OBJECTIVES OF THE LEARNING RESOURCE FACULTY:

- to advise and support staff regarding appropriate differentiation strategies
- to provide teachers and students with materials and resources for differentiation and to develop contextualized 'approaches to learning'
- to provide evidence-based, SRL- promoting individual or small group instruction for students who have diagnoses or difficulty in accessing the curriculum or in developing particular skills
- to support students with their applications for accommodation and modifications on exams and relevant standardised tests.

REASONABLE ADJUSTMENTS

See the School's main policy on special educational needs, learning difficulties and disability for information on reasonable adjustments.

MONITORING

Issues of concern are raised about individual students in pastoral and department meetings and as needed, communicated to the Senior Team during meetings with Chairs and Heads of Year, or as required. Referrals to the SEND Department are made according to the procedures explained below (see Appendix 2). Expectations regarding student behaviour are considered and discussed by the students as part of the PSHEE course and annual induction in the Advisor sessions.

APPENDIX 2

A referral may be made where there is a concern about a student based on specific criteria; for example, the student typically scores 3s or below on assessed coursework, has difficulty with basic skills in a particular subject that require more support than differentiation, has organizational or time management issues that are making it difficult for the student to achieve to grade level standards, or has scored below average on standardized tests. A teacher may also have concerns about a student's behaviour in class if it is not conducive to learning.

The teacher speaks to the advisor, and the advisor may speak to the Head of Year; together they decide if a referral is warranted. If a student achieves a 2 as a final grade or achieves a 2 on an examination, teachers may submit a referral if appropriate.

If it is determined that a referral is not warranted, the Advisor and Head of Year may make recommendations and suggestions as to action to be taken. The student's teachers may consult with the SENCO who may also make recommendations.

If it is considered that a referral is warranted, the teacher fills out a Referral Form and submits it to the SENCO. The student's advisor and Head of Year are notified that a referral has been submitted on her behalf.

The SENCO gathers relevant information (for example, by contacting other teachers, reading the student's files, reviewing their standardized test scores, etc); the Advisor may decide to contact teachers on behalf of the SENCO

The SENCO meets with referring teacher and others (advisor, house parents, Head of Year, counsellor, IB Coordinator, etc); Consultation Notes are filled out and filed in SEND office. Strategies and interventions are recommended and shared with the student's teachers as appropriate. If parents have not already been contacted, the Advisor or SENCO contacts parents at this stage. (It may be determined that support is required in addition to other interventions, especially if the student is demonstrating significant difficulty in more than one subject.)

If a student makes sufficient progress in work habits or achievement or behaviour improves; she is not added to the SEND register.

The SENCO will monitor the student's progress for at least one academic year. Student's progress is monitored through follow-up communication to teachers, consultation meetings with the student, and review of progress reports and report cards.

Student makes sufficient progress and continues in SEN lessons through the end of the academic year. The Action Plan is reviewed in June, at which time it will be determined whether or not the student should remain on the SEND Register for the following academic year.

If the student does not make sufficient progress, they are added to the SEND register.

An Action Plan is developed by the SENCO in collaboration with subject teachers, pastoral staff when appropriate, and the student herself; it is distributed to the student's advisor, teachers and house parents and parents. Parents are invited to meet with the SENCO to discuss the Action Plan. The student begins SEN lessons and may be referred for an educational evaluation.

Student's progress is monitored through follow-up communication to teachers and parents and review of progress reports and report cards.

Student does not make sufficient progress.

Action Plan is revised and/or Evaluation by Educational Psychologist is recommended.

IEP is written based on student needs as identified by teachers, and including evaluator's recommendations. Teacher, student, and parent input in encouraged. IEPs are distributed to the student's advisor and teachers.

APPENDIX 3

THE SCHOOL'S DEFINITION OF HIGH-QUALITY LEARNING AND TEACHING

- **Is purposefully designed to support and challenge everyone**, wherever their 'starting point'
- **Takes place in a safe space**, where diversity is valued and actively incorporated
- **Is cyclical and reflective,** where trial, error and risk-taking are key to developing self-awareness and resilience
- **Is process-focused, conceptual and inquiry-driven,** leading to high levels of engagement in and self-regulation of learning
- **Is informed by assessment,** where formative assessment drives learning forward, and summative assessment provides meaningful information about what students know and can do
- **Is underpinned by enthusiasm,** where a joyful approach and the development of a lifelong love of learning are encouraged
- **Is both independent and collaborative**, taking place in a supportive environment where individual strengths and multiple perspectives enhance the learning of all
- **Is meaning-oriented,** where learning is understood to be complex and to deepen over time
- **Encourages confident application of learned skills and attributes**, with sophistication and effectiveness developing incrementally
- **Is cross-curricular and context dependent**, thus highly relevant in the 21st Century.