



## *Special Education Needs and Disability Act (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:**

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:

- IB Continuum Programme Standards and Practices (2016)
- 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.

### **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), September 2022)*
- *Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR)*
- *The Children and Families Act 2014*
- *The Equality Act 2010*
- *Education (Independent School Standards) Regulations (2014)*
- *Education and Skills Act 2008*
- *The Children Act 1989*

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

- *Keeping Children Safe in Education (DfE, September 2023)*
- *Behaviour in schools: advice for headteachers and school staff (DfE, September 2022)*
- *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, 2015)*
- *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 2014)*
- *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 by through the Staff Handbook, Student/Parent Handbook and 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.
- 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:
  - o Have a significantly greater difficulty in learning than the majority of others of the same age; or
  - o 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 solely because of 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 Director of Specialist Learning Programmes and faculty in the Learning Resource Centre 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 / FREQUENCY OF REVIEW
Keeping the policy up to date and compliant with the law and best practice	Bursar	As required, and at least termly
Responsibility for carrying out individual student risk assessments under the policy	Director of Specialist Learning Programmes; 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	Estates and Education Committees	As required, and at least termly
Seeking input from interested groups (such as students, staff, parents) to consider improvements to the School's processes under this policy	Director of Specialist Learning Programmes with Senior Deputy Head Academic /Bursar	As required, and at least annually
Advising and supporting other staff in School	Director of Specialist Learning Programmes	During the Induction period and ongoing



TASK	ALLOCATED TO	WHEN / FREQUENCY OF REVIEW
Ensuring liaison with parents and other professionals in respect of a student's special educational needs	Director of Specialist Learning Teachers within the Learning Resources Centre (LRC)	As required and ongoing
Ensuring that appropriate IEPs, Action Plans and Formal Written Plans and provision mapping are in place and effectively implemented	Director of Specialist Learning, LRC teacher(s) 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	Director of Specialist Learning, LRC teacher(s)	As required and ongoing
Undertaking any other appropriate duties in accordance with the Code of Practice from the Department for Education (DfE).	Director of Specialist Learning, LRC teacher(s) 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 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. 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 relevant LRC teacher (supporting Grades 6-9 or 10-12). **Students may be also identified by:**

- The LRC teachers (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 LRC Register will have an Informal Action Plan written and shared with them, their teachers and their parents for input. Students added to the LRC Register may require differing levels of LRC support. Support may include examination concessions, differentiated instruction within the classroom, small group and individual LRC lessons, and/or peer tutoring.

For Middle School students, LRC lessons will replace one of their Arts lessons, as agreed with the child's parents, as this arrangement allows them to access the full MYP (Middle Years Programme) curriculum. For High School students, LRC lessons take place during their study periods. The Learning Resource Centre support is designed to promote self-regulation, rather than remediate basic skills. Evidence based 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 LRC teachers are also available for individual consultation at a student's, teacher's 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 in 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 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 Director of Specialist Learning Programmes 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 Director of Specialist Learning Programmes 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)

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 LRC 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 LRC e-Portfolio; feedback from teachers, parents and students and; reviews of reports and standardised test scores. The LRC teachers prepare biannual 'interactive' Progress Reports, written collaboratively by the student and the LRC teacher, for parents of all students on the LRC 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, LRC teachers liaise 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. LRC teachers communicate with the Deputy Heads, Head of Boarding, Advisors, Houseparents, the School Nurses, Designated Safeguarding Leads, and the Life Coach/School Counsellor as needed. The LRC teachers also contribute 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".

As it is important that families fully understand the LRC Programme and agree with its aims and approaches before students enrol in the School, LRC teachers provide a comprehensive overview of the support provided within the Programme (the LRC 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. Teachers in the LRC department 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 LRC or Enrichment Programme provision. The LRC teachers 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 child'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 child's learning difficulties. A parent who wishes to his or her daughter to have a formal assessment should make arrangements accordingly with the School by seeking a referral from the Director of Specialists Learning or outside, as appropriate. In these circumstances parents must ensure that the School and Director of Specialist Learning Programmes are given copies of all advice and reports received.

## FORMAL ASSESSMENT

If there are indications that a student may have a learning difficulty, the School will ask the student's parents to agree to the student being formally assessed by an educational psychologist or appropriate professional where appropriate.

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 that assessment, subject to agreements as to any additional fees payable.





## 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. The School reserves the right to make changes however, 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 Director of Specialist Programmes, 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 LRC Register 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 (for students with 50% extra time 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 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.

## 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 LRC 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 psychologists 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 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 the 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 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 student's condition without further exploration;
- students with a special education need, disability or certain health conditions maybe more prone to peer group isolation and can be disproportionately impacted by bullying (including prejudice-based and discriminatory bullying) without outwardly showing any signs;
- some students may be unable to understand the difference between fact and fiction in online content and can repeat the content / behaviour in school without understanding the consequences; and
- there may be communication barriers which are difficult to overcome to identify whether action under this policy is required.

The School should consider providing extra pastoral support and attention for these students, along with ensuring any appropriate support the communication is in place.

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 Director of Specialist Learning Programmes.

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

Withdrawal of a student in these circumstances will not incur a charge the fees in lieu of notice. The deposit paid end of your child will be credited to your account.

## 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.

## 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 connexion 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.

<b>Date of adoption of this policy:</b>	March 2023
<b>Date of last review of this policy:</b>	March 2023
<b>Date of next review of this policy:</b>	December 2024
<b>Policy owner (SLT):</b>	Mr Alan Fernandes
<b>Policy owner (Proprietor):</b>	Board of Governors



## APPENDIX 1

### THE PHILOSOPHY, AIMS AND OBJECTIVES OF THE LEARNING RESOURCES CENTRE (LRC)

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 LRC Programme 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:

- 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 LRC 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 or 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 LRC 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 highly qualified and experienced teachers, 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 Director of Specialist Programmes also coordinates the whole school Approaches to Learning CPD and the New Teachers 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.

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 is 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.

## LRC RESOURCES

The LRC department aims to provide a welcoming, positive learning environment, conducive to the development of self-regulated learning. The classroom for LRC students in Grades 10-12 is located in an office in the Library, where there is space for up to four students to work comfortably. The classroom for LRC students in Grades 6-9 is located in a classroom in Gailhac, where there is space for up to eight students to work comfortably. Students use their own laptops or iPads during their LRC lessons. Most lessons are arranged to be individual, pairs, or in small groups of no more than three students. Learning Resource Centre (LRC) teachers have 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. All students maintain a OneNote e-Portfolio throughout their time in the programme.

## 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 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

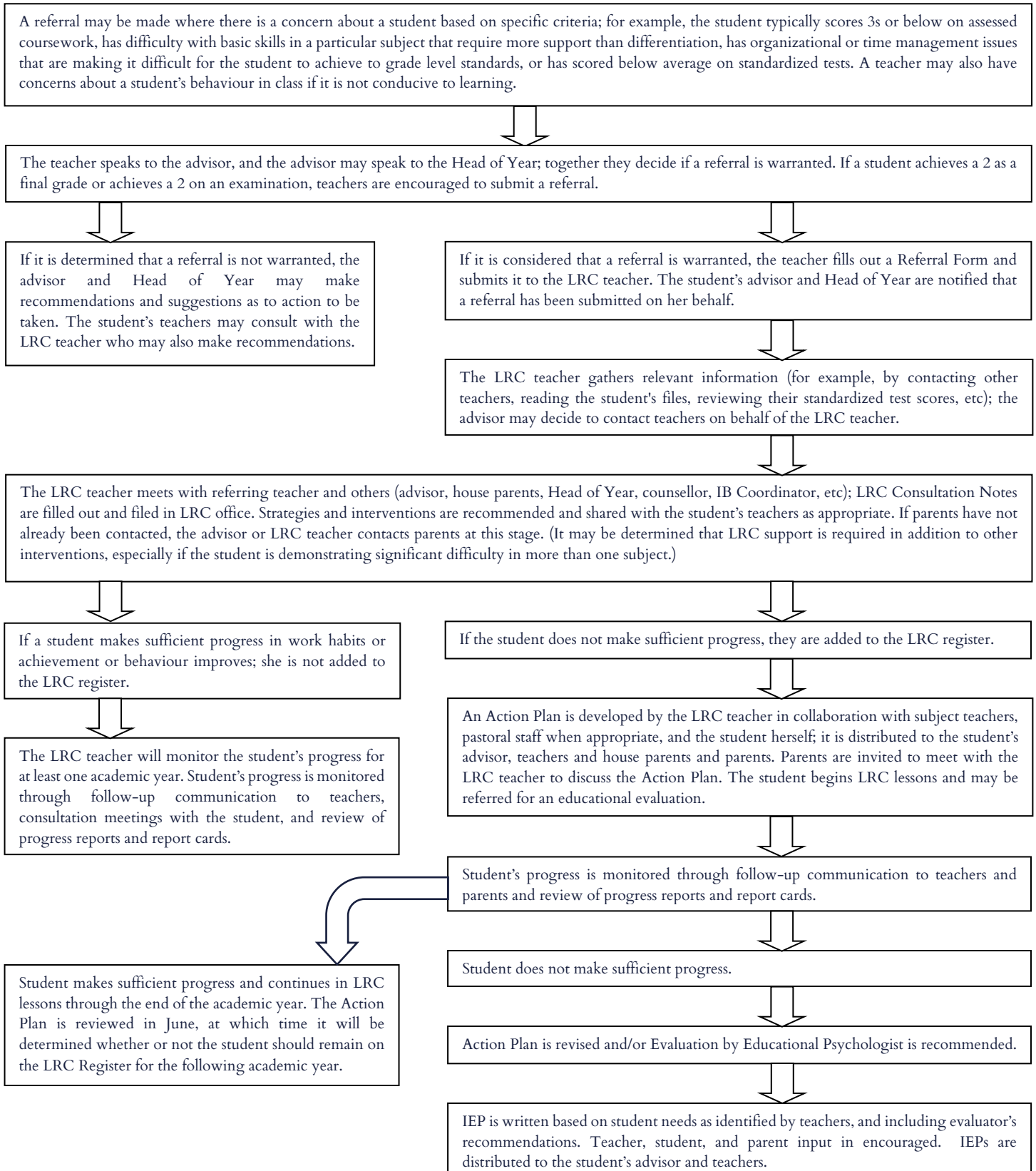
See the School's main policy on special educational needs, learning difficulties and disability for information on reasonable adjustments.

## 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 LRC are made according to the procedures explained above. 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





## 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.