

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

August 2026

1. INTRODUCTION

EIFA International School ("EIFA", "we", "our", "us" or the "School") is committed to the equal treatment of all pupils including those with special educational needs and disabilities ('SEND'). This policy works towards eliminating disadvantages for pupils with SEND by:

- using best endeavours to ensure that all pupils (including those with medical conditions) get the support needed in order to access the School's educational provision
- not treating disabled pupils less favourably than their peers
- making reasonable adjustments so that disabled pupils are not put at a substantial disadvantage in matters of admission and education
- ensuring that pupils with SEND engage as fully as practicable in the activities of school alongside pupils who do not have SEND
- ensuring parents are informed when special educational provision is made for their child and are kept up to date as to their child's progress and development
- Seeking to meet the needs of pupils with SEND as far as reasonably possible

In drawing up this policy, the School has had regard to the following guidance and advice (in so far as they apply to the School):

- Children and Families Act 2014
- Equality Act 2010
- Special Educational Needs and Disability Code of Practice: 0 to 25 years
- Independent School Standards
- Keeping Children Safe in Education
- Early Years Foundation Stage statutory framework, (Updated September 2025)
- Behaviour in Schools: Advice for Headteachers and School Staff
- Restrictive interventions, including the use of reasonable force, in schools

This policy should be read in conjunction with the School's Admissions Policy, Equal Opportunities Policy and Accessibility Plan.

2. DEFINITION OF SPECIAL EDUCATIONAL NEEDS

A child or young person has Special Educational Needs (SEN), if they have a learning difficulty or disability which calls for special educational provision to be made for them. In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of children their age
- have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or early years providers

- are under five years old and would be likely to have such difficulties if special educational provision were not made for them.

The four SEND areas of need are:

- Communication and Interaction
- Cognition and Learning
- Sensory and/or Physical Needs
- Socio, Emotional and Mental Health

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

3. DEFINITION OF DISABILITY

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

Not all pupils who have SEN are disabled. Not all disabled pupils have SEN.

Reasonable Adjustments

The School will consider and, where required by the Equality Act 2010, make reasonable adjustments to avoid disabled pupils being placed at a substantial disadvantage compared with pupils who are not disabled.

Reasonable adjustments will be considered on an individual basis and may include adjustments to teaching and learning approaches, assessment arrangements, communication, access to facilities and activities, classroom organisation, timetabling, the provision of auxiliary aids or services, and other appropriate measures.

The School will consider the views of the pupil and their parents, together with relevant professional advice, when determining appropriate adjustments. The provision of reasonable adjustments will be kept under review to ensure that they remain appropriate and effective.

4. THE BOARD OF DIRECTORS AND STAFF RESPONSIBILITIES

The Board of Directors is responsible for determining school policy and provision for pupils with SEN and disabilities.

The Head of School is responsible for overseeing all aspects of the School's SEN provision and keeping the Board of Directors fully informed of the implementation of the School's policy in practice.

The Special Educational Needs Coordinator 'SENCO' is a member of the Senior Leadership team. Their responsibilities include:

- determining the strategic development of the SEND and provision in the School, together with the Head of School
- having overall day-to-day responsibility for the operation of the SEND policy
- coordinating specific provision for pupils with SEND, with the support of the SEN Learning Support Assistants, including those pupils who have EHC plans
- ensuring all staff understand their responsibilities to pupils with SEND and the School's approach to identifying and meeting the needs of SEND pupils
- ensuring that teachers are given any necessary information relating to a pupil's learning support needs and/or disabilities (if known) so that teaching practices are appropriate

- ensuring parental insights are considered by the School to support their child's SEND
- liaising with our school doctor as well as external professionals and agencies, as appropriate
- ensuring that the School keeps records of all pupils with SEND up to date.
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options, and a smooth transition is planned.

All teachers are responsible for helping to meet a pupil's needs (irrespective of any specialist qualifications or expertise). All staff are expected to understand this policy so that the School can identify, assess and make provision to meet those needs.

Teachers are expected to keep SEN support staff up to date with the current lessons.

5. IDENTIFYING AND SUPPORTING PUPILS WITH SEND

The School's curriculum, plan and schemes of work take proper account of the needs of all pupils, including those with SEND. The School regularly reviews pupil's progress to help monitor whether children are making expected progress. Slow progress and low attainment do not necessarily mean that a child has SEN (and should not automatically lead to a pupil being recorded as having SEN). However, where the School reasonably considers that a pupil may have a learning difficulty, for example where there are early indications that a pupil is not making expected progress, the School will do all that is reasonable to report and consult with parents and the pupil (as appropriate) to help determine the action required including whether any additional support is needed, such as in-class support.

The School may request parents to obtain a formal assessment of their child (such as by an educational psychologist), the cost of which will usually be borne by the parents. Where parents wish to request a formal assessment from outside of school, they should ensure the School is given copies of all advice and reports received.

If there are significant emerging concerns, or identified SEND, the School will take action to put appropriate special educational provision in place taking into account any advice from specialists. Parents should always be consulted and kept informed of any action taken to help their child, and of the outcome of this action.

Arrangements for special educational provision and support are made through the School's graduated approach to SEN support: assess - plan - do - review:

- **Assess:** The School will carry out an analysis of the child's needs so that support can be matched to need. This can be in the form of observations, cognitive ability tests, internal assessments, outcome of examinations, progress reports and SENCO reports. If not already done, the School may, in consultation with parents, engage external agencies and professionals to help assess the child's needs and advise on any support needed. Any specialist advice received will usually be discussed with the child's parents.
- **Plan:** Where it is decided to provide SEN support, the teacher and the SENCO will agree in consultation with parents and the pupil the adjustments, interventions, support and any teaching strategies or approaches that are to be put in place. These will be recorded in the SEN file.
- **Do:** Teachers will work closely with the SENCO to assess and monitor the targeted plan of support and the impact of support and interventions in place for the child.
- **Review:** The effectiveness of any support and its impact on the child's progress will be reviewed termly. Teachers working with the SENCO will revise the impact and quality of the support and interventions in light of the pupil's progress and development and will decide on any changes to the support in consultation with parents and the pupil (as appropriate).

The School recognises that some pupils with a SEN may also have a disability. The School will do all that is reasonable in order to meet the needs of pupils with disabilities for which, with reasonable adjustments, the School can adequately cater.

6. RECORDING PROGRESS OF PUPILS WITH SEND

The School will record the progress and any support for pupils with significant learning difficulties or disabilities. This will be recorded by way of a termly report, Learning Support Plan (LSP), Plan d'Accompagnement Personnalisé (PAP) and/or Education Health Care Plan (EHCP). This is drawn up in consultation with the pupil's teacher, the SENCO, the pupil (as appropriate) and their parents and is kept in the SEND file. The pupil's SEND file contains key information such as:

- Progress and attainment level
- Outcome sought
- Teaching strategies
- The Additional or different provision of support in place
- Involvement of any specialists or professionals
- Meeting minutes

The pupil (subject to their age and understanding), together with their parents and teachers, review the plan regularly and the child is encouraged to take ownership of it and to set their own targets.

The School will measure the overall progress of pupils with SEND at the end of the various key stages to see how much progress they make each year.

The School monitors progress of all pupils in the Early Years Foundation Stage (EYFS). The SENCO is responsible for coordinating SEND provision in the EYFS provision. The teacher will discuss with parents any concerns they may have about a pupil's needs and/or progress, in accordance with this policy.

7. THE SCHOOL'S SEN PROVISION

The School's SEND provision currently includes: in-class differentiation, learning support (in-class or pull-out sessions), additional specialist teaching, small group interventions and/or support from SEN Learning Support Assistants as well as additional one-to-one lessons.

8. ADMISSIONS, WITHDRAWAL AND ACCESSIBILITY ARRANGEMENTS

Admissions

The School welcomes applications from pupils with special educational needs and/or disabilities. Admissions decisions will be made in accordance with the School's Admissions Policy and the School's duties under the Equality Act 2010.

Where a prospective pupil has identified or suspected SEND, the School will seek appropriate information about the pupil's needs, in consultation with the pupil and their parents and, where appropriate, relevant professionals. The School will consider what reasonable adjustments, adaptations, additional support and specialist advice may reasonably be required to enable the pupil to access the School's education and wider school life.

The School will not refuse admission to a disabled pupil solely because of their disability. Where the School concludes that it may be unable to meet a pupil's needs, it will consider carefully whether reasonable adjustments and other measures could remove or reduce any substantial disadvantage and whether the School can reasonably provide the support required. Any decision not to offer a place will be made in accordance with the Equality Act 2010 and the School's Admissions Policy.

Withdrawal

Where the School considers that it may no longer be able to meet a pupil's needs, it will first review the pupil's provision, consult with the pupil and parents, consider reasonable adjustments and seek specialist advice where appropriate. The School will consider whether additional or alternative provision within the School could reasonably meet the pupil's needs.

The School will not require a pupil to withdraw solely because the pupil has SEND or a disability. Any decision concerning exclusion, withdrawal or alternative educational provision will be made in accordance with the School's relevant policies, the Equality Act 2010 and all applicable statutory requirements.

Where, following appropriate consultation and consideration of reasonable adjustments and available provision, the School concludes that it cannot reasonably provide suitable education for the pupil, it may discuss alternative educational arrangements with the pupil and their parents. Any such decision will be handled fairly, transparently and in the pupil's best interests.

Pupils with an Education Health Care Plan (EHCP)

The needs of the majority of pupils with SEND will be met effectively through the School's SEND support. However, where the child or young person has not made expected progress despite the SEND support in place, parents and the School have the right to ask the Local Authority to make an assessment with a view to drawing up an EHCP for their child. Parents are asked to consult with the School before exercising this right. The School will always consult with parents before exercising this right.

If the Local Authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Health, Education and Social Care Chamber). The School does not have this right of appeal.

Where a prospective pupil has an EHCP, the School will consult with the parents and the Local Authority (where appropriate) to ensure that the provision specified in the EHCP can be delivered by the School. Any additional services that are needed to meet the requirements of the EHCP may need to be charged, either directly to the parent or to the Local Authority if the Local Authority is responsible for the fees and the School is named in the EHCP. In all other circumstances charges may be made directly to parents, subject to the School's obligations under the Equality Act 2010. The School co-operates with the Local Authority to ensure that relevant annual reviews of EHCP are carried out as required.

Three-year accessibility plan

A copy of the School's Accessibility Plan can be provided upon request by writing to the Head of Administration and Compliance at dos@eifaschool.com. This document sets out the School's plan to increase the extent to which disabled pupils can participate in the School's curriculum; improve the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School; and improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

9. BULLYING AND BEHAVIOURAL ISSUES

All pupils are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Pupils are taught through the curriculum, and the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration. The School's behaviour and anti-bullying policies make clear the seriousness of bullying, victimisation and harassment and that appropriate sanctions will be applied to any pupil who displays inappropriate behaviour.

The School recognises that disabled pupils or those with SEND may be particularly vulnerable to 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 also recognises that bullying (or other matters such as bereavement) can lead to learning difficulties or wider mental health difficulties. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND but where there are concerns, an assessment may be undertaken to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

The School recognises that children with SEND can face additional safeguarding challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers.

The School also recognises that pupils with SEND may be disproportionately subject to the use of restrictive interventions. Where restrictive interventions are considered necessary for a pupil with SEND, the School will follow its Restrictive Intervention Policy and procedures. Any restrictive intervention will be reasonable, proportionate, and implemented in accordance with the School's safeguarding responsibilities, taking account of the pupil's individual needs and circumstances.

The School's Child Protection and Safeguarding Policy will be followed if there are any safeguarding concerns relating to any child.

10. PUPILS WITH MEDICAL CONDITIONS

The School recognises that some pupils with medical conditions may also have special educational needs or disabilities. The School will make reasonable adjustments and take appropriate steps to support pupils with medical conditions so that they can access education and participate fully in school life. Where appropriate, support will be coordinated between the SENCO, pastoral staff, healthcare professionals and parents.

11. ENTITLEMENTS TO ADDITIONAL TIME AND/OR SUPPORT IN EXTERNAL ASSESSMENTS

Pupils who have been identified as having a learning difficulty may be entitled to access arrangements, such as additional time and/or modified provision, to complete assessments. Parents should speak with their child's form teacher or the SENCO with regard to any application for additional support as soon as reasonably practicable.

12. CONCERNS

The School will listen to any concerns expressed by parents about their child's development and any concerns raised by children themselves. Parents must notify their child's form teacher or the SENCO if their child's progress or behaviour gives cause for concern.

13. REVIEW

The School will review this policy on an annual basis to ensure the School meets the needs of those pupils with SEND.