



LAUDE SAN PEDRO  
INTERNATIONAL  
COLLEGE

Special Educational Needs and Disability (SEND)  
Policy

September 2024-2025

## Laude San Pedro International College

Contact details		
Principal	Andrew Atkinson	a.atkinson@laudesanpedro.com
Deputy Head of Learning	Mandy Palmer	m.palmer@laudesanpedro.com
Assistant Head of Safety, Safeguarding and Wellbeing	Nicky de Comarmond	<a href="mailto:n.decomarmond@laudesanpedro.com">n.decomarmond@laudesanpedro.com</a>
EYFS & Primary	Arancha Barassa	a.barassa@laudesanpedro.com
Secondary & Sixth Form	Joe Short,	j.short@laudesanpedro.com
ESO & Bachillerato	Carmen Beato	c.beato@laudesanpedro.com
ISP Deputy Regional Managing Director	Miguel Ángel Garrán	mgarran@ispschools.com

### 1.0 Introduction

At Laude San Pedro we want all members of our community to have a shared understanding of our vision, values, standards, policies and procedures so that we can all work towards creating a positive and ambitious learning environment for the pupils in our care.

SEND students are those who have or may have behavioural, social, emotional, academic needs and physical and/or cognitive needs.

### 2.0 Rationale

Our school aims to be inclusive and meet the needs of individual students, because our vision is that all students will achieve beyond their dreams. Specific Learning Needs may include behavioural, social, emotional, academic, physical and/or cognitive needs.

We believe that all students can make good progress, however the degree of support required will vary considerably according to each child's needs. The school provides for mainstream support. Specific individual resources will include additional costs for families.

SEND does not include the Mastering English Pathway (MEP) needs, for those who have English as an additional language. However, our school provides special support in that area and screens students for MEP upon entry, or if a concern is raised at a later date.

### 3.0 Protocol

A specific learning need and disability may become evident at any point in a person's life and therefore the school's protocols are dynamic in order to cater for this.

#### 3.1 On Admissions

Our Admissions protocol states that families must outline any learning needs or assessments a child may have taken and/or any issues a student has experienced regarding learning skills and behaviour previously. This includes behavioural, social, emotional, academic needs, and physical and/or cognitive needs.

This policy also sets out that if the school identifies specific learning needs following admissions to the school, the academic and inclusion teams will explain what the next steps are, so that we can determine if we are able to continue to support the student's learning journey.

#### 3.2 Identifying and Confirming Student's Needs

As part of our normal school provision staff will identify students who may have a specific learning need and those who are working beyond age related expectations and may be gifted and talented.

It may be that a potential need is highlighted because of information shared on admissions, or if a student fails to make the expected rate of progress in terms of behavioural, social, emotional, academic needs, and physical and/or cognitive needs.

Teachers use data that has been collected by the school and any available information regarding existing needs to gain a full understanding of progress and individual needs. Age appropriate sources of information might include:

- Standardised tests (e.g. GL Assessment, NFER, CAT4, WISC-5)
- Diagnostic tests
- Educational Psychologist (EP) or Specialist Teacher reports
- Information from previous schools for new pupils
- Discussions with parents
- Observations in lessons
- In-class assessments
- Discussions with the Student Support Team.

If the teacher has identified a concern, they make a referral to the Student Support Department and the teacher will tell the family that a referral has been made.

The Student Support Department will carry out an initial screening and feedback the outcome to the family and teacher.

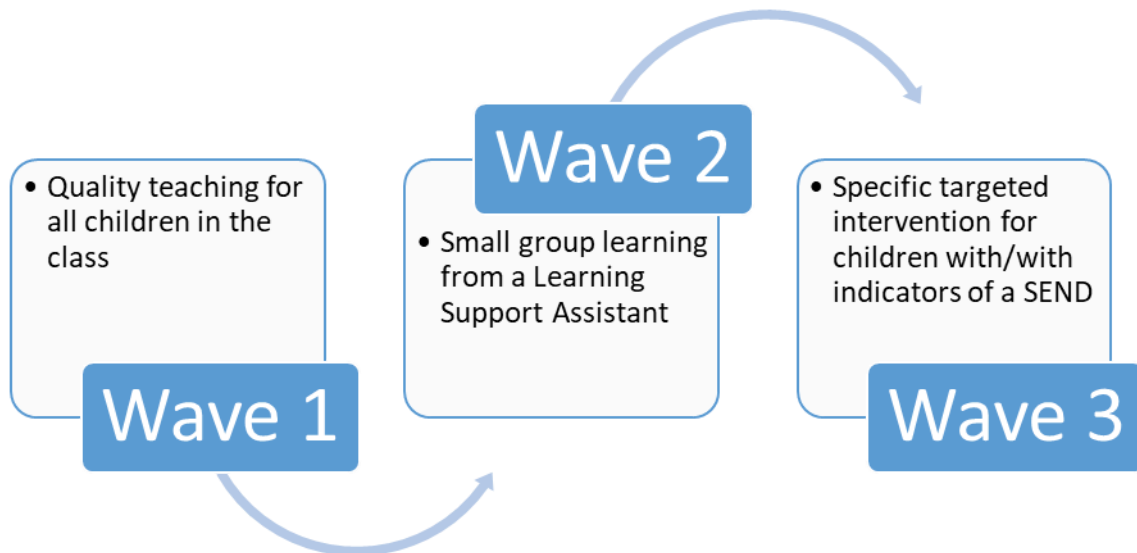
### 3.3 Later Identification of Needs

A student may have created coping strategies to manage their learning and this can mask the specific learning need. It may be that a teacher identifies a concern later in the student's academic pathway. In these instances, the school will follow the normal approaches to identifying, and supporting the specific learning need, if possible.

### 4.0 Waves of Support

The appropriate wave will be implemented following identification and communication of the needs between the family, school and specialists. In addition the support required by the school to meet behavioural, social, emotional, academic needs, and physical and/or cognitive needs will have been agreed with the family.

If the school and the family cannot reach an agreement about the types of support or learning variations needed to meet the students' needs, then the student's school place may be withdrawn.



#### 4.1 Wave One

The first response to an existing need or possible need is High Quality teaching in subject lessons, using differentiated teaching strategies to target specific difficulties. Our teachers plan their lessons to meet the standard behavioural, social, emotional, academic needs, and physical and/or cognitive needs according to age related expectations. There will be differentiation planned to accelerate our gifted students and to support those who may experience age appropriate challenges.

The class or form tutor creates an Action Plan for students with SEND needs and shares this with class teachers via the Edukey platform. Class teachers use this and support/information from the inclusion team, to help create learning activities that will support the students' progress.

## 4.2 Wave Two

In EYFS and Key Stage 1 our staff will plan learning opportunities with the Learning Assistant so that students catch up with the age related knowledge and skills that they may be missing or meet the behavioural, social, emotional, academic needs, and physical and/or cognitive needs. This does not include accelerating a student beyond their age group to acquire developmental milestones.

From Year 3 to Year 13/Bach 2, teachers will use the differentiated content of normal class resources to help a student develop the knowledge and skills that they require or meet the behavioural, social, emotional, academic needs, and physical and/or cognitive needs.

If it is determined that a child requires intensive 1:1 additional support, under wave 2 or 3, the school will provide this service at an additional cost to parents. If a family does not agree that the student requires 1:1 support, then the place may be withdrawn.

## 4.3 Wave Three

We provide specialist support when, due to a student's behavioural, social, emotional, academic needs, and physical and/or cognitive needs, we consider it is necessary to seek specialist advice and/or regular long-term support from a specialist professional.

The support will be used by the school in order to plan for the best possible outcomes for pupils. This may include assessment and/or support from:

- An Educational Psychologist
- Psychologist
- A Speech and Language Therapist
- A Specialist Dyslexia Teacher
- An Occupational Therapist
- A Physiotherapist
- A Learning Mentor
- A Counsellor

This is not an exhaustive list. The costs of these assessments are in addition to our standard school assessments.

If it is determined that a child requires intensive 1:1 additional support, under wave 2 or 3, the school will provide this service at an additional cost to parents. If a family does not agree that the student requires 1:1 support then the place may be withdrawn.

## 5.0 Physical Disabilities - Access

Some students have permanent or long-term physical needs and our school campus has physical access to all areas. If students can move safely and independently from one area to another using our school facilities then we are very happy to consider them for admission. We have a full time School Nurse, who is able to help manage medical or physical needs subject to individual requirements that will be assessed upon application, or as the need arises.

## 6.0 Inclusion register

The Student Support Coordinator maintains the list of students in school who have been identified as having a SEND requirement.

## 7.0 Interpretation

In this policy the term “senior manager” means a School Principal, Head and their designated deputies.

The school is owned by International Schools Partnership Services Limited,

The office is:

101 Wigmore Street

London

W1U 1QU