



London Academy SEND Policy

#We are the Future

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Position:	Director
signed:	
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Review Team:	Head of SEND/Inco



London Private Academy School SEND Policy

Vision:



Mission Statement:

Empowering children with 21st-century skills.
Providing a happy, safe, and caring environment for all individuals.
Promoting learning through project-based and technology-based tools.
Delivering an exciting curriculum while fostering high self-esteem and respect.
Partnering with parents to develop children educationally, morally, spiritually, physically and socially.

Rationale:

Implementing a SEND policy at London Private Academy ensures inclusivity, individualised support, early intervention, collaboration, legal compliance, and ethical responsibility for students with special educational needs and disabilities. This policy aims to provide equal opportunities for all students, personalised interventions, proactive support, collaborative efforts, and adherence to legal standards, fostering a supportive and enriching learning environment for every individual.

Aims:

Promote Inclusivity: Ensure that students with special educational needs and disabilities are fully included in all aspects of school life, fostering a sense of belonging and equality.

1. Provide Individualised Support: Develop personalised support plans tailored to the specific needs of each student with SEND, aiming to maximise their academic progress and overall well-being.
2. Facilitate Early Intervention: Identify and address the unique requirements of students with special educational needs at an early stage to prevent barriers to learning and promote positive outcomes.



3. Encourage Collaboration: Foster collaboration among educators, parents, and external stakeholders to create a comprehensive support network that enhances the educational experience of students with SEND.
4. Ensure Legal Compliance: Ensure that the SEND policy aligns with national legislation and guidelines, upholding ethical responsibility and providing a framework for inclusive and equitable education for all students.

Guidelines:

Implementing the SEND policy at London Private Academy is crucial to providing equal access to quality education and support for all students. By prioritising inclusivity, early intervention, collaboration, and legal compliance, the school can create an inclusive and supportive environment that maximises the potential of students with special educational needs and disabilities.

Definitions London Private Academy :

Definition of SEND:

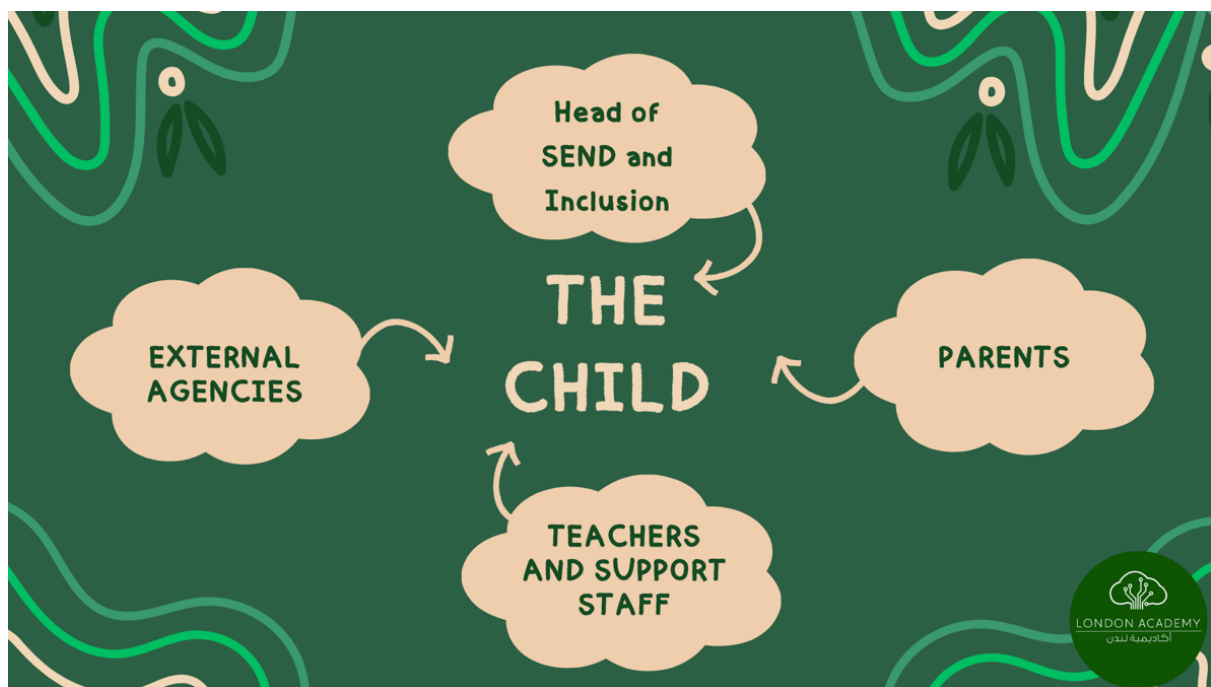
According to the SEND Code of Practice (2015), pupils are considered to have a 'learning difficulty' if they exhibit a significantly greater challenge in learning compared to their peers of the same age or if they have a disability that hinders their access to educational facilities provided for others of the same age in mainstream schools. The SEND Code of Practice (2015) outlines four broad areas of needs, including Communication and Interaction, Cognition and Learning, Social, Emotional, and Mental Health Difficulties, as well as Sensory and/or Physical Needs. At London Private Academy, we aim to align with the UK codes of practice to the extent feasible and reasonable for an international school setting. The purpose of identification is to determine the necessary support actions for students in mainstream education, focusing on individual needs rather than fitting students into specific categories.

Definition of Disability:

As per the Equality Act 2010, a disability is characterised as a physical or mental impairment that significantly and enduringly affects an individual's ability to carry out daily activities. This definition encompasses a wide range of conditions, including physical disabilities, sensory impairments impacting sight or hearing, learning disabilities, as well as specified medical conditions regardless of their impact. The Act outlines criteria for determining whether an individual meets the definition of disability, with "long term" defined as lasting or likely to last for at least 12 months.

Approach at London Private Academy

The focus is on identifying the most effective ways to support and educate every child to empower us to realise our vision for their future and uphold our school's mission statement. This includes determining the optimal provision for each child, with the goal of fostering an inclusive environment where all students can thrive, whether or not they have additional learning needs. A child-centred approach is utilised, reflecting each individual's abilities, needs, and interests alongside available parental assistance. Procedures are typically informal and flexible, with close cooperation among staff members, including the Head of SEND and Inclusion, Pastoral Care and Behaviour for Learning Coordinator, teachers, support staff (including shadow teachers), parents/family, and any external agency involved. Special educational needs are discussed collaboratively, and teaching strategies are tailored to meet the unique needs of each student.



Parents as Partners at London Private Academy :

At London Private Academy , we value the concept of parents as partners in inclusive education. We maintain open communication with parents, keeping them informed about their child's progress and addressing any concerns at the earliest opportunity. Parents are encouraged to participate in school activities, support their



children's homework, and engage in additional activities to enhance their learning experience.

Equality of Educational Opportunity:

London Private Academy upholds the principle that every child, including those with Special Educational Needs, deserves equal entitlement and consideration within the school community. Our curriculum is designed to provide a balanced and comprehensive education that promotes the holistic development of children, encompassing spiritual, moral, cultural, mental, and physical aspects. We aim to prepare all students for the opportunities, responsibilities, and challenges of secondary education and adulthood.

Image Building at London Private Academy :

Children with Special Educational Needs and Disabilities at London Private Academy may face psychological burdens stemming from past failures, potentially impacting their self-esteem and hindering their learning. As part of our educational approach, the school aims to boost the self-esteem of all students. Staff members play a crucial role in fostering a positive attitude towards these children, contributing to the development of their sense of worth.

The school prioritises meeting the specific needs of each child by creating a nurturing and supportive environment where children feel valued and empowered. Building strong relationships with students, nurturing their confidence, encouraging individual expression, and promoting critical thinking are considered equally important as academic instruction. London Private Academy recognizes its responsibility not only for the physical safety and well-being of students but also for their psychological welfare, essential for optimal learning outcomes.

It is crucial to address students' self-image as part of the SEND policy to ensure a conducive learning environment for all. London Private Academy remains committed to child protection, safeguarding, and promoting the overall well-being of every student, expecting active participation in this commitment from staff, parents, volunteers, visitors, and students alike. Regardless of academic, pastoral, or physical needs, the school strives to support each child uniquely to enhance their learning experience effectively.



Procedure at London Private Academy :

London Private Academy is dedicated to the early identification of students in need of learning support. Following the school's Admission Policy. The Head of SEND and Inclusion plays an active and pivotal role in the schools admission process.

Start of the school year

- Start the process for identifying potential students with SEND
 - ✓ Use the information provided by parents and previous schools;
 - ✓ Admissions assessment for all students before the start of the school year; Analysis of baseline assessment results (class teachers, Head of SEND and Inclusion and relevant Head of School);
 - ✓ Teacher evaluation based on observation during class time;
 - ✓ Head of SEND and Inclusion's lessons observation of identified students;
- Hold meetings with teachers and the Head of SEND and inclusion to establish potential needs based on information collected;
- Hold meetings with parents to start the process of IEP (Individual Educational Plan) for students with SEND;
- Hold meetings with relevant teachers to ensure all are aware of students with SEND and are aware of their IEP (strategies, support measures and objectives)

Ongoing

- ✓ Ongoing observation of students;
- ✓ Receiving of referral forms during the school year;
- ✓ Reviewing IEPs based on the timescale agreed (with parents, class teacher and Head of SEND and inclusion);
- ✓ Meetings with Head of SEND and inclusion and teachers to inform everyone of the status of every child and the updates in the IEPs.



Individual Education Plans

An Individual Education Plan (IEP) builds on the curriculum that a child with learning difficulties or disabilities is following and is designed to set out the strategies being used to meet each child's identified needs.

The IEP should record only that which is additional to or different from the differentiated curriculum plan, which is in place as part of the provisions for all children. It is vital that there is a record of the strategies, interventions and outcomes, and that this is both available and understandable to parents, as well as flexible enough to meet the needs of individual children. The IEP should give details of:

- ✓ The strengths, interests and learning style of the student
- ✓ learning SMART targets for the child to reach in a given time;
- ✓ who will support the child and how that support will be organised;
- ✓ what materials and methods should be used;
- ✓ how success relative to the targets will be measured;
- ✓ what contribution a parent can make.

Smart targets

S Specific Is the target short or simple? Does it relate to observable behaviour?

M Measurable / Manageable What are the success criteria?

A Achievable Is the child likely to achieve this target within the time available?

R Relevant Is the target appropriate for the child's current developmental level and ability? Will the child be able to make use of the skill?

T Timed Is the target a short-term one that can be reviewed in approximately 4 months?

The plan will be discussed with the child and a copy of it should be given to the parent. The parents will be invited to give their views at the meeting held to review the progress made under the current plan and set targets for the next IEP.

Roles and responsibilities



Responsibilities of School Leadership Team for SEND Policy Compliance:

1. **Policy Oversight:** Ensure that the school's policies regarding Special Educational Needs (SEN) are consistently upheld and implemented across all departments.
2. **Training and Support:** Provide training and support to staff members to ensure they are equipped to meet the needs of students with SEN effectively.
3. **Monitoring and Evaluation:** Regularly monitor and evaluate the implementation of SEN policies to assess effectiveness and make necessary improvements.
4. **Collaboration:** Collaborate with the Head of SEND and Inclusion to align school-wide strategies with the specific needs of students with SEN.
5. **Resource Allocation:** Allocate resources appropriately to support the implementation of SEN policies and meet the diverse needs of students.

Responsibilities of the Head of SEND and Inclusion:

1. **Developing and Implementing Policies:** Create, review, and implement policies related to Special Educational Needs (SEN) in alignment with legal requirements.
2. **Collaborating with Staff:** Work closely with teachers, support staff, and leadership to ensure that the needs of students with SEN are met effectively.
3. **Assessment and Identification:** Oversee the assessment and identification of students with SEN, ensuring timely and accurate evaluations.
4. **Individual Education Plans (IEPs):** Coordinate the development and review of Individual Education Plans for students with SEN, in collaboration with teachers and parents.
5. **Training and Professional Development:** Provide training and support to staff on best practices for supporting students with SEN in the classroom.
6. **Parental Engagement:** Facilitate communication and collaboration with parents of students with SEN to ensure their involvement in decision-making processes.
7. **Monitoring Progress:** Regularly monitor the progress of students with SEN, making adjustments to support strategies as needed.
8. **Resource Management:** Manage and allocate resources effectively to support the needs of students with SEN, including specialised equipment and personnel.



9. **Collaboration with External Agencies:** Work with external agencies and professionals to access additional support services for students with complex needs.
10. **Data Analysis:** Analyse data related to SEN provision and outcomes to drive continuous improvement and inform decision-making.

Role of the Head of Academics in Curriculum Reflection and Adaptation:

1. **Curriculum Development:** Lead the ongoing review and development of the school curriculum to ensure it is inclusive and meets the needs of all students, including those with diverse learning requirements.
2. **Data Analysis:** Analyse academic data to identify areas where the curriculum may need adaptations to better support students with varying learning styles and abilities.
3. **Professional Development:** Provide guidance and support to teachers in adapting curriculum content, instructional strategies, and assessments to address the needs of students with diverse learning needs effectively.

Responsibilities of the Examinations Officer:

1. **Adaptations for External Examinations:** Coordinate and oversee the submission of all necessary adaptations for students with special requirements for external examinations, ensuring they have equal opportunities to demonstrate their knowledge and skills.
2. **Inclusive Testing Practices:** Implement and monitor inclusive testing practices across the school to ensure that assessments are accessible to all students, including those with diverse learning needs, and comply with examination board guidelines.

Expectations for Teachers and Support Staff in Supporting Students with IEPs:

1. **Policy Adherence:** Uphold the school's policy on Special Educational Needs by actively supporting and fully implementing Individual Education Plans (IEPs) for students with diverse learning needs.
2. **Resource Allocation:** Ensure appropriate allocation of resources, including specialised materials, technology, and personnel, to meet the specific needs outlined in students' IEPs.
3. **Student Engagement:** Stay informed about the individual needs and progress of students they teach, maintaining open communication with the Head of SEND and Inclusion and parents to provide effective support.
4. **Meeting Attendance:** Attend IEP meetings and training sessions as requested to contribute to the development and review of support strategies for students with special educational needs.

Expectations for Parents in Supporting Students with Special Educational Needs:



1. **Transparent Communication:** Engage in open and honest dialogue with the school at the point of admission, sharing any known diagnoses, concerns, or relevant information about their child to facilitate effective support.
2. **Active Participation in IEP Meetings:** Proactively participate in Individual Education Plan (IEP) meetings and reviews, working collaboratively with school staff to set goals and strategies for their child's academic and personal development.
3. **Collaboration with External Professionals:** Engage with external professionals as recommended and guided by the school to ensure comprehensive support for their child's unique needs.
4. **Support in Recruiting Shadow Teachers:** Provide support in recruiting and retaining appropriate shadow teachers or aides if needed, to assist their child in the classroom and ensure personalised support.
5. **Attendance in Additional Classes/Support Groups:** Attend additional classes or support groups recommended by the school to further support their child's learning and social-emotional development.

Policy review

This policy will be reviewed on a yearly basis by the School Leadership Team and the SEND Coordinator and will be adjusted as necessary based on all possible requirements and updates for this area.