



FOUNDED 1900
THE ENGLISH SCHOOL
A SECOND CENTURY OF EXCELLENCE

Inclusion Policy

The English School

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Ratified by	Mr. Nicholas Eatough
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Inclusion Policy

The English School (henceforth the 'School') fosters an inclusive environment for all students and their academic needs. We maintain high expectations for every learner, regardless of need or background, and are committed to ensuring that all students have access to the same opportunities for academic achievement, personal growth, and participation within our school community. We endorse the principle that an inclusive school is one that focuses on personal growth and development within a sense of community.

Inclusion: SEND

Policies and Procedures

Definition of Special Education Needs or Disabilities (SEND)

(gov.uk, JCQ)

A special education need or disability is something that can affect a child or young person's ability to learn. This might include their ability to socialise, ability to read or write, ability to understand things, concentration or a physical ability (not to be confused with temporary physical disability).

These needs need to be substantial and long-term and have a long-term adverse effect on the student's normal day-to-day activities.

Documentation

Any of these needs must be documented by a specialist, such as a clinical or educational psychologist or psychiatrist, or a medical practitioner in the case of a long-term physical disability.

The School collaborates with a set of specialists. It is only these specialists that can be used to assess any attending student. For a list of specialists, parents are asked to contact the SLT in charge of Inclusion and/or the School Counsellor.

Students without a specialist report will not be considered SEND.

For information on report guidelines, please visit our website under 'About Us', Codes of Conduct, Policies & Documents.'

All reports need to meet the requirements set out by JCQ for Access Arrangements and Reasonable Adjustments for all internal and external exams and for SEND classification within the school.

If a student experiences needs but is not classified as SEND, the pastoral team will be notified by a member of the Inclusion Team.

Entrance Exams

All relevant documents regarding SEND should be sent to the Admissions Office concurrent to lodging registration for the entrance examinations.

The SLT i/c Admissions will consult with the SLT i/c Inclusion and approval for Access Arrangements (e.g. 25% extra time) will be based on the same criteria used at The English School for existing students. These criteria are based on those published annually by JCQ (Joint Council for Qualifications).

Reports must be dated no earlier than two years before the date of sitting Entrance Examination.

Parents will be informed by the Admissions Office whether their request for Access Arrangements has been approved.

Data Protection

If Access Arrangements are approved for the Entrance Exam and the student continues to enter the School the following September, the Admissions Office will forward all relevant documents to the Exams Office.

If Access Arrangements are approved but the student does not continue to enter the School the following September, the Admissions Office will discard all relevant documents from School records.

If Access Arrangements are not approved, the Admissions Office will discard all relevant documents from School records after the Entrance Exam process has been completed.

Existing Students at The English School

Routes to Identifying a SEND student

1. In School

A teacher may refer a student after observing that they are underperforming or if they feel that the student needs more support in concentration or other cognitive areas.

The first point of contact is the parent/carer to identify areas where more support is needed. An action plan is established and after a period of time, the progress of the child is reassessed.

An email is sent to the SMT in charge of Inclusion detailing their observations.

The SMT i/c Inclusion will refer the case to a member of the Inclusion Team for further investigation. This can involve:

1. Classroom observations
2. Questionnaire to the teachers of the student
3. Conversations with the teachers or pastoral team

The Inclusion member will work with teachers to introduce teaching and support strategies. Progress will be monitored.

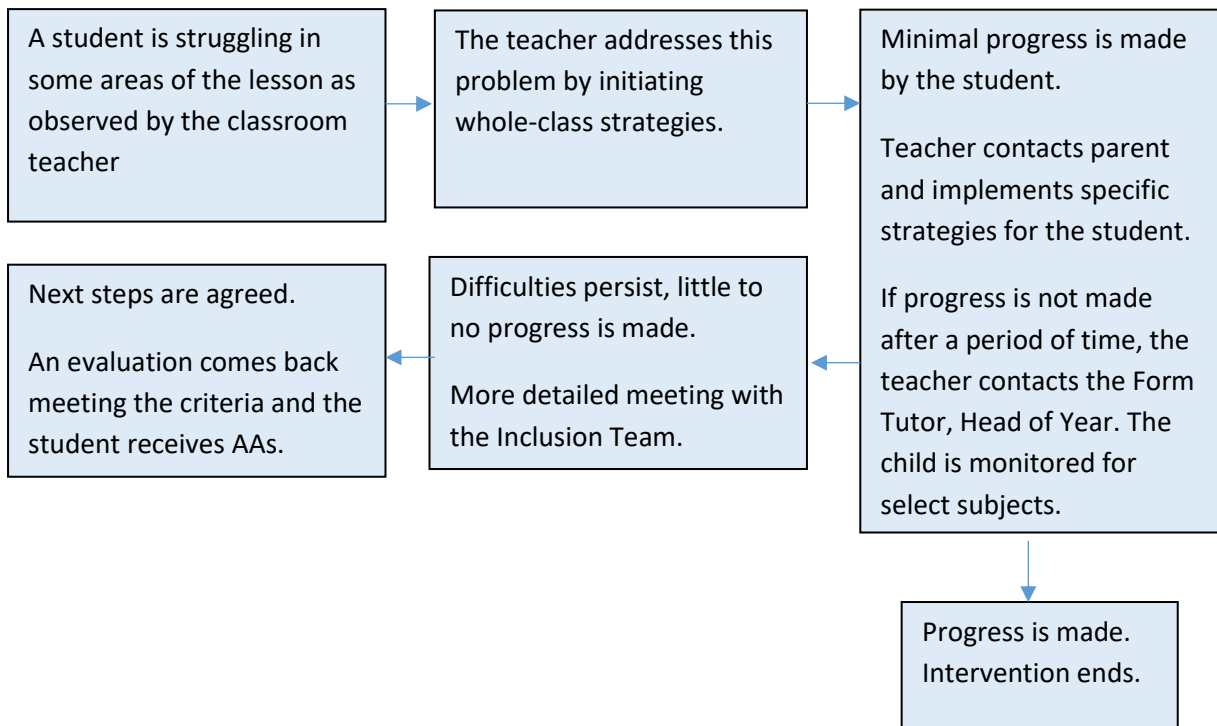
The School does not need to inform parents/carers at this stage of identification process.

If, after a period of time, progress is not as expected, the Inclusion member and/or the SMT i/c of Inclusion will communicate with parents/carers to set up a meeting. At the meeting, parents/carers will receive a summary of action taken thus far and recommendations will be made.

The decision regarding whether or not to have the student tested for any SEND is entirely at the discretion of the parents/carers, and any associated cost is undertaken by them.

Routes to Identifying a SEND student: In School

Flow Diagram:



1. Reports are submitted to the School by parents/carers.

All specialist reports need to be submitted digitally or in hard copy to the Exams Office **only** at exams@englishschool.ac.cy for data protection purposes.

The SMT i/c Inclusion will then inform a member of the Inclusion Team.

The specialist report will remain in the Exams Office and is only accessible to the Inclusion member responsible for the student and the Exams Office staff. There may be need for the Headmaster/mistress or Deputy Headmaster/mistress to have access to the report.

Only School commissioned specialists can be used to submit reports for access arrangements. Please visit our website under 'About us,' 'Codes of Conduct, Policies & Documents,' 'Exams' click on 'Access Arrangements for External Examinations Policy.'

Graduated Approach:

The Graduated Approach refers to the system of SEND support within the mainstream school.



The Graduated Approach follows a four-stage ‘cycle.’

ASSESS: this refers to the ways in which a child’s needs are identified. It involves the Inclusion Team of the school where teacher assessments, observations, progress and attainment markers are discussed. Any cognitive report from a clinical/educational psychologist or similar professionals will be used in assessing the needs of the child. The pupil’s own views of their abilities, areas of strengths and challenges are taken into consideration.

PLAN: When it is decided that a child should come under SEND, the parents will be notified through email, phone or in person conversation. The parents and Inclusion Team will consult with the parents as to what adjustments will be made and what recommendations will be given to teachers. Follow up progress communication will be planned for at least twice in the academic year. If need arises, more communication may be necessary.

DO: This includes actions taken during class taught sessions and pull-out sessions. Actions will be based on support/teaching strategies suggested by the cognitive profile of the child along with teacher observations and sharing of effective approaches that work well for the student.

REVIEW: the effectiveness of the intervention and support in line with the targets set for student progress should be reviewed with the timeframes of the plan. This assessment should also consider the perspectives of teachers, the student, and the parents. Based on this evaluation, adjustments may be necessary to ensure continued support for the student.

Provisions for SEND

Teachers: teachers will be notified of a new SEND case in order to establish

- Normal way of working for the student, including any Access Arrangements or Reasonable Adjustments.
- Teaching strategies to help support the student through the student's ILP (Individual Learning Profile).

Inclusion member: The nature of the support provisions will be determined by the Inclusion Team, depending on the student's profile and the School's Inclusion resources. Students with higher needs will be allocated more resources.

Any provisions will be explained to parents/carers and targets will be established. Targets will be based on academic and behavioural/emotional markers. The Inclusion Officer will communicate with the parent/carer in person or over the phone twice in the academic year to go over targets and progress.

The School currently provides the following support for students:

Students performing to expectations:

- Access Arrangements and Reasonable Adjustments as determined by JCQ regulations.

Students performing below expectations:

- Access Arrangements and Reasonable Adjustments as determined by JCQ regulations.
- Inclusion support from one member of the Inclusion Team, once bi-weekly.

The School's resources remain **only** accommodation for extra time or other access arrangements and limited pull-out/push in for Years 1-5, depending on the case and resources allocated.

The School cannot accommodate curriculum changes, for example differentiation of assessments, dropping subjects or reduced curriculum load due to a SEND diagnosis. The School cannot accommodate TAs (Teacher Assistants) or escorts due to SEND diagnosis, unless the nature of the disability is physical, such as a broken leg, in which case there will be a change of classrooms.

While the School is an inclusive school, it is also highly rigorous and academic. Students with SEND diagnosis often perform well throughout their school years. Parents are encouraged

to discuss with the School whether it can meet the requirements their SEND child might experience and consider what is best for them.

The School reserves the right to reject a specific request for Special Arrangements.

The School reserves the right to ask a student to withdraw registration with the school at any time if their needs cannot be met.

Inclusion: More and Very Able Students

The English School is proud of the excellence students have shown through the school's history. It is important that the needs of the More Able and Very Able students are recognised. In-class enrichment opportunities and external programmes are offered to this end.

Definitions and Identification

There is no single definition or term used to describe students who are either more able or have the potential to be so. Schools are not required to keep a register of students falling within this category ('Support for more able and talented children in schools (UK)', House of Commons Library).

There are ways in which more able and very able students can be identified which can include:

- Cognitive testing
- Overall academic attainment – excelling in a number and diverse range of subjects
- Exceptional talent and commitment in a particular creative area.

Aim:

The English School strives to offer an enriched learning environment to all students so that the inclusivity of the curriculum, teaching and after-school opportunities aims to be as inclusive as possible for all students. There is an underlying belief that when given ample opportunities, support and encouragement, all students will be able to attain their potential.

Within the classroom:

Enrichment activities are incorporated within the day-to-day teaching of subjects so that students are able to develop areas such as:

- Ability to learn and tackle more difficult range questions
- Problem-solving strategies
- Creativity
- Intellectual curiosity
- Enriched programmes (Mathematics) and EPQs (Extended Project Qualifications) in selective subjects.

Out of the classroom:

- Activities to enhance areas such as leadership skills, interpersonal relationships, organisation and project building, creativity

Through ECAs, Erasmus+, competitions, organised programmes abroad and within Cyprus, collaboration with different professional and academic organisations.