

ST. CATHERINE'S BRITISH SCHOOL

A registered charity in the UK and member of HMC & COBIS

Whole School Inclusion & Access Policy

*Improving Outcomes: High Aspirations and Expectations for
Children with Special Educational Needs and Disabilities*

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1. Aims

All children are entitled to an appropriate education — one that meets their individual needs, promotes high standards, and supports the fulfilment of their potential.

The aims of this policy are:

- To encourage the appreciation and celebration of individual strengths.
- To enable every child to achieve their best, experiencing high levels of success.

- To promote individual confidence, self-esteem, and a positive attitude towards learning.
- To ensure that all children have access to a broad and balanced curriculum that is exciting, relevant, differentiated, and appropriate to their needs, with coherence and clear progression in learning.
- To give all children equal opportunities to participate fully in school life.
- To ensure that responsibilities for Inclusion and Access are implemented, monitored, and reviewed.

2. Definition

A child is considered to have special educational needs (SEND) if they have a learning difference that calls for special educational provision to be made for them. This may mean that a child has a significantly greater difficulty in learning than the majority of children of the same age, or a disability that prevents or hinders them from making use of facilities generally provided for others of the same age in mainstream schools.

Special educational provision means educational provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools or relevant early years providers (for children aged two or more).

3. Legislative Framework and Code of Practice

The primary legislation underpinning this policy is the Children and Families Act 2014. Part 3 of the Act provides the legal framework for supporting children and young people with special educational needs and disabilities, establishing duties for education settings, local authorities, health, and social care to work together in meeting children's needs. The Act extended provision from birth to 25 years of age and introduced Education, Health and Care (EHC) Plans, replacing the previous system of Statements of Special Educational Need.

St. Catherine's British School also applies the UK Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 Years (2014, updated January 2015), which provides statutory guidance on the requirements of the Children and Families Act 2014. As an international school, St. Catherine's is not legally bound by UK legislation in the same way as schools in England; however, as a COBIS member school committed to British educational standards, we use this framework as the basis for our SEND provision and hold ourselves to the principles and expectations it sets out.

Key principles of the Children and Families Act 2014 and the SEND Code of Practice include:

- A strong focus on the views, wishes, and feelings of the child or young person.

- The importance of involving parents and carers as partners in their child's education.
- A requirement for high aspirations and ambitious outcomes for children and young people with SEND.
- A graduated approach to identifying and meeting needs through the assess-plan-do-review cycle.
- A joined-up approach from birth to age 25, supporting transition across all key stages of education.

4. Broad Areas of Need

The SEND Code of Practice (2014) identifies four broad areas of need for children and young people up to the age of 25:

4.1 Cognition and Learning

This area includes children who learn significantly more slowly than their peers due to moderate, severe, or profound learning difficulties. It also covers children with specific learning difficulties such as dyslexia, dyscalculia, or dyspraxia, who may require tailored support to access learning effectively.

4.2 Social, Emotional, and Mental Health (SEMH)

Difficulties in this area may present in a variety of ways, including withdrawn or challenging behaviour, anxiety, or depression. They may also include specific diagnosed conditions such as Attention Deficit Hyperactivity Disorder (ADHD) or attachment difficulties. The school adopts a whole-school, holistic approach to supporting children's social, emotional, and mental health, working in collaboration with specialist professionals where appropriate. Within school there is a strong pastoral framework with small form groups, heads of year for each year group, Head of Seniors, school counsellors, Pastoral Coordinator to support the students' wellbeing and mental health.

4.3 Sensory and/or Physical Needs

Children with a physical disability or sensory impairment (such as visual or hearing impairment) may require adult support, specialist equipment, or adaptations to the physical environment to enable full participation in school life.

4.4 Communication and Interaction

Children with speech, language, and communication needs, or those on the autistic spectrum, may require support to develop their ability to communicate effectively and to understand and interact with others.

Children with SEND may present with needs across more than one area, and these needs can change significantly over time. Regular discussion with the child and the adults involved with them, combined with ongoing assessment and review, ensures that interventions and strategies remain well-matched to evolving needs.

5. Identification

All children are entitled to a broad and balanced curriculum, and the majority will have their needs met through high-quality teaching. Early identification of children who are making less than expected progress — given their age, circumstances, and previous attainment — is essential to enable timely intervention and to support the child in making rapid progress.

Sources that may contribute to the identification of SEND include:

- Current skills and level of attainment on entry to the school
- Information from previous providers or external agencies
- Teacher observation and professional judgement
- Assessment and pupil tracking data
- Information from parents and carers
- Peer information
- The child's own views and self-assessment

A child will not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they are taught as per the school's EAL policy. Equally, persistent disruptive or withdrawn behaviour does not necessarily indicate SEND; other possible causal factors will always be explored.

The school recognises and values learner variability. People are neurodiverse — there is no average brain and therefore no average student. Diagnostic labels (such as ADHD or dyslexia) may provide a helpful starting point, but do not in themselves determine a student's potential or dictate the most appropriate teaching strategies. (Learning Diversity and Inclusion in IB Programmes, 2020.)

6. Provision

6.1 High-Quality Teaching and Differentiation

High-quality teaching and adaptive teaching methods, are the first and most important factors in supporting all children, including those with SEND. Differentiation means providing children with different pathways to access learning, so that they can process information, make sense of ideas, and construct knowledge regardless of differences in their starting points or learning styles.

Children learn at different rates and in different ways. Class teachers, heads of departments and subject coordinators are responsible for adapting and enriching the curriculum to meet individual children's needs, and for ensuring that classroom organisation and teaching style respond to the full diversity of learners. Early support will usually be provided within the classroom through differentiated tasks and/or adult assistance.

Where appropriate, children may be withdrawn from the classroom, individually or in small groups, to work on specific areas of need. In the Upper School, a Key Stage 3 Learning Support Against a Subject Protocol is followed to identify student needs and provide individualised support as part of their regular timetable by choosing the most appropriate adjustments to their timetables and subject choices. In Key Stage 4, students on reduced timetables receive Learning Support during their study periods. A similar model of support is also provided within the IB programme, where appropriate, to ensure continuity and targeted intervention.

Any reduced timetable or reduced access to lessons for a child with SEND is used only to meet the child's needs. It is agreed with parents and carers, recorded with a clear purpose and review date, kept under regular review, and is never used as a behaviour sanction.

If concerns about a child's progress remain despite high-quality teaching, the class teacher will put in place interventions that are additional to or different from those provided as part of the usual differentiated curriculum, in line with the SEND Code of Practice (2014) graduated approach.

6.2 Levels of Support

St. Catherine's British School maps directly onto the graduated approach required by the SEND Code of Practice (2014). This model provides a shared language for staff, parents, and governors to understand the level of support a child is receiving and why. Children on the learning support register are identified as Monitoring/Initial Concern, SEN Support & SEN Support Plus. Support is provided as follows:

Quality First Teaching (universal provision)

Quality First Teaching is the inclusive, high-quality teaching provided for all pupils as part of everyday classroom practice. It includes careful planning, effective differentiation, and adaptive teaching strategies that meet the needs of the full range of learners. All pupils benefit from this provision, and the majority of children, including many with SEND, will have their needs fully met at this level. Class teachers are responsible for this provision for every child in their class.

Targeted Support (additional, time-limited intervention)

This provision is for children who need additional support beyond high-quality classroom teaching in order to make expected progress. It typically involves targeted, small-group interventions that are time-limited, carefully planned, and regularly reviewed. Support is delivered by teachers or trained Learning Support Assistants, usually within or alongside the classroom. Children receiving this support continue to access the full curriculum. Interventions at this level are monitored through the assess–plan–do–review cycle, and parents are kept informed of their child’s progress. Children will have an Individual Education Plan (IEP) or equivalent support plan with SMART targets.

Specialist, Individualised Support

This provision is for children with more complex, significant, or persistent needs that have not been fully met through the previous two stages of support. It involves individualised programmes and strategies, which may be delivered one-to-one or in very small groups. Children will typically be on the school’s SEND register and will have an Individual Education Plan (IEP) or equivalent support plan with SMART targets. Where appropriate, external specialists — such as Educational Psychologists, Speech and Language Therapists, or Occupational Therapists — may be involved in assessing need and designing provision.

These are not rigid categories but reflect a continuum of support. A child’s provision will be kept under regular review and adjusted as their needs change over time. Movement between different types of support reflects the dynamic, responsive nature of the school’s approach to inclusion.

There is a group of children receiving intervention by external specialists, whose needs are not significant or complex. These children are not on the school’s SEND register but are nevertheless flagged and monitored.

6.3 External Agencies

Where additional specialist support is required, the school may liaise with a range of external agencies, including:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- Optometrists
- Counsellors
- School Nursing Team

In the Lower School, Occupational Therapy and Speech and Language Therapy services are available on-site, facilitated on a freelance basis.

7. Individual Education Plans

Where a child requires additional and different intervention, an Individual Education Plan (IEP) may be used to identify areas of need and to set out a targeted approach to support.

In consultation with parents, carers, and the child, the IEP will set out specific SMART targets and the additional strategies to be employed. IEPs are drawn up and recorded on the Edukey platform.

Plans are normally reviewed each term and updated as appropriate, following the assess–plan–do–review cycle as recommended by the SEND Code of Practice (2014). A range of support options may be appropriate, including group work or one-to-one support. Following a review meeting, and in consultation with parents, a referral to external support services may be considered.

In the Upper School, a register of provision, learning support summary, or pupil profile is used alongside regular liaison and planning with relevant teachers. Students who attend 1:1 or small group support sessions, set Learning Support SMART targets with the Learning Support Specialists and review these three times a year. The Learning Support team monitors the provision given to pupils on the SEND register through planning meetings and fortnightly department meetings. The focus is always on outcomes, with a fluid assess–plan–do–review approach tailored to the needs of each individual.

8. Co-ordination and Monitoring

8.1 The Board of Governors

The school allocates one governor to have specific responsibility for SEND provision and is required to:

- Monitor the provision and achievement of children with special educational needs.
- Do their best to ensure that the necessary provision is made for any child with special educational needs.
- Review, at least annually, data on sanctions, exclusions, bullying incidents or seclusion as result of internal suspension involving children with SEND, to identify any disproportionate impact.
- Ensure that the school's safeguarding arrangements reflect the additional vulnerabilities of children with SEND (Section 11).

8.2 The Principal and Heads of Schools

The Principal, Heads of Schools, Academic and Deputy Heads are responsible for the day-to-day management of all aspects of the school's work, including provision for children with SEND.

8.3 Class and Subject Teachers

All teachers are teachers of children with SEND. They are involved in the development of this policy and are responsible for:

- Implementing procedures to ensure that special educational needs are identified and met.
- Planning and delivering a high-quality, differentiated curriculum.
- Ensuring that classroom organisation and teaching style respond to children's diverse learning needs.
- Identifying and communicating concerns about children with possible SEND to the appropriate Head of Learning Support/SENCO.
- Writing IEPs or pupil profiles with SMART targets and liaising with support staff to develop appropriate activities and teaching strategies.
- Developing strong partnerships with parents and carers, involving them in target-setting and review.
- Sharing IEPs or pupil profiles with children and seeking their views about their learning.
- Maintaining additional records where appropriate, such as behaviour logs for children with complex behavioural needs in line with the Values, Character and Behaviour Policy.

8.4 Heads of Learning Support / Special Educational Needs Co-ordinators (SENCOs)

SENCOs are responsible for:

- The day-to-day operation of the school's SEND policy and the co-ordination of provision for pupils with SEND.
- Supporting and advising colleagues on meeting the needs of pupils with SEND.
- Maintaining the school's SEND register and managing pupil records.
- Ensuring that appropriate IEPs or other support plans are in place.
- Maintaining a range of teaching resources and materials to support appropriate provision.
- Collecting, recording, and updating relevant background information about individual children with SEND.
- Contributing to and organising staff continuing professional development (CPD) in relation to SEND.
- Monitoring and evaluating the SEND policy and provision.
- Liaising with the SEND Governor.
- Liaising with external agencies and specialists.

- Liaising closely with the Designated Safeguarding Lead (DSL) and deputies on any safeguarding concern, or report of abuse, involving a child with SEND.
- Being informed when a suspension or permanent exclusion is decided for a child with SEND.
- Overseeing behaviour support plans and risk assessments for children with SEND when deemed necessary (Section 13).

9. Transition

The school liaises with other providers when children join St. Catherine's British School, to ensure continuity of support. When children move from the Lower School to the Upper School, the Heads of Learning Support/SENCOs in both schools and the Key Stage 3 Learning Support Coordinator, work together to facilitate a smooth transition, in conjunction with the Head of Year 7, Year 6 teachers, and Learning Support Assistants. Information is shared and transition support is arranged in accordance with each child's individual needs.

10. Assessment and Access Arrangements

The school recognises that standard assessment procedures can place students with SEND at a disadvantage. Inclusive access arrangements are implemented in both internal and external assessments with the aim of providing optimal support and reducing barriers, enabling students to demonstrate their learning and understanding to the best of their ability.

Access arrangements are determined in accordance with the SEND Code of Practice (2014) and relevant examination board guidance and are reviewed regularly to ensure they remain appropriate to each student's needs.

Early identification of learning needs is essential in ensuring that appropriate access arrangements are put in place well in advance of final examinations. This allows students sufficient time to practise and embed these arrangements as their normal way of working, in line with exam board requirements.

The Head of Learning Support in the Upper School oversees all administrative processes related to access arrangements. There is close liaison with the Exam officers to ensure that the school remains fully compliant with exam board regulations.

11. Safeguarding and Children with SEND

The school recognises that safeguarding and promoting the welfare of children is everyone's responsibility. Children with special educational needs or disabilities (SEND),

or with certain medical or physical health conditions, can face additional safeguarding challenges both online and offline. This section should be read with the Safeguarding Policy, the Whole School Anti-Bullying Policy, the Values, Character and Behaviour Policy and Keeping Children Safe in Education (KCSIE), which the school uses as its UK safeguarding benchmark alongside applicable Greek legislation.

All staff should be aware of the additional barriers that can exist when recognising abuse, neglect and exploitation in children with SEND, including:

- assumptions that indicators such as changes in behaviour, mood or injury are caused by the child's condition, without further exploration;
- children with SEND being more prone to peer group isolation or bullying, including prejudice-based bullying, than other children;
- the potential for a child to be disproportionately affected by bullying without outwardly showing any signs;
- communication barriers and difficulties in managing or reporting concerns, including a child not understanding that what is happening to them is abuse;
- the need for intimate care, greater dependence on adults for care, or a child being isolated from others; and
- difficulties with cognitive understanding, including telling the difference between fact and fiction in online content.

Any safeguarding concern about a child with SEND must be reported to the DSL immediately; staff must not investigate it themselves. Any report of abuse involving a child with SEND requires close liaison between the DSL (or a deputy) and the Head of Learning Support/SENCO. Changes in a child's behaviour will not be put down to their SEND without further exploration.

The school will consider extra pastoral support and attention for children with SEND and will make sure that appropriate communication support is in place, so that every child can raise a concern in a way that works for them (for example a trusted adult, visual supports, a supported conversation). Children with SEND are supported to use the school's reporting routes, including trusted adults, the Speak Up boxes and, in the Upper School, students can report using MyConcern. Bullying of a child because of their SEND or disability is treated as prejudice-based bullying under the Anti-Bullying Policy.

12. Equality Act 2010, Disability and Reasonable Adjustments

As an international school, St. Catherine's is not legally bound by the Equality Act 2010 in the same way as schools in England. In line with its COBIS membership and the expectations of the ISI British Schools Overseas framework, the school applies the principles of the Act alongside applicable Greek legislation.

The school will not discriminate against, harass or victimise a child because of disability. It will take reasonable steps to make adjustments so that a child with a disability is not put at a substantial disadvantage compared with their peers in accessing teaching, assessment, facilities, trips, clubs and the other benefits of school life. Reasonable adjustments are recorded in the child's IEP or support plan, reviewed with parents, carers and the child, and shared with the staff who need to know. Adjustments include the way the school's behaviour systems are applied (Section 13).

13. Behaviour, Physical Contact and Restrictive Interventions

This section is informed by the Department for Education guidance Restrictive interventions, including use of reasonable force, in schools (April 2026), which the school uses as a benchmark. That guidance is written for schools in England, so this section applies subject to Greek law. The school does not practise or condone corporal punishment (Values, Character and Behaviour Policy). Force is never used as a punishment.

13.1 Prevention and De-escalation

Some children with SEND may react to distressing or confusing situations, such as pain, sensory overload, unfamiliar environments, fear or anxiety, in ways that may be harmful to themselves or others. Children who are non-verbal or find verbal communication difficult may express their needs through their actions. The school therefore aims to understand the triggers behind behaviour and to prevent the need for restrictive interventions through early support. Depending on the child, strategies may include:

- removing stimuli that may be causing distress;
- changing body language, facial expression and tone of voice;
- supporting the child to express their emotions before they become overwhelmed;
- engaging or distracting the child with an activity, or a familiar object, that helps them manage anxiety; and
- giving the child time, space and strategies to calm down before behaviour escalates
- through the sliding in process in LS.

13.2 Behaviour Support Plans and Risk Assessments

Where a child with SEND is likely to display behaviour that may harm themselves or others, staff will work with the child (where appropriate), parents and carers, and relevant professionals to agree a behaviour support plan. The plan sets out known triggers, adjustments to the environment, how the child communicates their needs, and the strategies to be used. Where the school feels that the behaviour support plan would not cover alternative settings e.g. residential or day trips, an additional child risk assessment would be considered.

13.3 Seclusion and Internal Suspension

Seclusion means keeping a child confined away from others. It is used only as a safety measure to protect others when a child is highly dysregulated, as an agreed part of their IEP or IBP and never as a sanction or through threat of punishment. The child must be supervised at all times, the place must be safe and not feel threatening, and in the LS the child is allowed to leave as soon as the immediate risk has reduced.

Internal suspension under the Values, Character and Behaviour Policy is a supervised disciplinary removal from lessons. It is not seclusion, and must not be carried out by locking or physically blocking the child in, or by threatening punishment if they leave. If it is applied in that way it will be treated as seclusion and recorded and reported as set out in Section 13.5.

13.4 Sanctions and Additional Needs

The school's expectations of behaviour and safety are the same for all children, but the way a sanction or support is applied takes account of the child's needs. For a child with SEND, staff will consider the child's IEP, behaviour support plan and reasonable adjustments before applying a sanction, and will consult the Head of Year or Phase or Deputy Head in LS, before Level 4 or higher sanctions, removal from lessons, trips or activities, suspension or exclusion. The school will consider whether unmet need has contributed to the behaviour.

14. Communication with Children and Families

The school will ensure that children with SEND, including those who are non-verbal or who have limited English, are able to understand what is happening to them and to share their views. A child is not assumed to have nothing to report because they are quiet or in the early stages of learning English (see the EAL Policy).

Where a parent or carer has limited English, the school will allow an interpreter to be present at meetings or if requested can translate information for meetings and written communications about SEND provision, sanctions, bullying outcomes, safeguarding concerns or seclusion, so that families can understand and respond.

Concerns or complaints about SEND provision are dealt with under the school's complaints procedure. This policy is available to parents and carers on the school website and on request.

15. Related Policies and Review

This policy should be read with the following school policies:

- Safeguarding Policy
- Values, Character and Behaviour Policy
- Whole School Anti-Bullying Policy
- English as an Additional Language (EAL) Policy
- Online Safety Policy

This policy is reviewed annually by the Heads of Learning Support/SENCOs and shared with the SEND Governor, and alongside updates to KCSIE.

Next review date: October 2027.