



**International
School of London
Surrey**

The International School of London in Surrey is an inclusive school. In response to Children and Families Act (2014) AND the SEND Code of Practice (2015), our SEND information report exists to empower families by providing transparency of information.

Date: August 2017

Local offer 14 Questions and prompts	Answers
<p>1) How does ISL Surrey know if a student needs extra help and what should I do if I think my child may have special educational needs?</p>	<p>A student may be highlighted as needing extra support by their parent, class teacher or through monitoring of data. The small class sizes and close community at ISL Surrey mean that teachers know their students very well. This ensures that changes in progress and barriers to learning are highlighted quickly. In addition to this, the Head of Curriculum and SENCO carry out analysis of data twice a year to monitor students learning.</p> <p>Parents are encouraged to communicate frequently with class teachers and are also welcome to contact the SENCO with queries for additional support.</p>

<p>2) How will ISL Surrey staff support my child/young person?</p>	<p>ISL Surrey has an allocated SENCO for the early years and primary department. The SENCO will assess the needs of the students along with the relevant teacher(s). They will then match any highlighted needs to a suitable intervention or provision, where possible any interventions will take place within the class setting with little disruption to every day learning.</p> <p>ISL Surrey seeks to provide an inclusive setting for all students, however, at times it may be necessary for students to work outside of the classroom setting. This will usually be with the SENCO or a learning facilitator (overseen by SENCO). There may be times when the services of an external specialist will be required, this will usually be accessed through the local authority or selected from a network of independent professionals (at an additional cost) who know our school. This may include Educational Psychologists, Speech and Language Therapists, Occupational therapists or Physiotherapists. All specialists who visit the school are coordinated by the SENCO and their interventions are monitored.</p> <p>All interventions are tracked following a graduated approach (assess, plan, do, review) and regular meetings with parents and class teachers take place in order to assess the impact of an intervention.</p>
<p>3) How will the curriculum be matched to my child's/young person's needs?</p>	<p>Our skilled teacher's follow an expectation that learning will be differentiated and personalised to suit a range of learning styles and abilities. This high quality teaching meets the needs of most of our students. However, when students need further adaptation of the curriculum or additional support, their learning will be individualised to suit their needs.</p> <p>In the case that students are needing further adaptation of the curriculum, their learning will be supported with an Individual Support Plan. This involves closer monitoring of progress with focused, short term targets.</p>

<p>4) How will both you and I know how my child is doing and how will you help me to support my child's learning?</p>	<p>At ISL Surrey we believe in, and put in to practice, a strong parent-school relationship and we very much operate an open door policy.</p> <p>Children's progress is discussed at parent-teacher meetings routinely which happen twice a year. Within school progress is tracked by both formative and summative assessment.</p> <p>Curriculum news can be found on the website and through the bulletin, we encourage parents to discuss these topics at home.</p> <p>In addition to this, if a child has a support plan, the parents, teacher and SENCo will meet at least once a term to discuss progress. The child will also attend these meetings where appropriate. These termly meetings take on the more formal structure of target setting but a child's progress can be discussed at any time with either the class teacher or SENCo. During these meetings the SENCO will share appropriate ways of supporting learning at home.</p>
<p>5) What support will there be for my child's/young person's overall well being?</p>	<p>ISL Surrey benefits from an allocated Welfare coordinator and SENCO. Part of these roles include the monitoring and promotion of wellbeing for all students. Our setting benefits from a team who support transitions both in to and when leaving the school.</p> <p>In some cases it may be necessary and in the best interest of the child to refer the student to an external agency for support. The school has links with the Child and Adolescent Mental Health Service (CAMHS) and independent specialists.</p> <p>Children with medical conditions are supported and fully included using guidance from Supporting Pupils with Medical Conditions at School (2015). Please see our medical policy for further information.</p> <p>Please also see our Behaviour Policy.</p>

<p>6) What specialist services and expertise are available at or accessed by ISL Surrey?</p>	<p>At ISL Surrey we have a qualified SENCO and many of our staff have received additional training in areas of special educational needs and how to adapt the environment and curriculum to meet specific students' needs.</p> <p>We also work closely with external specialists including speech and language therapists, Educational Psychologists and Occupational Therapists. These may be accessed through the local authority or through an independent specialist (at an extra cost).</p>
<p>7) What training are the staff supporting children and young people with SEND had or are having?</p>	<p>Our support team is made up of a fully qualified SENCO (National Award for Special Educational Needs) and learning facilitators who bring a wealth of training and experience in the areas of:</p> <ul style="list-style-type: none"> • Autism Spectrum Conditions • Makaton • Sensory processing disorders • Dyslexia • Social stories • Language and Communication • Nurture and wellbeing <p>All staff have an awareness of the SEND Code of Practice (2015).</p>
<p>8) How will my child/young person be included in activities outside the classroom including school trips?</p>	<p>Our inclusive ethos is followed in all aspects of school life including day and residential trips. Parents are informed of trips in advance including information regarding activities, sleeping arrangements, food etc. All children are prepared for the trip in advance and have an opportunity to highlight any concerns to be addressed.</p> <p>In cases where children require further preparation or adaptations, a meeting will be held with trip leader, parent, SENCO to discuss a plan.</p>

<p>9) How accessible is the ISL Surrey environment?</p>	<p>An accessibility plan is available from the school office. As far as possible, we are willing to make reasonable adaptations to the environment to suit individual's needs. There is a disabled toilet and changing room onsite.</p> <p>We have a strong language department who are experienced in welcoming families from all cultures and communicating with families whose first language is not English. If necessary and where possible we will provide a translator to effectively communicate with parents.</p>
<p>10)How will ISL Surrey prepare and support my child/young person to join the school , transfer to a new school or the next stage of education and life?</p>	<p>The wellbeing of all of our students is important to us. This includes their wellbeing when they come to the school and when they leave. We have a dedicated transition team which ensures a smooth and supported transition both to and from the school. This includes the student being assigned a 'class buddy' and the family having a 'parent buddy' as a further point of contact.</p>
<p>11)How are ISL Surrey's resources allocated and matched to children's/young people's special educational needs?</p>	<p>ISL Surrey has an allocated SEN budget. This budget is used to provide resources to support the learning needs of students.</p> <p>In some cases, students may need the support of an adult which goes above the needs of the rest of their peers. With our team of skilled learning facilitators and full time SENCo, we aim to meet these needs within our budget. However, if this need becomes greater than the resources we have available, we may request additional funding. This may be accessed through the local authority or requested from the parents in addition to the school fees.</p>

<p>12)How is the decision made about what type and how much support my child/young person will receive?</p>	<p>Each child is looked at as an individual. This means that the allocation of resources is done on an individual basis. The decisions about what type and how much support a child will receive is agreed between the parents, class teacher and SENCo.</p> <p>For students who have an EHCP, the type and amount of support given may be stated on the EHCP document. This can be reviewed over time.</p> <p>All interventions are tracked following a graduated approach (assess, plan, do, review) and regular meetings with parents and class teachers take place in order to assess the impact of an intervention. The type and amount of support given will be adapted in line with these reviews.</p>
<p>13)How are parents involved at ISL Surrey? How can I be involved?</p>	<p>ISL Surrey prides itself on the strong community which includes our staff, children and families. We operate an open door policy in which parents are very much a part of school life.</p> <p>Parents are involved at every stage throughout the SEND support process. They are notified of any early concerns and invited to meetings with the SENCO and class teacher whenever decisions are made about their child's support.</p>
<p>14)Who can I contact for further information?</p>	<p>Please contact your child's class teacher or our SENCO Holly Pellatt for more information:</p> <p>Tel: 01483 750 409 Email: hpellatt@islsurrey.org</p>

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