

SEND and Additional Needs Policy

United School International

Approved by:	Executive Principal	Date: August 2026
Last reviewed on:	August 2026	
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USI SEND and Additional Needs Policy

In line with United School International's Vision and Ethos, we want our children to feel secure and confident, to feel supported and understood. We do this through providing a safe, nurturing learning environment where everyone is valued and respected. At United School International each child is a valued individual, regardless of ability, and has the right to a broad and balanced curriculum. Teachers endeavour to ensure all students reach their full potential, irrespective of race, age or ability.

The school operates a whole school policy on Special Educational Needs which aims to meet each student's individual needs and help him/her to reach the highest standards of which he/she is capable, following the guidelines of the 2014 UK SEN Code of Practice 0 to 25 Years, the Equality Act 2010 and the Children and Families Act 2014.

At USI we believe:

'SUPPORTING CHILDREN WITH SEND IS EVERYONES RESPONSIBILITY'

and inclusive practice that benefits **ALL** students.

Definitions

1. **Special Educational Need or disability (SEND).** Children have SEND if they have a learning difficulty and/or disability which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a significantly greater difficulty in learning than the majority of children of the same age;
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age. (2014 UK SEN Code of Practice)

2. **Additional Need (AN).** This is not identified as a Special Educational Need but is a need nonetheless that is creating a barrier to learning. This could well include a social need.

Aims

1. To identify and support, at the earliest opportunity, any child who may have an additional or special educational need
2. To ensure that all children have access to a broad, balanced and relevant curriculum which is differentiated to meet their individual needs.
3. To follow a graduated approach where interventions match the child's level of need.
4. To ensure that all school staff are aware of each child's needs so that such needs may be met in all school settings.
5. To help every child realise his or her full potential and increase self-esteem.

6. To recognise and celebrate success
7. To ensure that no child is discriminated against, in any area of school life, on the basis of his/her disability and ensure that SEND students take as full a part as possible in all school activities
8. To ensure that students with Special Educational Needs and Disabilities receive the appropriate provisions to meet their needs
9. To work in partnership with the children's parents/carers at all stages.
10. To provide support, advice and training for parents and staff working with students with SEND.

Responsibilities

SENDCo

The SENDCo, will play the lead role in coordinating the school's SEND provision. This involves working with the Executive Principal and Head of Primary/Secondary to determine the strategic development of the policy. It is the responsibility of the SENDCo to ensure that:

- The SEND Policy is implemented in full,
- Students are effectively identified.
- The SEND register is accurate and updated at least termly.
- The provision for students with SEND is well planned and effective.
- The impact of provisions is monitored and evaluated.
- Parents and students are kept fully informed of progress and planned provision.
- The records of students with SEND are accurate, updated and in line with department guidelines.

SEND TEACHERS

- To work as part of a team to ensure that the needs of the whole student are identified and addressed including the social and emotional aspects of learning.
- To work with class teachers to monitor the overall progress of students in their allocated year groups and identify students that may have need of additional provision.
- To maintain and update the SEND register in collaboration with SENDCo.
- To assess referred students in line with the Referral Process
- To give advice to teachers and parents on how students with additional needs can be included in the mainstream classroom and supported at home.
- To work collaboratively with teachers, parents and students on setting targets, recommend effective strategies and outline provision for students placed on Wave 2 of the SEND register.
- To work collaboratively with teachers, parents and students and be responsible for developing and ensuring the implementation of Individual Support Plans for students.
- To plan, deliver and oversee Wave 2/3 intervention and monitor progress of the student's receiving intervention.
- To ensure that up-to-date and accurate files and records are kept in order to monitor progress in line with the guidelines of the department.

- To ensure that all IEPs are reviewed at least termly in conjunction with the student, parent, class teacher and any associated professionals.

CLASS TEACHERS

- Monitor and assess the progress of each individual student they teach.
- Timely identification of and referral of students to SEND department for additional advice/support following referral process
- Implementation of Wave 1 and 2 provisions, with advice of SEND teacher/SENDCo where relevant
- Track and monitor progress and review termly with the parent, child and SEND teacher.
- Ensure pupil information on 1 page profiles are up to date.
- Inform parents of any concerns identified and any strategies implemented to overcome barriers to learning
- Review Pupil Profiles and Individual Education Plans termly
- Attend termly pupil progress meetings and IEP reviews with parents and SEN Team.
- To ensure effective use of additional adult support in the classroom to remove barriers to learning within the classroom

Identification

Pupils are admitted to the school at the discretion of the Principal (see also Admissions Policy) The Principal will admit pupils with learning difficulties if the support that can be offered by the school is appropriate and if it is in the best interests of the child. Children applying to join the school will provide previous school reports, complete a GL CAT assessment, complete a base line year group entry assessment with year group lead. If any concerns are flagged during any point of assessment to this point, this will be identified to the Inclusion Support Centre for further assessment to ensure that the school can offer support at an appropriate level to the student's learning needs.

It is important that a student's special educational needs are identified as early as possible so that the appropriate provision can be put in place. Students can be referred to the Inclusion Support Centre on entry or at any point during their education. The purpose of identification is to allow the Inclusion Team to work with students, parents, teachers and outside agencies to create a plan for implementing actions, interventions and support to address the barriers that may impact on progress

As a British Curriculum school, United School International will work within the guidelines of the UK SEND Code of Practice, 2015. The Code of Practice includes four broad categories of need pupils' needs:

1. Communication and interaction (speech and language disorders)
2. Cognition and learning (general and specific learning difficulties)
3. Behaviour, emotional and social development
4. Sensory and/or physical development

New Students: Admissions

Parents must ensure that the full details of any special educational need or disability are disclosed when submitting their application. This information will allow us to consult with parents about any adjustments which can reasonably be made to allow us to fully support the child's safety and well-being, and meet their individual needs, should an offer of a place be made. Obtaining this information will support the child's best interests. Without this information we will not be able to assess the child's needs and therefore ensure that we have the necessary resources available to meet them. Our staff are qualified, experienced and skilled in offering learning support to students with certain needs.

EYFS and Year 1 : students are invited to a 'playdate' session or classroom observation observed by staff, and discussions with parents will take place during the session.

Primary (Year 2 and above) and Secondary: Students are asked to complete a CAT4 Assessment:

- Refer to language support: Discrepancy of 10 between verbal and non-verbal **or** any verbal below 89
- 2 or more scores below 89 (av): further information requested from previous/current school, refer to school report
- 2 or more score below 82 (stanine 2): additional SEND assessment e.g. screener, reading age test, meeting with SEND teacher to ensure adequate provision can be provided to ensure the student is effectively supported
- 1 or more score below 75 (stanine 1): additional information requested by Admissions prior to acceptance to ensure adequate SEND resources to effectively support e.g. external psychologist report, specialised assessment.

If students secure a place at USI, CAT4 admissions data will be shared with the class teacher and relevant staff to ensure they can plan the best way to support learning. It will also be shared/made available to the SEND Department and senior/middle leaders to help plan interventions.

When a student is flagged through admissions using the above criteria, the student may be called back for a follow-up assessment with the Head of SEND. A final decision will then be made in collaboration with the Head of Primary/Head of Secondary and Executive Principal.

EXSITING STUDENTS

A child's needs may become apparent through:

- Admission procedures or documentation from another school or agency.
- Teacher observation or concerns.
- Whole school assessment and screening procedures which include annual Standardised Progress Tests, and classroom-based progress assessments.
- Parental or pupil's concerns

The SENDCo will work closely with MLT to monitor and identify students who are identified as concerns.

Referral Procedure: Early Years and Primary *(See also Appendix FIG.1)*

At the initial point of identification of concern, the class teacher will communicate with parents and keep them informed. Class teachers will log their concern on the initial record of concern with the SEND department. The SEND department will then send out a pre-referral checklist, and the Head of Year will be notified that a concern has been logged. The pre-referral checklist will be used to record in-class modifications and adaptations (Wave 1 support strategies) and gather information about the student of concern. It is the expectation and responsibility of the class teacher to ensure all appropriate differentiation, modifications and adaptations are in place to support learners in the class (Quality First Teaching). The Head of Year will support and monitor that universal inclusion strategies are being implemented.

Following a period of 6 weeks of monitoring and implementation of support strategies, a review meeting is held with the class teacher, SEN teacher and Head of Year. If a concern is still existent, or student is not making expected progress, a plan will be made to move student to wave 2 SEND support, class teacher will inform parents. A support plan will be drawn up and shared with the student's parents.

NOTE: Under exceptional circumstances this process can be fast tracked if external support is deemed necessary.

Graduated Approach

The school follows the UK SEND Code of Practice 2014- 0 to 25 years' graduated approach with regard to the identification, assessment and review of pupils with special educational needs. The four key actions are: Assess, Plan, Do and Review.

Once a student is referred to the SEND department for support the student will fall in to the assess, plan, do, review cycle of support:

Assess:

After completion of an initial concern review meeting, the SENDCo will meet with the class teacher, and the SEND department can commence a period of further assessment via:

- formal observations
- communication with parents and teachers
- looking at standardised classroom assessment data
- specialised assessments/ screeners carried out by SEND staff
- Advice/ assessment from external agencies (if required)

Plan:

Following assessment, the SEND department will collate information and decide what further action needs to be taken. If a student requires additional provision, class teachers and SEND department staff will then create a support plan or Individual Education Plan (IEP) based on barriers to learning observed, information gathered and level of support required. This will be reviewed termly and the progress of students continually monitored by the class teacher and

Head of Year. Students on Support Plans or IEPs will be added to the school's SEND register. All staff involved will be made aware of IEPs and IP and have access to them to ensure students are supported throughout the school environment. IEPs may be adjusted at any time by the SENDCo and amended after meetings with staff and/or parents. Parents receive a copy of the IEP. IEPs are confidential. Regular pupil progress meetings are held along with the Head of Key Stage, in which children with SEND are discussed and progress monitored.

Do:

Strategies and interventions are recorded on an SP or IEP will then be implemented for a set time period: 6weeks/or 1 term. Interventions and support can be in form of:

- pull out specialist support (small group or 1:1)
- small group support from class teacher/ TA
- push in support
- in class modifications/ adaptations
- differentiation of curriculum

Students will not be withdrawn from core curriculum subjects. The class or subject teacher will remain responsible for working with the student on a daily basis and ensuring progress is made. Where the interventions involve 1:1 teaching away from the main teacher, he/she still retains responsibility for that pupil's learning.

Review:

At the end of a block of support, parents, teachers and the SEND department will meet to review progress and effectiveness of interventions and support, in line with the agreed date of review. Next steps will be identified. This could involve:

- a continuation of the block of support
- setting new targets
- altering/ adaptation of support strategies/ interventions
- return to wave 1 universal support strategies (place on monitor list).

If deemed necessary, the Inclusion Support Centre may seek support from external specialists. Where this is considered necessary, the SENDCo in consultation with HOP or HOS and parents, will make a referral to seek external specialist support. This would normally occur after a minimum of two cycles of SEND support, however in extenuating circumstances, this can be fast tracked in the best interest of a student.

Levels of Provision

To ensure that the correct level of support is put in place for the students at USI, we provide 3 levels of support (See appendix Fig.2). Students with additional needs will be classified as needing support at either Wave 1, 2 or 3. Students can move between various stages of provision offered at USI. This is not a linear process. At each level of support progress is continually and closely monitored to ensure the support provided is effective.

Wave 1: Pre-referral/ Universal Inclusion Strategies

Wave 1 SEN (Special Educational Needs) support in a mainstream school refers to the high-quality, inclusive teaching strategies and interventions that are provided to all students within the classroom, including those with special educational needs. It involves adapting the learning environment and teaching methods to meet the diverse needs of all pupils, ensuring that every student has access to a broad and balanced curriculum.

Key aspects of Wave 1 SEN support include:

1. **Quality First Teaching:** Teachers employ differentiated instruction, varying their teaching styles and materials to cater to the different learning styles, abilities, and needs within the class. This may include using visual aids, hands-on activities, scaffolding, and breaking tasks into smaller, manageable steps.
2. **Inclusive Practices:** The school aims to foster an inclusive environment where all students, regardless of their abilities, feel supported and valued. This might involve creating a classroom atmosphere that encourages peer support, collaboration, and a growth mindset.
3. **Personalised Learning:** Teachers **may** provide personalised targets or differentiated tasks that allow students with SEN to progress at their own pace. This can involve varying the level of challenge or support within lessons.
4. **Universal Strategies:** These may include classroom accommodations such as additional time for tasks, seating arrangements to minimize distractions, or the use of assistive technology.
5. **Ongoing Monitoring and Assessment:** Regular assessment of students' progress helps identify any barriers to learning. Teachers monitor all students' progress closely and adjust their approaches accordingly, ensuring that any learning difficulties are addressed early.

Wave 1 SEN support is the foundation of an inclusive education, with all students receiving the necessary teaching and resources to thrive in the mainstream setting. If further support is needed, students can then be referred for additional, more targeted interventions (Wave 2 or Wave 3).

Wave 2: Targeted Support

Wave 2 support provides additional, targeted interventions for students who are making slower-than-expected progress despite high-quality Wave 1 support. These students may have specific learning needs that require more focused attention, but they are not yet at the level where more intensive, individualised support is required.

Key aspects of Wave 2 SEN support include:

1. **Small Group Interventions:** Students who require Wave 2 support are typically involved in small group sessions or interventions that are tailored to their specific needs. These groups are often focused on areas such as literacy, numeracy, or social and emotional

skills. The interventions are usually provided by the class teacher, a teaching assistant, or a specialist teacher.

2. **More Targeted Differentiation:** While Wave 1 support involves general differentiation within the classroom, Wave 2 takes this a step further by providing more intensive support, often through additional sessions outside of the core lesson time. This may involve specific programs or interventions designed to address particular gaps in a child's learning.
3. **Focused Monitoring and Assessment:** Students receiving Wave 2 support are regularly assessed to monitor their progress. Teachers, in collaboration with the SEN Team may adjust the interventions based on the child's response, ensuring that the strategies remain effective.
4. **Short-Term Interventions:** Wave 2 interventions are often time-limited, and their goal is to help the student catch up to their peers. The interventions are usually targeted at specific areas of need, such as improving reading fluency, developing basic math skills, or supporting speech and language development.
5. **Collaboration with Specialists:** In some cases, the school may involve outside professionals, such as an educational psychologist, speech and language therapist, or specialist teacher, to help plan and deliver interventions for students who need Wave 2 support.

Wave 2 support is typically for children who may not have significant, ongoing difficulties but need additional help to bridge gaps in their learning. Once their needs are met through targeted interventions, they may return to Wave 1 support.

Wave 3: Specialist External/ Additional Support

Wave 3 support provides the most intensive, individualised intervention for students who have more significant or complex special educational needs and continue to experience difficulties despite receiving Wave 1 and Wave 2 support. This level of support is usually for students who require a very personalised approach and may involve outside agencies or more specialist provision.

Key aspects of Wave 3 SEN support include:

1. **Highly Individualised Interventions:** Students receiving Wave 3 support typically have very specific learning needs that require individualised programs. These interventions are often one-on-one or in very small groups, and they are tailored to address specific barriers to learning in a more focused, in-depth way.
2. **Specialist Support:** At Wave 3, students may be supported by a range of specialists such as speech and language therapists, educational psychologists, occupational therapists, or other external agencies. These professionals work directly with the student and/or the school staff to design interventions.
3. **Extended Support:** Wave 3 support is often provided outside of regular lesson time, such as in one-on-one sessions or additional blocks of teaching time. The support is long-term and may continue until the student reaches a level of progress where they can engage more effectively in the classroom.

4. **Implementation of Additional Needs Teacher:** For students requiring intensive support a Shadow Teacher may be employed by the parents. See [1-1 support teacher policy](#)
5. **Individual Education Plans (IEPs):** Students receiving Wave 3 support often have a detailed Individual Education Plan (IEP) that outlines their specific learning goals, the interventions to be used, and how progress will be monitored. These plans are reviewed termly and adjusted to ensure the interventions are effective.
6. **Multi-Agency Involvement:** For students with more complex needs, there may be ongoing involvement from multiple agencies, including health professionals, school counsellor, and special educational needs coordinator (SENCO), who collaborate to provide a coordinated support plan.
7. **Significant Adjustments:** The adjustments made for Wave 3 students may go beyond what is available in the regular classroom. For example, students might receive highly personalized resources, or they might work in an alternative setting designed to meet their specific learning needs, such as a learning support unit or a resource room.

Wave 3 support is for students who have severe and persistent difficulties, and it represents the highest level of intervention before considering whether a student might benefit from a different educational setting, such as a special school. The focus is on providing as much individualized attention and support as necessary to help the child make progress.

Summary of Wave 1, Wave 2, and Wave 3 SEN Support:

- **Wave 1:** Universal, high-quality teaching for all students. The classroom is adapted to support diverse learners through differentiation and inclusive practices.
- **Wave 2:** Targeted, small group interventions for students who require additional support beyond what is offered in Wave 1. This may involve specialised programs or external expertise.
- **Wave 3:** Intensive, individualised support for students with complex needs. These students may receive one-on-one interventions and regular involvement from external agencies.

Each wave represents a level of support designed to ensure that every child can succeed, regardless of their individual learning needs. Importantly, students are not automatically placed into Wave 2 or Wave 3 based solely on a diagnosis but based on their specific level of need and response to earlier interventions.

SEND Register

Children new to USI will be placed on the register if they have existing recognised special needs. Other children will only be placed on the register where there is evidence that after a process of intervention, by the class teacher, they have failed to 'catch up' with their peers. There may be exceptional circumstances where pupils may have to be fast tracked.

Accessibility

USI school follows the Equality Act 2010 and will not discriminate against admission of students based on educational or physical needs and where possible will make reasonable adjustments in order to provide effective education provisions for all our students accepted at USI. On occasion learning needs or physical disability maybe be too severe/complex and may be beyond the capacity of USI facilities to provide for these specific needs. When this situation occurs, the school will consider all factors and make a decision in the best interest of the child. USI will discuss this with parents and advise parents to consider other educational facilities that could be a better fit for their child in fully meeting their needs.

Provision for Gifted and Talented

Another important aspect of inclusive provision is the need for early identification and support for children who may be considered as Gifted and Talented. We believe that it is important to challenge and extend all children so that they can reach and, hopefully, exceed their targets. However, it is also essential that we thoroughly support those more-able children so that they can reach their full potentials. Provision will be made for these children within the normal class teaching through differentiation and challenge, but sometimes we will provide enrichment or extension activities to promote their skills and talents further

APPENDIX

FIG 1: Graduated approach to SEND support at USI

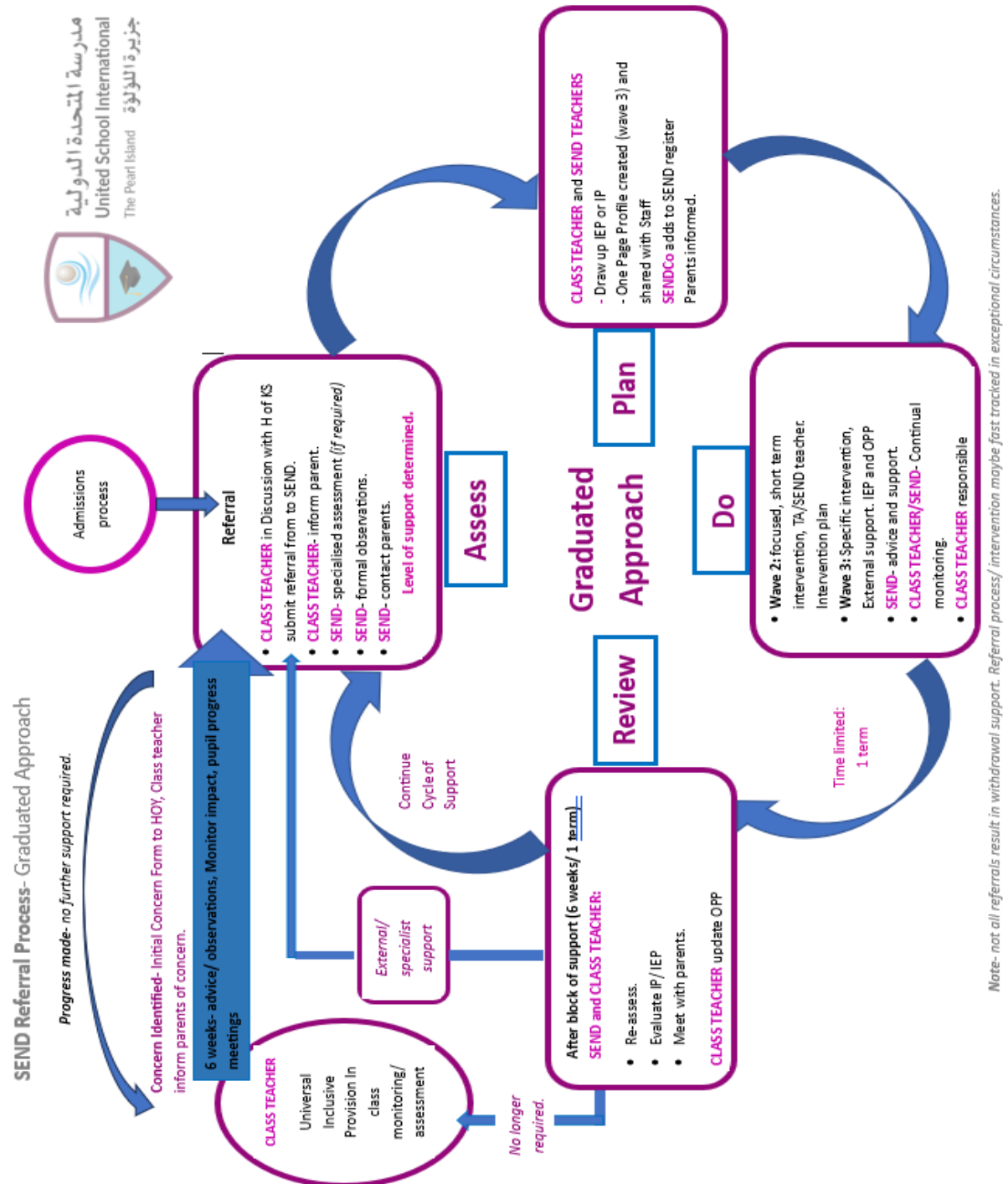


Fig. 2 USI Inclusion Model and Waves of Support

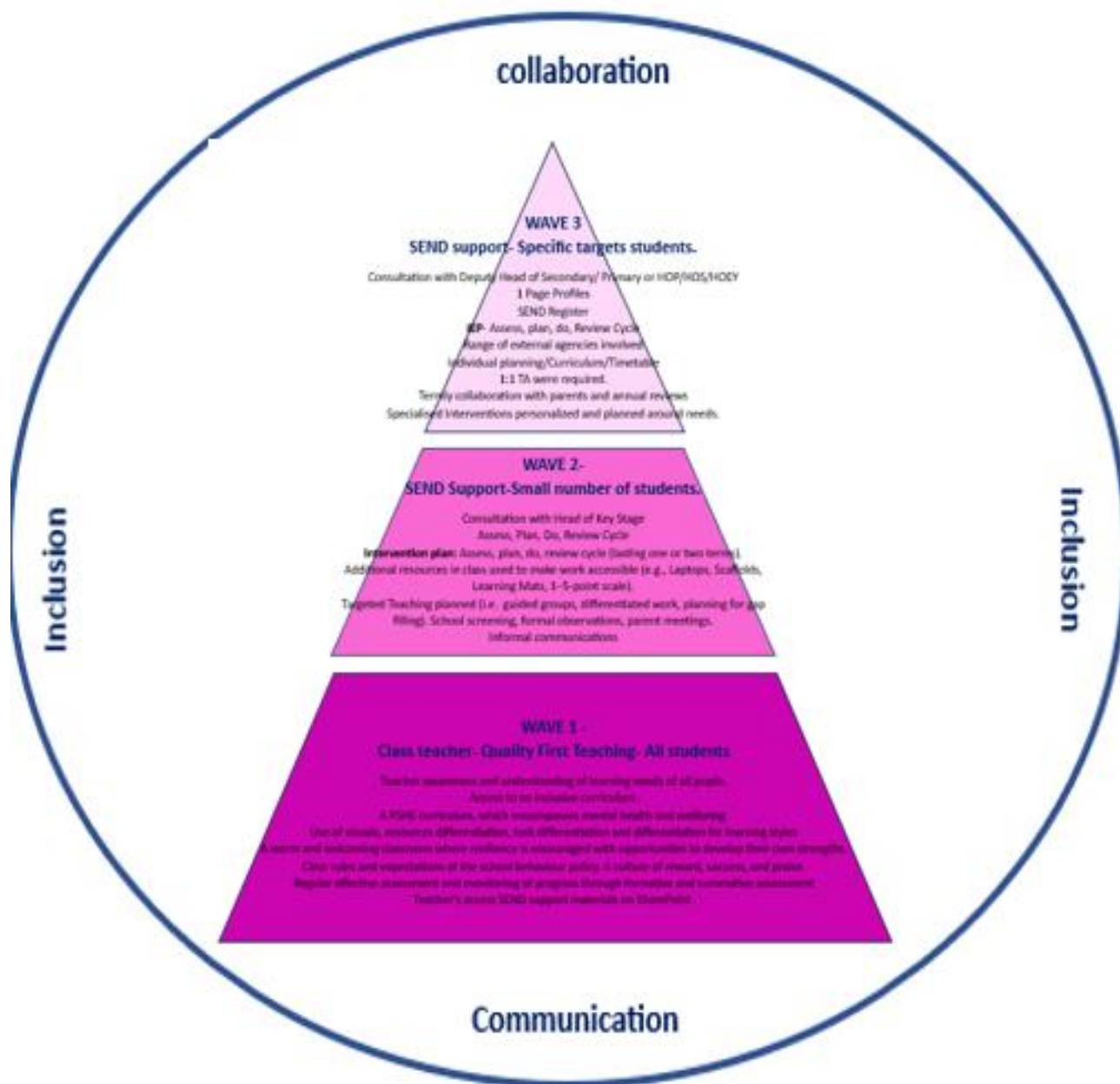


Fig. 3: Referral process (Early Year and Primary Phase)

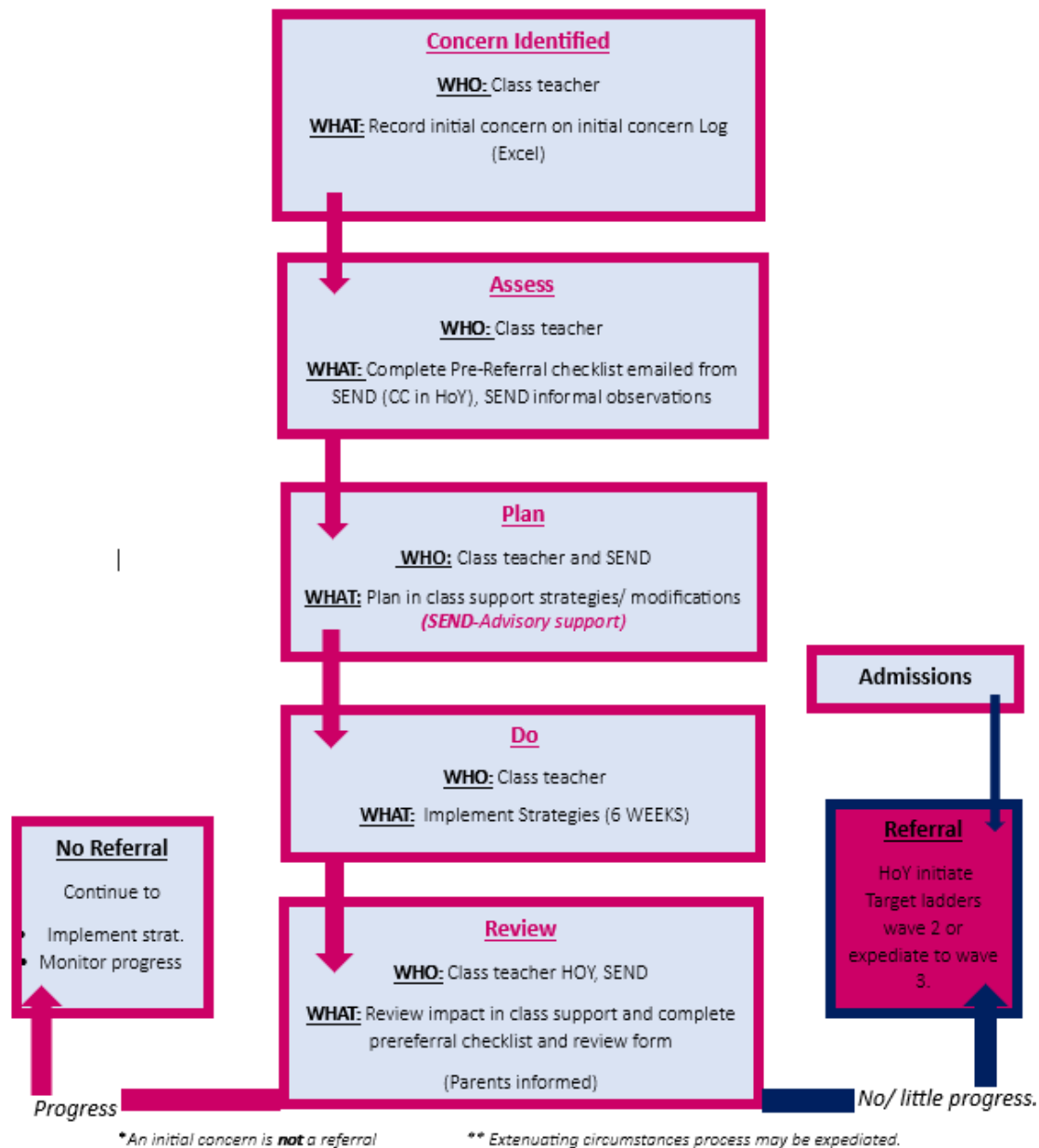


Fig. 4: Referral process (Secondary Phase)

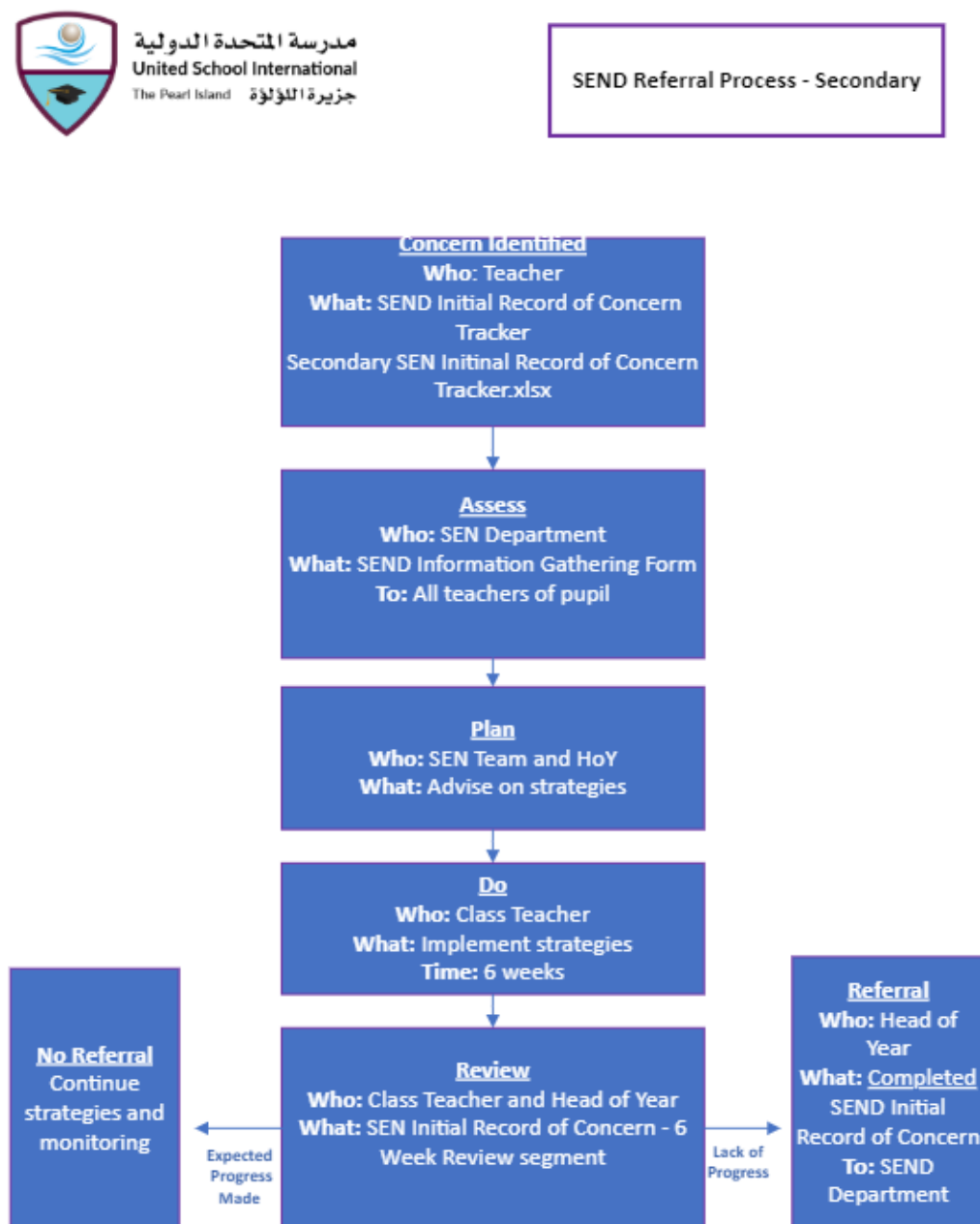


Fig. 5: Pupil Profile (Sample)

United School International				 مدرسة المتحدة الدولية United School International The Pearl Island - جزيرة اللؤلؤة	
Individual Education Plan					
Wave 2 &3					
Term Two 2024 - 2025					
Student Details			Attainment Data		
	Name		Attendance %		%
	Class / Tutor		Reading Age		
	Class Teacher / Tutor		Spelling Age		
	Date of birth		Reading Level		
	Nationality		Frequency Word		
	First Language		Language Level		
	Second Language		Phonic Level		
Medical :					
Areas of need					
Cognition and Learning		Communication and Interaction		Sensory and Physical	
SpLD - L	☐	SLCN	☐	Physical	☐
SpLD - N	☐	SICRRB	☐		
HIAFD	☐		Hearing Impairment	☐	Emotional
SpLD-GM	☐				
			Visual Impairment	☐	Mental Health
How to Support Me:					
Buddy System: Pair with a buddy who can guide him around the classroom and school, helping him feel less isolated. Use friendly gestures, visuals, or simple words to make him feel welcomed. Consistent Routine: Establish a predictable daily routine to help him feel secure and understand what comes next. Engage in role-play scenarios that mimic school routines (e.g., lining up, asking for help). Language Games: Incorporate games that promote vocabulary and sentence structure in a fun way. Cultural Sharing: Allow to share aspects of his culture with the class, promoting inclusivity and respect. Multilingual Resources: Provide books and materials in his home language, helping him feel connected and valued. Monitor Progress: Frequently check in with to gauge his comfort level and understanding, adjusting strategies as needed. Communicate with Parents: Keep open lines of communication with the family to understand their concerns and involve them in the transition process. Structured Group Activities: Organise activities that require collaboration, fostering social connections with peers.					
Classroom accommodations to support my learning					
1	Model Language: Use simple phrases and encourage to repeat after you. Visual prompts can support this.				
2	Comfort Buddy: Allow the use of a small, familiar item of comfort - a soft toy, blanket,				
3	Visuals: Create a visual schedule of daily activities to help him understand what to expect.				
4	Use play to teach social skills and language. Interactive games can provide natural opportunities for language use.				
5	Clear Instructions: Use simple, clear language and repeat instructions, combining verbal cues with gestures.				
6	Use pictures and words to label objects around the classroom, aiding vocabulary acquisition.				

Monitoring and Review

This policy is to be reviewed annually, though any deficiencies or weaknesses in SEND and Additional Needs arrangements will be remedied without delay.

This policy will be reviewed by The Executive Principal.

This policy will be approved by The Executive Principal.