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Embassy International School Special Educational Needs Policy

'Special Educational Needs', 'Additional Learning Needs' and 'Specific Learning Differences' are popular terms describing a widespread phenomenon; we can all have specific difficulties in learning or coping with lessons at various times in our lives, and for a number of reasons.

Some specific learning differences are essentially temporary in nature and can be caused by issues such as asymmetrical development in early childhood (in other words children grow out of it), whilst other issues can be permanent in nature, such as dyslexia, aural processing difficulties, or language interference. The list of specific differences is truly endless and the degrees of severity involved range from barely visible to serious.

Every case is unique.

In many cases early intervention with such difficulties can allow a pupil to either find a long term solution to cope with an issue, or indeed with essentially temporary matters overcome a difficulty. The important thing is to find strategies to help a child achieve their full potential at the same time as minimising the potential negative impact of the difficulty itself.

At the Embassy International School we endeavour to identify 'Specific Learning Differences' and design personal and individualised interventions delivered sensitively through classroom strategies in partnership with the class teachers and where necessary in one to one lessons.

The school will always have a member of staff who has a raised level of training in this area (called the SENCO) and who will have time dedicated to identifying and supporting specific learning differences.

Where specific learning differences are identified the school will hold a meeting with the parents and agree, in writing, an Individual Education Plan (IEP) with strategies and provisional targets. This will be reviewed regularly, at intervals agreed in the meeting. Where required, the school will request further external assessment of children's needs.

Specific learning differences are a very complicated educational area and are both seen and expressed in different ways in different cultures. This is a particularly difficult issue in international education and as such the school will support teachers with regular training in this area.

If parents know about a specific learning difference their child experiences and have documentation, they are requested to inform the school of the full extent of their knowledge upon registration.

Dr Lindsay Davidson, Head of School
Embassy International School



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