



Embassy International School Krakow

Learning Support & SEN Policy

Date reviewed: October 2025

To be reviewed: October 2026

Mission Statement

Since its founding, Embassy International School Krakow has fostered a welcoming and inclusive community where diverse cultures and languages enrich all learning experiences. We nurture creativity, curiosity, and metacognition to stimulate deep thinking and brain science-informed education. We cultivate insight, compassion, and resilience to empower students to contribute meaningfully in a dynamic world.

Vision Statement

We celebrate our individual stories, worth, and purpose to create positive change in a shared global community.

At Embassy International School Krakow, we believe in:

- Empowering students to maximize their learning opportunities and fulfill their potential.
- Actively integrating cultural diversity into the curriculum.
- Building inclusive, vibrant, and innovative learning communities.
- Offering a diverse and extensive international programme that supports personal, social, and professional growth.

Core Values

The Embassy education philosophy is grounded in core values that apply to students, teaching, and administrative staff:

- A commitment to acquiring knowledge and achieving personal potential.
- The pursuit of excellence in all areas of activity and effort.
- Respect for self and others, recognizing the uniqueness of each individual.
- Social and civic responsibility that promotes the common good, social justice, cultural diversity, and the emotional and physical wellbeing of others.

- Concern and respect for the natural and cultural environment.
- Treating all community members with respect, honesty, and integrity.

These core values are defined in four key areas:

| Diversity | Understanding | Identity | Passion |
|--|--|--|--|
| Embracing and learning from each other—our many cultures, languages, experiences, beliefs, backgrounds, and varied perspectives—to expand minds, foster creativity, and lead in innovation. I succeed. | The compassion, learning, commitment, respect, and trust needed to understand ourselves and others to thrive in a complex world. I understand. | The sense of self that comes from knowing our worth, roots, and purpose, enabling us to connect authentically. I am. | The driver of the school's love for learning and growing, whether in the classroom, on the playing fields, in after-school activities, or in contributions to better our communities and futures. I dream. |

Inclusive Philosophy and Principles

Our ambition is to enable all learners to achieve their full academic and personal potential, be fully included in the school community, and make a successful transition into adulthood and further education, training, or work. We place student agency at the heart of our processes and encourage all students to take ownership of their learning and wellbeing. We offer high-quality support to all students, continually evaluating learners' needs and our capacity to meet them, especially during transitions between programmes (Early Years, Primary, Secondary, A-levels). Individual student needs are considered alongside the wider classroom context when deciding on appropriate educational placements.

Our principles are:

- Student agency
- Collaboration with staff and parents
- Implementing best practices and assessment procedures
- Promoting lifelong learning

Legislation and Guidance

Embassy International School Krakow operates within the Polish educational context while following the Cambridge International curriculum. We abide by the Polish Act on School Education (2016, as amended), the Regulation on Conditions for Education and Care for Disabled or At-Risk Children (2017), the Equality Act (aligned with EU standards), and other relevant statutes on accessibility and non-discrimination. We use the UK SEND Code of Practice (2015) as a guide to inform procedures and ensure statutory compliance. As a Cambridge-authorised school, we adhere to Cambridge International's inclusion policies and standards from the Council of International Schools (CIS), by which we are accredited.

Special Educational Needs and Disability (SEND) and Areas of Need

The four broad SEND areas of need, according to the SEND Code of Practice 2015, are:

| Area | Description |
|--------------------------------------|---|
| Communication and Interaction | Children and young people with speech, language, and communication needs (SLCN) have difficulty communicating with others. This may involve challenges in expression, comprehension, or social rules. Profiles vary and may change over time. Those with ASD, including Asperger's Syndrome, often face difficulties with social interaction, language, communication, and imagination, impacting relationships. (SEND Code Sections 6.28–6.29) |
| Cognition and Learning | Support is needed when children learn slower than peers, even with differentiation. This covers moderate to profound learning difficulties, including mobility and communication issues, and specific learning difficulties (SpLD) like dyslexia, dyscalculia, and dyspraxia. (SEND Code Sections 6.30–6.31) |
| Social, Emotional, and Mental Health | Children may exhibit social/emotional difficulties, such as withdrawal, challenging behavior, or underlying issues like anxiety, depression, self-harm, ADHD, or attachment disorder. Schools must manage disruptive behavior without adversely affecting others. (SEND Code Sections 6.32–6.33) |
| Sensory and/or Physical | Children with disabilities hindering access to facilities may need specialist support. This includes vision/hearing impairments, multi-sensory issues, or physical disabilities requiring ongoing equipment or habilitation. (SEND Code Sections 6.34–6.35) |

*Students must not be regarded as having difficulty learning solely because their home language differs from the language of instruction. Needs may extend across categories.

Admission Process

SEND identification may occur before enrollment. If a student has prior needs or interventions, all information must be shared during admissions. The Admissions Department collects data from parents, previous schools, teachers, and SEND professionals, including applications, questionnaires (from year 3+), and references. This informs class placement and support levels. Where possible, students visit to build relationships and acquaint them with peers.

New students receive English and EAL assessments to establish language profiles, aiding understanding of learning needs.

Identification of Needs After Admission

Assessment and monitoring are ongoing. Concerns may arise anytime, and all staff monitor progress and adjust teaching. If in-class adjustments suffice not, referrals to the SEND team follow, involving observations, support (in-class/pull-out),

assessments, work analysis, or external recommendations. Parental permission is sought for additional assessments. Once identified, parties are informed, and action plans implemented using this model:

A few students require additional highly personalized and specialist interventions in a modified program. A plan is created to focus on specific targets and external professionals might be utilized.

Some students require additional interventions for the student to meet age appropriate outcomes. A plan is created with subject teachers and support staff.

All teachers are responsible for providing high quality teaching which is inclusive and personalized.

The school provides approximately 1.5 hours of additional learning support weekly (one-to-one, small group, in-class). If more/specialist support is needed, parents are notified; options explored may incur costs, discussed and agreed beforehand.

The school may request Local Authority support (e.g., via Polish SEN certificates), liaising and complying with regulations.

Confidentiality and Distribution of Student Information

What we collect: All relevant information for optimal support, including reports, IEPs, professional assessments (e.g., psychologists, therapists), collected during admissions or added later.

Storage: Hard copies locked securely; digital files on secure systems accessible only to authorized staff.

Sharing: Profiles shared with relevant staff via secure platforms for individualized teaching. IEPs include background, goals, strategies, accommodations; updated versions emailed to teachers. Training ensures proper use.

Security: Compliant with GDPR and Polish data protection; confidential nature emphasized. Personal reports are viewed digitally except in secured files.

Inclusive Access Arrangements

Arrangements enable full assessment access, following Cambridge guidelines (e.g., Access Arrangements and Reasonable Adjustments). Parents informed by SENCo.

Possible arrangements (not exhaustive):

- Additional time (10%, 25%, 50%)
- Use of a reader
- Rest breaks
- Use of a scribe
- Word processor (with/without spellcheck)
- Separate room

Home-School Partnerships

We partner with parents, valuing their perspectives. Parents join decision-making, progress discussions, and provision evaluations. Student participation encouraged where appropriate. Meetings via in-person, phone, or email foster home-school collaboration.

The learning support team incorporates parent and student views, respecting feasible ideas in goal setting and plans. Open communication evaluates support yearly.

Monitoring Progress

All student progress tracked. Staff monitor/evaluate, communicate with parents. Parent conferences twice yearly; additional meetings requestable. Formal reports twice yearly.

Internally: Termly grade meetings; weekly Student Support Team for concerns/actions.

Progress defined individually, potentially:

- Closing attainment gaps
- Preventing gaps widening
- Matching peers' progress
- Improving skills/behavior/motivation
- Leading to further education/employment

For SEND students: Weekly team discussions; termly parent communication. IEPs with personalized goals monitored via observations, samples, reflections, assessments. Graduated approach (Assess-Plan-Do-Review); IEPs updated termly, shared.

Team accesses standardized assessments for insights:

| Area | Assessment Examples |
|----------------------|--|
| Reading | Dyslexia Portfolio, Dyslexia Screening Test |
| Spelling | WIAT-III UK-T Spelling |
| Fine Motor | Detailed Assessment of Speed of Handwriting. WIAT-III UK-T oral reading speed. |
| Language Development | Bilingual Verbal Ability Test, British Picture Vocabulary Scale |
| Maths | Access Maths |
| Cognitive Ability | Wide Range Intelligence Test, Woodcock Johnson |