Last review: September 2026
Reviewed by: Rory Gallagher, Headteacher, Ellie Lioudaki, Head of Inclusion and Penny Koutsantonis, SEND Governor
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Distribution: To all

BSO Standards Compliance: Part 1, Part 2, Part 3, Part 5, Part 6

Related legislation and guidance:

- Special Education Needs and Code of Practice 0-25 years (2014)
- School Standards and Framework Act (1998)
- Standards for British Schools Overseas (August 2023)
- Keeping Children Safe in Education (Reviewed annually)
- Early Years Foundation Stage (EYFS) Statutory Framework – for group and school-based providers
- Equality Act (2010)

It should be read in conjunction with the following Byron College Policies:

- Safeguarding and Child Protection
- Complaints
- Admissions
- Behaviour for Learning

https://www.byroncollege.gr/about-us/policies

Policy Statement

At Byron College, we believe that every student should be supported to make meaningful progress and to develop their knowledge, skills, confidence and independence to the fullest extent reasonably possible. The school is committed to identifying students who may have special educational needs and/or disabilities (SEND), reducing barriers to learning and participation, and providing appropriate and proportionate educational support. Byron College recognises that students have different strengths, needs and circumstances. SEND support is therefore based on the individual student, evidence gathered over time, the graduated approach and the expertise and resources available within the school. The school aims to work positively with students, parents/carers, teachers and, where appropriate, external professionals to develop effective approaches to learning and participation. Provision is reviewed according to identified need, educational impact and available expertise, staffing and resources. Byron College does not hold statutory responsibility for issuing or maintaining Education, Health and Care Plans (EHCPs) or equivalent overseas statutory plans. Where a student joins with an existing EHCP or comparable plan, the school will use this information to inform planning and provision, within the school's available resources and expertise.

As a British International School in Greece we operate under the suggested guidelines and requirements stipulated by the British Education system and Greek Law.

Students with Special Educational Needs and Disabilities (SEND)

Teachers strive to meet the needs of all students in their class through their classroom organisation, teaching materials, teaching style and adaptive teaching. The Special Educational Needs and Disability Code of Practice (SEND CoP, 2014) identifies SEND as:

- a child or young person who has a learning difficulty or disability which calls for special educational provision to be made for them.
- special educational needs for a child or young person who has a learning difficulty or disability if they:

  (i) have a significantly greater difficulty in learning than the majority of others of the same age

  or;

  (ii) have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

It is important to note that some students may have difficulty accessing the curriculum because their first language is not English. School policy for English as an additional Language students (EAL) may be found in our EAL policy. It is possible for EAL students to also have special educational needs.

Safeguarding and SEND

Students with SEND may experience additional safeguarding vulnerabilities and barriers to recognising or reporting abuse, neglect or exploitation. Staff should remain alert to changes in behaviour, communication difficulties, peer isolation or bullying and must not assume that indicators of concern arise solely from a student's SEND or medical condition. Safeguarding concerns involving a student with SEND will be managed in accordance with the School's Safeguarding and Child Protection Policy, with appropriate liaison between the DSL and SENCO/Head of Inclusion.

Identification and Assessment of Students with Special Educational Needs and Disabilities

Early identification is an essential element of successful programme planning and intervention for students with special needs. A number of children may be identified before they enter the school system. In such cases, existing assessment and recommendations will be requested by the school's SEND Department, in order to plan appropriately for the child's provision. An appropriate programme will be devised, following a graduated approach, in order to support the student's special needs. This provision will be made in collaboration with The Head of Primary or Secondary, the Head of Inclusion and the School Psychologist.

In cases where students with SEND have not been previously identified, the identification/assessment phase begins in the classroom, as the teachers observe exceptionalities in learning and/or behaviour. Classroom teachers will inform the SEND Department about their concerns for a specific student by completing an SEND Referral form. The SENDCo will initiate an informal but in-depth, systematic classroom observation and evaluation.

This may include:

- structured observation of the child's performance and/or behaviour, conducted by the classroom teacher who will record the students' responses
- observation by the School Psychologist and/or SENDCo in a classroom setting
- working with the student on one-to-one level
- teachers' meeting
- parents' meeting
- student interview if the child is of an appropriate age
- samples of the students' school work.

The school may identify a need through a combination of teacher observation, assessment information, work samples, intervention response, parent information, student voice, school records and external professional information. Identification is intended to understand barriers and determine appropriate educational responses. A feedback meeting takes place with the parents, where the assessment results are discussed thoroughly, as well as the recommended intervention plan, depending on each student's needs.
The SENDCo, in collaboration with the student's teachers and parents, will review the effectiveness of the provision and the student''s progress at agreed intervals and at least termly where a documented educational plan is in place. Reviews will consider progress towards identified outcomes, the effectiveness of strategies and provision, and whether support should be continued, adapted or ceased. The student will be involved in the review where appropriate to their age and understanding.

In **EYFS**, practitioners monitor children's development through observation, assessment and ongoing communication with parents. Where concerns are identified, the SENDCo/Head of Inclusion works with EYFS staff and parents to plan appropriate support through the school's graduated Assess–Plan–Do–Review approach.

Staff are provided with appropriate information, guidance and professional development in relation to SEND. The SENDCo/Head of Inclusion supports teachers in implementing adaptive teaching strategies and individual recommendations according to students' identified needs.

External Referrals

Where the school considers that further specialist assessment or intervention may be beneficial, parents/carers may be advised to seek support from an appropriately qualified external professional. The school may provide information about professionals or services known to the school. Parents/carers remain responsible for selecting and engaging an appropriately qualified professional. With appropriate parental consent and subject to professional and data-protection requirements, relevant recommendations from external professionals may be considered when planning educational provision. The school will determine how recommendations can reasonably be implemented within its professional expertise, facilities, staffing and available resources. Where a student's needs are considered to be beyond the school's available expertise, facilities or resources, the school may recommend additional external support.

Record Keeping

The school's SEND Department is responsible for ensuring that SEND records are accurately, securely and confidentially maintained in accordance with the school's data protection requirements. Access is limited to staff and professionals who require the information in order to support the student. Relevant SEND information is shared appropriately when students move between phases or transfer to another educational setting.

Access Arrangements during Public Examinations and School Assessments

Byron College promotes an inclusive approach to assessment, in order to secure all students' entitlements to participate in internal and external testing and assessment. Where relevant, Byron College considers examination access arrangements in accordance with the requirements of the relevant examination boards and applicable regulations. Access arrangements are considered on an individual basis. A diagnosis, SEND identification or an educational plan does not automatically entitle a student to an examination access arrangement. Where required, arrangements must be supported by appropriate evidence and reflect the student's normal way of working. The school will maintain appropriate evidence and records and will make decisions in accordance with the relevant examination regulations. Where an arrangement cannot be supported by sufficient evidence or does not meet examination-board requirements, the school cannot guarantee that it will be available.

Additional Information

Please note that external services such as the support of a specialised therapist and certain types of in class support such as the necessity for a learning support assistant are **not included in the annual school fees**.

It is important that the school is informed of any known Special Educational Need at the application stage. This information is requested to enable the school to plan appropriately for a child's needs and to ensure the necessary support is in place from the outset. Disclosure of a Special Educational Need or Disability will not be used as a basis for refusing admission.

Leadership and Governance

The Headteacher has overall responsibility for ensuring that this policy is implemented effectively. The Head of Inclusion/SENDCo oversees the identification, provision and review of support for students with SEND and reports to the Headteacher on the effectiveness of provision. The Governing Body monitors the implementation and effectiveness of SEND provision through appropriate reporting from school leadership and reviews this policy in accordance with the School's policy review cycle.