PORG International School

Special Educational Needs and Disabilities (SEND) Policy

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Approved by:	Dagmar Dluhosova	

Purpose and Purpose

This policy explains how PORG International School identifies and supports children and pupils with special educational needs and disabilities (SEND) in the Early Years Foundation Stage (EYFS) and Primary phases. It applies to all staff and covers children with identified needs, emerging needs, and disabilities that affect access, participation, learning, development or wellbeing.

The school aims to identify barriers early, provide high-quality teaching with appropriate adaptations, and work with families and relevant professionals. Support is planned around each child's strengths, needs and aspirations. A medical diagnosis is not required before staff can respond to a learning or access need.

The school is based in the Czech Republic. Applicable Czech law and the requirements of the host country govern the school's legal duties. The British Schools Overseas (BSO) standards provide the school's accreditation framework. England's SEND Code of Practice, Equality Act principles, EYFS framework and Keeping Children Safe in Education (KCSIE) are used as relevant guidance and benchmarks; this policy does not assert that every English statutory duty applies to a school overseas.

Abbreviation

SEND – Special Education Needs and Disabilities

DSL – Designated Safeguarding Lead

EYFS – Early Years Foundation Stage

BSO – British School Overseas

EAL – English as an Additional Language

RSHE – Relationships, Sex and Health Education

TA – Teaching Assistant

Key terms and principles

SEND is used in this policy as a practical umbrella term for a learning difficulty, disability or additional need that calls for provision or adjustments beyond, or different from, those ordinarily available. A child may have needs in one or more areas, including communication and interaction; cognition and learning; social, emotional and mental health; or sensory and/or physical development.

A disability may affect a child's ability to access learning, facilities, communication or participation. Staff consider the child's actual barriers and the adjustments that may help. The school does not rely on labels alone and does not assume that children with the same diagnosis need the same support.

English as an additional language (EAL) is not, by itself, a special educational need. Staff consider a child's language development, prior education, time learning in English and opportunities to use their home language, alongside other evidence. EAL support and SEND support may be provided at the same time where appropriate.

- Every teacher remains responsible for the progress and participation of every child in their class, including children receiving additional support.
- The child's views, strengths, culture, language and family knowledge inform decisions in a way appropriate to their age and communication needs.
- Support should be proportionate, purposeful, reviewed and adjusted when it is not helping the child make progress or participate fully.
- Children with SEND should be included in the curriculum and school life wherever this can be achieved safely and effectively with suitable provision and adjustments.

Roles and responsibilities

Proprietor and Head of School

- The proprietor ensures that the school has an effective policy and suitable arrangements for pupils' education, welfare and access, and reviews whether SEND provision is effective.
- The Head of School leads implementation, allocates available resources, ensures staff know their responsibilities, and considers SEND provision in school improvement and safeguarding oversight.

SEND Lead / SENCO

The SEND Lead is Kateřina Mlčochová. She coordinates the graduated approach, maintains the SEND register and support records, advises staff, supports family meetings, helps identify training needs, and liaises with external specialists where agreed. She reports significant provision or resourcing concerns to the Head of School. Teachers retain responsibility for classroom teaching and provision.

Teachers and teaching assistants

- Teachers use assessment and observation to identify barriers, plan and deliver adaptations, explain agreed strategies to relevant staff, and review their impact.
- Teaching assistants work under the teacher's direction, support agreed outcomes, encourage independence and report observations. They do not replace the teacher's responsibility for learning.
- All staff follow safeguarding procedures and share relevant information securely with those who need it to support or protect the child.

Parents and children

Parents and carers are partners in identifying needs, setting outcomes and reviewing support. The school will listen to their knowledge and concerns, explain what it has observed, and keep them informed of decisions and next steps. Children are invited to express their views in an age-appropriate and accessible way.

4. Identification and assessment

A concern may be raised by a parent, teacher, the child, the SEND Lead or an external professional. Staff consider a range of evidence rather than relying on a single test or observation. This may include starting points, classroom work, progress over time, attendance, communication, participation, behaviour as communication, the child's views, family information and relevant reports.

Staff first consider whether the concern may be explained by factors such as limited experience of English, interrupted schooling, a recent transition, health, wellbeing or the learning environment. These factors do not rule out SEND. Where concern remains, staff discuss it with the family and SEND Lead and agree reasonable next steps.

The school records concerns and agreed actions proportionately. Parents are told when the school decides to provide additional SEND support. The school may seek advice from an appropriately qualified external professional with the family's knowledge and

consent, except where information must be shared to safeguard a child or meet another legal duty.

5. How this policy applies in EYFS and Primary

EYFS: Butterflies and Reception

In EYFS, practitioners use knowledge of each child and ongoing observation in play and everyday routines to notice development, communication, interaction, physical development, independence and wellbeing. They consider the child's starting points and progress across the EYFS areas of learning, while recognising that children develop at different rates. A concern is discussed with the family and SEND Lead; practical strategies are tried promptly and reviewed. Staff may seek advice from relevant specialists with the family's knowledge and consent. The child's key person and class teacher share relevant strategies with staff who work with the child.

EYFS support should be embedded in play, relationships and routines wherever possible. Staff consider whether the environment, adult interaction, language, sensory demands or daily transitions are creating a barrier. They agree with the family how to use strategies consistently at school and, where the family wishes, at home. The EYFS assessment and safeguarding arrangements follow the current framework applicable to the school and the host-country requirements.

Primary: Years 1–6

In Primary, teachers use age- and curriculum-related assessment, work samples, classroom observation and the child's participation to identify strengths, progress and barriers. They check whether a pupil can understand instructions, access reading and writing tasks, communicate learning and take part in lessons and wider school activities. Adaptations and any targeted intervention are linked to identified needs and reviewed against agreed outcomes.

The class teacher remains responsible for provision in every subject. The SEND Lead supports consistency across year groups and helps plan transition between classes and phases. Pupils are included in discussion about their learning and support in a way that is suitable for their age and communication needs.

6. Graduated approach: assess, plan, do, review

The school uses a graduated cycle so that support responds to evidence and the child's changing needs. The cycle may be repeated, adapted or intensified; it is not a fixed ladder that every child must complete.

Assess

The class teacher and SEND Lead gather and review relevant information about the child's learning, development, strengths, participation and barriers. They consult the child and family and, when appropriate, external professionals. They identify a clear starting point and the area in which support is needed.

Plan

The teacher, SEND Lead, family and child, where appropriate, agree a small number of practical outcomes and the provision intended to support them. A support plan records the child's strengths and needs, starting point, strategies or adjustments, who will do what, how progress will be noticed, and a review date. Outcomes should be meaningful and achievable, not limited to test scores.

Do

The class teacher remains responsible for the child's learning and ensures agreed strategies are used in daily teaching. The SEND Lead supports staff and checks that agreed provision is in place. Staff keep brief, relevant notes on implementation and the child's response.

Review

The teacher and SEND Lead review progress and participation against the agreed outcomes with the child and family at the planned date, normally at least once each term for a written support plan, or sooner if needs change. They consider what has helped, what has not, the child's and family's views, and whether to continue, adapt, increase, reduce or end support. They record the decision and next steps and share them with the family.

7. Provision and access

Support is matched to individual need and may include adaptations to teaching, materials, instructions, classroom environment, routines, pace, grouping, assessment arrangements or communication. Examples may include visual supports, chunked instructions, pre-teaching vocabulary, additional processing time, assistive resources, movement or sensory breaks, structured practice, targeted small-group teaching or specialist advice. These are examples, not an automatic entitlement to a particular intervention.

The school uses high-quality inclusive teaching as the foundation of support. Additional intervention is intended to complement classroom teaching and should have a stated purpose and review point. Staff consider whether the support builds independence and avoids unnecessary separation from peers or curriculum.

Where a child has a disability or access need, the school considers reasonable and practical adjustments, including access to communication, activities, facilities, trips and emergency procedures. The school discusses proposed adjustments with the family and considers safety, the child's dignity and the needs of other pupils. Any limitation or unresolved barrier is escalated to the Head of School and discussed with the family.

If a family provides an Education, Health and Care (EHC) plan or another external assessment, the school uses it as relevant information when planning support and works with the family and issuing body where practicable. The school does not create or determine an English EHC plan. The plan's formal status and any statutory duties remain with the relevant authority under the applicable system.

8. Safeguarding, wellbeing and behaviour

A child's SEND or disability may affect how they communicate a concern, understand risk, seek help or respond to change. Staff make safeguarding information and reporting routes accessible, take the child's communication needs into account, and do not assume that a behaviour or disclosure is explained by SEND. Safeguarding concerns are managed under the school's Safeguarding and Child Protection Policy and referred to the DSL without delay.

The school uses KCSIE 2026 as the current English safeguarding reference where relevant to BSO practice, alongside host-country safeguarding requirements and the school's safeguarding procedures. SEND information is shared with the DSL when it is relevant to protecting a child. Staff must not promise confidentiality where a safeguarding concern may need to be shared.

Behaviour, distress or withdrawal may indicate an unmet need or barrier. Staff respond in line with the Behaviour Policy while considering context, communication and support needs. SEND does not remove safeguarding responsibilities or automatically determine a behaviour outcome.

9. Working with families, transition and complaints

The school seeks to build open, respectful relationships with parents and carers. Meetings are arranged when a concern is raised, a support plan is introduced or reviewed, or a significant change is being considered. The school explains its observations and records agreed actions. Parents may ask to speak with the class

teacher or SEND Lead; unresolved concerns may be raised through the school's Complaints Policy.

When a child joins, changes class or phase, or leaves the school, relevant SEND information is shared securely with staff who need it. With parental consent, the school liaises with the receiving setting or relevant professional to support continuity. Children are prepared for transitions in a way suited to their needs.

10. Records, confidentiality and information sharing

SEND records are accurate, relevant, secure and accessible only to authorised staff who need them for education, care or safeguarding. The school handles personal data in line with applicable Czech and European data protection requirements and its Data Protection / GDPR arrangements. Staff should not keep personal SEND records in unsecured personal files or communicate sensitive details through informal channels.

Information is shared with parents and relevant professionals for the child's support, normally with the parent's knowledge and consent where required. Consent is not a barrier to necessary safeguarding information sharing. The school records significant decisions and, where appropriate, the reason for sharing information.

11. Monitoring, policy review and linked documents

The SEND Lead and Head of School monitor the effectiveness of provision through support-plan reviews, progress and participation information, family and pupil feedback, staff discussion and review of relevant records. Leaders consider whether actions are implemented consistently and whether children with SEND can access learning and school activities.

This policy is reviewed at least annually and sooner if the BSO standards, relevant guidance, host-country requirements or school provision changes. This revision is dated 26 August 2026 and is presented for proprietor approval; record the approval date once confirmed.

Read this policy alongside:

- Admissions and Induction Policy
- Curriculum and Teaching and Learning Policies
- Assessment Policy
- EAL Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Accessibility arrangements and relevant risk assessments

- Complaints Policy
- Data Protection / GDPR Policy

12. Key contacts

SEND Lead	Katerina Mlcochova	mlcochova@porg.cz
DSL	Thabang Lehner	lehner@porg.cz
EAL Lead	Aylin Hylova	hylova@porg.cz
Pastoral Lead	David Rojas	rivera@porg.cz
Principal	Barbora Gazdova	gazdova@porg.cz
Proprietor	Dagmar Dluhosova	dluhosova@porg.cz

13. Reference framework

The references below were checked for this revision. They inform the policy but do not replace Czech legal requirements or the school's own procedures.

- British schools overseas: standards for schools (revised standards effective 14 August 2023), especially Part 1, paragraphs 2 and 3, and Part 3, paragraph 7. https://www.gov.uk/government/publications/british-schools-overseas-standards-for-schools
- SEND Code of Practice: 0 to 25 years (England; current GOV.UK version page last updated 12 September 2024). https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
- Early Years Foundation Stage statutory framework for group and school-based providers (effective 1 September 2026). https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2
- Keeping Children Safe in Education 2026 (in force from 1 September 2026; GOV.UK page updated 17 November 2026). https://www.gov.uk/government/publications/keeping-children-safe-in-education--2