

Special Education Needs Policy

SCL International College is committed to providing a safe and enjoyable learning environment for all students. We recognise the importance of each individual and their learning abilities and needs. We have implemented a policy and outlined procedures regarding the support that we provide to learners with particular learning barriers.

This policy aims to ensure we have in place the following:

- **Clear and set procedures regarding assessing SEN (special education need) students** (pre-arrival questionnaires including needs analysis specific to SEN students)
- **Ability to create an enjoyable and safe environment** (providing SEN experienced teaching staff)
- **Established clear communication channels with third parties or parents / guardians of the children to maximise students' experiences at our campuses** (clear management structure within our teams)
- **Support SEN learners in an inclusive way** (enable all learners to reach their maximum potential and enable them to access our curriculum)

Assessment and planning procedures

So as to maximise each learner's experience at our school, we require a parent to provide a suitable amount of information regarding the student's learning needs. We provide a pre-arrival questionnaire with needs analysis focused on SEN students' learning abilities. Failing to provide such information may not only reduce the quality of a learner's experience at SCL International College but it can also have an impact on their personal growth and future learning experience.

Learning support

Our experienced teachers prepare interactive, and well-balanced lesson plans that meet the specific needs of all individuals and groups. During our lessons, teachers respond to students' diverse learning needs and actively encourage each individual to be a part of the student community. Some students who require additional support may be provided with differentiated tasks or adapted lesson materials to maximise their learning experience.

Last Reviewed: September 2022

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Communication channels

Our Student Experience Manager and Academic Coordinators ensure that parents or group leaders are well informed about each individual's progress. We highly appreciate a parent's / guardian's collaboration. We believe that parents/guardians play a crucial role in their child's learning experience and development. Depending on the learner specific learning barriers, we may discuss the lesson plan with the parents /guardians and group leaders in advance. We reserve the right to make final changes to the learning plans and adapt the plan when we feel it is needed.

Accessing Curriculum

Our teachers recognise that "success" differs for each individual depending on their learning abilities and needs. Every task is clearly communicated to the learners. We explain the purpose of the learning task and suggest how the main objectives can be achieved to maximise the experience of each individual and highlight the progress made on their learning journey. Students who require additional support will receive adapted learning materials or additional verbal support from their teacher.

Please refer to the list of our safeguarding team:

- The Designated Safeguarding Lead – **Gary Speirs**
- The Deputy Safeguarding Leads – **Denisa Sava**; Student Experience & Welfare Manager for Kentish Town & Camden and **Paul Clarke**; Academic Manager
- Designated Safeguarding Team – **Byron Skelton**; Senior Academic Manager; **Joana Lauro**; Operations Manager, **Arianna Pedrini**; Admissions Manager, **Gennifer Becouarn**; Student Services Coordinator, **Beatrice Venturini**; Groups Coordinator, **Marta Marin Gallego**; Kentish Town Residence Manager, **Mario Gomes**; North Acton Residence Manager, **Fernando Corell**; North Acton Assistant Residence Manager **Ellie George**; Camden Residence Manager, **Alex de Souza**; Regional Operations Manager.

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