



INTERNATIONAL SCHOOL OF CAPE TOWN

Special Educational Needs(SEN) Policy

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If you have questions about how to interpret this policy, please email hr@isct.co.za or the Policy Owner - As above



International School of Cape Town: Special Educational Needs Policy

Definitions

Inclusion refers to an ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that may be experienced by ISCT learners, irrespective of age, ability, gender, ethnicity, language, and social and economic background. Every effort will be made to maximise the available resources at ISCT to reduce these potential barriers.

Learner's Support Team (LST) - A learner's support team refers to, at the very least, the class teacher(s), the SENCO, the Key Stage head, and the parent(s)/caregiver(s) of the learner involved. It may also include school-based support professionals and/or external service providers.

Most able - Learners who exhibit the potential or capacity for achieving high levels of performance in academic areas or subject-specific curricula. They often demonstrate higher abilities relative to age-related expectations. There are degrees of more able hence why terms like exceptionally able exist.

Reasonable accommodation - Necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms (*Convention of the Rights of Persons with Disabilities*).

Special Educational Needs/ Disabilities (SEN/SEND) - A learner is defined as having Special Educational Needs/ Disabilities (SEN/SEND) if they have a learning, emotional, physical or other specific difficulty or disability which calls for special educational provision to be made for them.

Special Educational Needs Coordinator (SENCO) - The individual responsible for overseeing the identification and coordination of support of learners with special educational needs.

Talented - Learners who are considered highly able in typically 'non-academic' subjects such as art, drama, music, sports etc.

Twice exceptional - Learners who demonstrate high potential, ability, or talent in one or more areas, while also having a diagnosed or suspected special educational need or disability (SEND). These pupils may excel in certain domains but face challenges in others, which can mask or complicate the recognition of both their strengths and their needs. They require a dual approach to support that nurtures both their abilities and addresses their barriers to learning.

Aims

Our SEN Policy aims to:

- Set out how our school will support and make provision for learners with SEN, within each of the Key Stages.
- Explain the roles and responsibilities of everyone involved in providing support for learners with SEN, within each of the Key Stages.



- Outline the procedures involved for the acceptance and admission of prospective or new learners with SEN.
- Ensure that we are offering inclusive educational opportunities to each of our learners, congruent with the values, vision and mission of ISCT.

Legislation and Guidance

As an Independent School within the South African context, this policy aims to align with the legislation and guidelines as documented in:

- The South African Constitution and Bill of Rights
- South African Schools Act 84 of 1996
- Education White Paper 6: Special Needs Education (Building an inclusive education and training system), July 2001
- The Department of Basic Education's Policy on Screening, Identification, Assessment and Support, 2014.
- UNICEF & WHO Global Report on Children with Developmental Disabilities (2023)

As ISCT offers the Cambridge curriculum from Early Years to A-Levels, this policy also takes into consideration, as far as feasible within the unique South African context, the guidelines as prescribed in the following documents:

- The Special Educational Needs and Disability Regulations, 2014 (within The Children and Families Act)
- Regulations and guidance for administering Cambridge exams (Cambridge Handbook)
- In supporting our SEN learners at ISCT, we are strongly guided by our vision: *to empower learners to navigate the future*, our mission: *to help all our learners build essential skills and a passion for learning that will last a lifetime*, and our core values: to be guided by *global best practices*; equipping learners with *21st century skills*; and, to achieve success through *partnership* and *the human touch*.

Roles and Responsibilities

The provision of SEN requires collaboration and joint responsibility between the role players indicated below.

The Special Educational Needs Coordinator (SENCO)

It is the role of the SENCO to:

- Assist teachers in identifying SEN learners, make appropriate therapeutic/assessment referrals, and support teachers in the implementation of strategies to support learners' educational development.



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- Monitor the progress and implementation of the support plan for each SEN learner at ISCT.
 - Ensure learners receive the assessment access arrangements for which they have qualified. This includes communicating with the external assessment committee, where necessary.
 - Ensure the records of learners with SEN are up-to-date, in collaboration with class teacher/ subject teacher input, and are kept in safekeeping.
 - Offer screening to any learner requiring learning-related support.
 - Arrange for relevant class, year-group, or key-stage interventions when required.
 - Support teachers in their professional development and teaching capacity to offer additional support to SEN learners within their classes which is reasonably practicable for a mainstream school.
 - Ensure that parents/ primary caregivers are included and supported as key role players in designing, monitoring, and evaluating their child's SEN plan. This includes psychoeducation.
 - Work collaboratively with school-based learning support professionals and any external service providers to support ISCT learners through a holistic, multi-disciplinary approach.
 - Continuously re-evaluate and improve the SEN Policy.
 - Ensuring additional subject teachers are aware of and appropriately support learners with SENCO.

Senior Leadership

The Senior Leadership Team comprises the Principal, Head of Key Stages, Directors of Academics and Learner Affairs, and the Business Manager. Their roles include to:

- Ensure stringent admission and acceptance procedures are maintained, in line with our inclusive ethos, whilst ensuring that the best interests of both potential and current learners, as well as school staff, are kept in mind. See section: **Acceptance and admission of prospective or new learners with SEN.**
- Provide opportunities and funding for continued professional development of staff and resources to better support our SEN learners, and to allow for the aims of this policy to be met.
- Raise awareness of SEN issues at the management level.
- Monitor the quality and effectiveness of SEN provision at ISCT, and continuously re-evaluate and improve the SEN policy. Vet the proposed individual who will be assisting a learner with SEN in the classroom in terms of our safeguarding policy, as well as suitability for the role.
- Ensure that independent contractors provide the required vetting documentation and clearance certificates before coming on site.



The Class Teacher(s) (this pertains specifically to Early Years, Key Stage 1 & 2)

The class teacher is responsible for:

- The progress and development of every learner in their class.
- Flagging children who may have as-yet-unidentified SEN, and, in consultation and collaboration with the SENCO: monitoring these learners, trialling possible support strategies and engaging with the parents to formalise support, if required.
- When feasible, working collaboratively with school-based learning support professionals and any external service providers to support a learner through a holistic, multi-disciplinary approach.
- Keeping sufficiently detailed records of parent-teacher meetings or SEN-related conversations and handing these over to the SENCO for safekeeping.
- Providing regular and sufficiently detailed feedback or updates to the SENCO.
- Ensuring an appropriate handover at the end of the teaching year, detailing each learner's educational history and SEN. This includes any relevant information regarding their social-emotional development, which may impact on their learning.
- Following the SEN policy and alerting Senior Management and/ or the SENCO to any areas of concern or suggestions for improvement.

Subject Teachers (this relates to all single-subject teachers)

It is the responsibility of subject teachers to:

- Acknowledge the different learning needs of each learner and cater for these accordingly.
- Liaise with the class teacher/tutor and SENCO regarding any SEN-related questions.
- Provide regular and sufficiently detailed feedback or updates to the SENCO and, where feasible, the class teacher, regarding all SEN-related concerns.
- Follow the SEN policy and alert Senior Management and/ or the SENCO to any areas of concern or suggestions for improvement.

The Parent(s)/ Primary Caregiver(s)

Parents/ Primary Caregivers play a key role in terms of supporting their learner with SEN. This includes:

- Disclosure of SEN-related information when applying to ISCT, to help us ascertain whether the learner is well-suited to the ISCT context, and can be appropriately supported. Whilst we respect one's right to confidentiality, we believe it is in the best interest of the child to ensure that they attend a school in which they can learn optimally and thrive.
- Disclosure of any SEN-related information during the learner's time of enrolment at ISCT. This allows the staff at ISCT to best support the learner.



- Working collaboratively with the staff at ISCT and any external service providers to support their child, and recognising that a holistic, multi-systemic approach is required. This includes the implementation of support strategies within the home context.
- Respecting the staff at ISCT as qualified professionals, specialising in child development and education.
- Ensuring regular communication occurs between all key role-players, including full-team SEN meetings when necessary.
- Alerting the SENCO or Key Stage Head to any areas of concern regarding SEN provision at ISCT and the SEN policy.
- Covering the costs of any external readers/scribes needed for their child's assessments or examinations.

The Learner

Learners with SEN are encouraged to be active participants in their academic and learning support journey. They should:

- Strive to develop an understanding of their unique learning support needs so that they can self-advocate, where necessary.
- Engage in conversations with their teachers, parents/ primary caregivers and the learning support team during the process of determining, re-evaluating and/or adjusting the learning support plan, and to provide regular feedback where this can be helpful.

School-based Learning Support Professionals

ISCT has made provision for a select group of private paediatric professionals to offer their services on-campus (this specifically relates to KS1 & KS2). Such service providers are to:

- Be suitably qualified for their role and to engage in continued professional development.
- Ascribe to the ISCT Code of Conduct and SEN policy, as well as any ethical guidelines prescribed by their particular professional body.
- With the appropriate consent, liaise with class teachers, the SENCO and parents/ primary caregivers on a regular basis to maximise the support of the learner with SEN, as well as to allow for sufficient record-keeping. We respect the limits of confidentiality in this regard.
- Communicate costs and billing processes directly with the parent(s)/ primary caregiver(s). ISCT is not responsible for the costs incurred by learners making use of on-campus, independent healthcare providers.



External Service Providers

External Service Providers include any off-campus professional specialising in child and adolescent health, development and/or education. We encourage collaboration with such professionals, provided they are:

- Suitably qualified for their role and engaging in continued professional development.
- Committed to following the ethical guidelines prescribed by their overseeing professional body.
- Willing to take into consideration the ISCT SEN policy when making recommendations.
- Open to, with the appropriate consent, liaise with class teachers, the SENCO and parents/ primary caregivers on a regular basis to maximise the support of the SEN learner, as well as to allow for sufficient record-keeping. We respect the limits of confidentiality in this regard.
- All external service providers working on the school premises on a regular basis are required to provide proof of police clearances, sexual offenders register clearance, and the child protection register check.
- In the case of external readers/ scribes, the appropriate documentation confirming their training (WCED) will be necessary well in advance before assessments or exams are underway.

Identifying learners with SEN

Learners' SEN can be identified at any time during their educational journey. Concerns regarding current learners at ISCT may be brought to the fore through, for example:

- Observations made by the class or subject teachers
- Discussions with parents or primary caregivers
- Discussions with the learner involved
- Analysis of assessment papers or results
- Observations made by school-based or external professionals
- Speech, language, and audiology screeners (KS1)
- Visual screeners (Early Years)
- External educational and/ or social/ emotional assessments

Learners may also be identified as having possible SEN during the admission process, in some of the following ways:

- Teacher observations during the school visit
- Analysis of the entrance examination performance
- Analysis of previous school and/ or therapeutic reports
- Conversation with the parents or primary caregivers
- References submitted with their application (e.g. by their previous school)



Once a concern has been raised and brought to the attention of the class teacher, the following procedures will be followed to further evaluate and support the learner involved:

1. The class or subject teacher is to alert both the SENCO and the Key Stage Head of the concern and arrange a time to discuss this with them in further detail.
2. Further observation or evaluation is to be arranged, if necessary - for example, a classroom visit by the SENCO, analysis of the learner's books and assessments, or teacher completion of a teacher screener questionnaire.
3. If warranted, the teacher and SENCO will initiate a further conversation regarding possible support needs and options, including: classroom strategies, strategies which can be implemented at home, and/ or a referral for further assessment or intervention. At this point, a decision to further monitor the child over time can also be made.
4. Parents/ caregivers are to be informed of the concerns raised and are invited to collaborate in determining how the learner can be best supported.
5. The learning support team will verbally agree on a plan which includes immediate support strategies (for home and school) and referral recommendations, as well as agreed outcomes sought for the child. This should be documented by the SENCO.
6. If recommended and agreed upon, the parent(s)/ caregiver(s) are to make contact directly with the relevant external referrals.
7. The class teacher, subject teacher(s) and/ or SENCO will continue to monitor the learner, and to fulfil their roles and responsibilities (as outlined above).
8. Follow-up learner support team meetings will be arranged when/ if necessary.
9. A suitable handover will be made to the learners' new teacher(s), from year to year.

Acceptance and admission of prospective or new learners with identified SEN

The admissions process plays a key role in ensuring that all learners at ISCT can be successful with the available support and resources. During this phase, it is our intention to determine whether:

1. Our educational program is accessible and attainable for the applicant, with reasonable accommodations.
2. Our classrooms are suitably resourced not only to accommodate, but to strengthen areas of vulnerability.
3. The applicant will be able to experience daily opportunities for mastery and growth within the classroom.
4. The percentage of learners with SEN is in line with our policy to appropriately and reasonably support all learners within the given classroom.

On application parents are expected to share relevant information and documentation pertaining to their child, including known medical, academic, social, physical and emotional



needs that may impact on their ability to access the curriculum. Disclosure of any SEND-related information when applying to ISCT is considered essential. In addition, a confidential information sheet from the child's previous school is to be obtained by the admissions department, prior to acceptance.

Learners will be required to complete an admission assessment and/ or spend a 'trial day' in school, prior to admission, to support the school's capacity to meet the needs of that learner.

These assessments will vary between Key Stages with the intention to determine a learner's baseline academic performance as well as projected performance indicators in line with the Cambridge curriculum (Key Stage 3-5).

If a learner does not meet the requirements for admission based on the results of the admission testing and observation process, we reserve the right to refer the learner to a more suitable school able to support their learning needs.

If there are any concerns regarding the suitability of an applicant to the school, parents may be asked to provide an up-to-date assessment by a relevant, reputable private health-care practitioner (e.g. Educational Psychologist). In some cases, applicants will be invited to spend a trial day in the school to provide further clarity around the needs of the learner and what they will require in order to access the curriculum. Should we determine that the applicant will be best supported in a specialised learning context, alternative schooling options will be recommended. Whilst ISCT strives towards inclusion, it is not a full-service, special, or remedial school (SIAS Document, 2014). We believe it is in the best interest of the child to attend a school in which they can learn optimally and thrive.

In addition to the above, applications will also be considered with the best interests of the current learners as well as the relevant teaching staff in mind. According to the UNICEF & WHO Global Report on Children with Developmental Disabilities (2023), it was calculated that between 4.1% and 7% of learners in any school system could be identified as disabled or impaired.

At ISCT, in line with common practice in other International Schools, we will endeavour to accommodate up to a maximum of 20% of learners with specific SEN and EAL (English as an additional language) needs in each cohort; however, this ratio serves as a guide, and the school reserves the right to adjust this where necessary. Many families have been attracted to ISCT's smaller class sizes, and high standards of support, and the quality of this support must be protected. At times, we are not able to accommodate additional learners with SEN so as to not risk jeopardising teacher capacity, sustainability and the quality of education for all learners within the classroom.



SEN support provided for at ISCT

ISCT is able to support learners with a range of barriers to learning, which prevent access to the curriculum, depending on the level of support required. Not only is this in line with ISCT policies around diversity and inclusion, but it is also an obligation set out within the South African Constitution and Bill of Rights and Education White Paper 6: Special Needs Education (Building an inclusive education and training system).

Domains of Specialised Support

We are able to offer a **low-to-moderate** level of support within one or more of the following domains, which differ between Key Stages, and are limited to the resources available at ISCT:

Early Years (Nursery/Reception)	KS1 (Years 1 and 2)	KS2 (Years 3 to 6)	KS3 - KS5 (Year 7-13)
<ul style="list-style-type: none"> • Vision Screening • Sensory, Physical and Motor • Learning and Cognition • Neurological and Neurodevelopmental Impairment • Social, Emotional, Behavioural and Mental Health. 	<ul style="list-style-type: none"> • Sensory, Physical and Motor • Learning and Cognition • Hearing Screening • Neurological and Neurodevelopmental Impairment • Social, Emotional, Behavioural and Mental Health. 	<ul style="list-style-type: none"> • Sensory, Physical and Motor • Learning and Cognition • Neurological and Neurodevelopmental Impairment • Social, Emotional, Behavioural and Mental Health • Co-ordination of assessment/ exam concessions by the SENCO (i.e. timetabling, venue allocations and liaising with external readers/ scribes well in advance who have the required training and who have been sourced by the parent/ guardian of the child concerned. 	<ul style="list-style-type: none"> • Learning and Cognition • Neurological and Neurodevelopmental Impairment • Social, Emotional, Behavioural and Mental Health • Co-ordination of assessment/ exam concessions by the SENCO (i.e. timetabling, venue allocations and liaising with external readers/ scribes well in advance who have the required training and who have been sourced by the parent/ guardian of the child concerned.



Documentation and tracking of SEN

- Regular meetings with teachers to ensure vital information is shared.
- An overview of all SEN children with all their support structures added.
- A hard copy and an online secure copy of all notes on the individual learners.
- When a learner moves from key stages within ISCT, all records move up with them and are appropriately shared with the teachers and stored securely with the SENCO.
- All medical, educational or psychological reports will be securely stored with the SENCO (KS1-2 and High School).
- Should a student with SEN move schools, the SENCO will notify parents to obtain consent to hand over appropriate information to the new school, ensuring continuity of learning support.

Master SEN register

- The purpose of the Master SEN register is to ensure ISCT staff have access to accurate and clearly defined learner information related to their individual education profile. The register is frequently updated and shared with the relevant teaching staff. All professionals are expected to use it to inform lesson planning for learners, as well as familiarise themselves with learner needs, and are expected to maintain the confidentiality of the information shared with them.

English as an Additional Language (EAL)

At ISCT, English is the language of instruction. Therefore, learners who join ISCT with EAL are assessed to ascertain their current level of English language acquisition and proficiency. ISCT has limited provision for learners who have minimal English language fluency and support interventions will be determined on a case-by-case basis according to their age and level of English language acquisition.

EAL learners may be required to seek the support of an external EAL teacher or remedial literacy support to ensure adequate language development and independent access to the mainstream curriculum. Documentation confirming this support will be required for tracking purposes.

From Key Stage 4 (Year 10 - Year 13), students who are not fluent in the English language, will unfortunately not be accepted into the school due to the high academic demand of the Cambridge curriculum.



Special Education Needs and Disability (SEND)

Our provision of support for learners with physical disabilities will vary according to the physical limitations on our infrastructure between the school campuses and their individual needs. Learners who are referred and found to have a need will be considered, involving a multi-disciplinary approach. The school can only follow recommendations made by specialists that are reasonable and within their capabilities.

Most Able (MA) and/ or Talented

Most Able learners and/or Talented learners are identified through class/ subject teachers or parent observations. On identification, referral is made to the SENCO who would consider a range of evidence from observations, work produced, a range of assessment data e.g. CAT4, Progress Tests, teacher tracking, etc., as relying on test results alone is not sufficient.

Whilst we may recognise and support areas of strength and natural talent in young learners, they will only be added to the register from the start of Key Stage 2.

For Most Able and/or Talented learners, the class and/ or subject teacher will be supported with suitable strategies and suggested opportunities to extend their learning where possible.

**Learners can be both more able and talented, but this does not mean that it will be in all learning areas.*



SEND Provisions by Key Stage

In Key Stages 1 & 2, we aim to provide early intervention as well as remedial/ maintenance support to our learners. In Key Stages 3-5, our services focus mainly on monitoring academic and/ or social and emotional development and providing ad-hoc support or referral to appropriate intervention where needs are identified.

Early Years & KS1 (Early Intervention)	KS2 (Upper Primary) (Maintenance, Remedial)	KS3 (High School) (Ad-hoc Support)	KS4-5 (High School) (Ad-hoc Support)
<ul style="list-style-type: none"> • School-based SENCO • School-based Pre-primary School Counsellor for short-term/ ad-hoc counselling support. • SALT (speech and language therapy by external, private on-campus Speech & Language Therapist), for the parents' account. • Private, on-campus Occupational Therapy (for the parents' account). • Private, on-campus academic remedial support (Literacy & Numeracy skills), for the parents' account. • Yearly hearing screeners (Year 1). For the Parents' account • Yearly visual screeners (Reception). For the parents' account. • Coordination of the therapy process by the SENCO, i.e., discussing with 	<ul style="list-style-type: none"> • School-based SENCO • School-based Primary School Counsellor for short-term/ ad-hoc counselling support. • Private, on-campus academic remedial support (Literacy & Numeracy skills), for the parents' account. • Maintaining records and tracking documents of learners identified with SEN. • Coordination of the therapy process, i.e. discussing with teacher(s) to assess needs, sending referrals (if necessary) to parents and ensuring that parents make contact with external therapists. • Coordination of internal assessment 	<ul style="list-style-type: none"> • School-based SENCO • School-based High School Counsellor for short-term/ ad-hoc counselling support. • Private, on-campus subject tutoring by non-ISCT tutors that can be arranged in connection with Heads of subjects and the Director of Academics, for the parents' account. <i>*Please note that ISCT is not responsible for sourcing private, subject tutors. However, where support is known and available, contact details shall be supplied on a case-by-case basis.</i> • Coordination of external exam scribes &/ or readers (scribes and readers are for the parents' account, these services are not provided by ISCT). • Ad-hoc case conferences with subject teachers as 	<ul style="list-style-type: none"> • School-based SENCO • School-based High School Counsellor for short-term/ ad-hoc counselling support. • Private, on-campus subject tutoring that can be arranged in connection with Heads of subjects and the Director of Academics, for the parents' account. <i>*Please note that ISCT is not responsible for sourcing private subject tutors. However, where support is known and available, contact details shall be supplied on a case-by-case basis.</i> • Coordination of external exam scribes &/ or readers (scribes and readers are for the parents' account, these services are not provided by ISCT). • Ad-hoc case conferences with



Early Years & KS1 (Early Intervention)	KS2 (Upper Primary) (Maintenance, Remedial)	KS3 (High School) (Ad-hoc Support)	KS4-5 (High School) (Ad-hoc Support)
<p>teacher(s) to assess needs, sending referrals (if necessary) to parents and ensuring that parents make contact with external therapists.</p> <ul style="list-style-type: none"> • Provision of proprioceptive support structures within classrooms. • Maintaining records and tracking documents of learners identified with SENCO. • Team meetings on all SEN learners with parents, the teacher, outside professionals. • One-on-one handovers take place at the beginning of the year. • Bi-weekly SENCO meetings. • In class facilitators are allowed on a case by case basis 	<p>scribes &/ or readers (scribes and readers are for the parents' account, these services are not provided by ISCT).</p> <ul style="list-style-type: none"> • Provision of proprioceptive support structures within classrooms. • Team meetings on all SEN learners with parents, the teacher, outside professionals. • One-on-one handovers take place at the beginning of the year. • Bi-weekly SENCO meetings. • Maintaining intervention if it needs to be continued up from Key Stage 1. • In class facilitators are allowed on a case by case basis. 	<p>per learner need.</p> <ul style="list-style-type: none"> • Termly staff meetings discussing learners who have identified SEN or may be displaying not-yet-identified SEN. • Ad-hoc parent meetings related to incorporating classroom/ exam accommodations in the form of Individualised Education Plans (IEPs). • Handover with SENCO in the beginning of the year, new teachers to meet one on one as needed. • In-class facilitators are not able to be accommodated in the High School, with the exception of a physical facilitator for learners with a physical disability on a case-by-case basis. These are also limited due to space constraints within classrooms. • Bi-weekly SENCO meetings. 	<p>subject teachers as per learner need.</p> <ul style="list-style-type: none"> • Handover with SENCO in the beginning of the year, new teachers to meet one on one as needed. • In-class facilitators are not able to be accommodated in the High School, with the exception of a physical facilitator for learners with a physical disability on a case-by-case basis. These are also limited due to space constraints within classrooms. • Bi-weekly SENCO meetings.



Framework for Determining Levels of Support at ISCT

PLEASE NOTE THAT ISCT IS UNABLE TO ACCOMMODATE learner NEEDS WHO REQUIRE A HIGH LEVEL OF SUPPORT DUE TO BEING A MAINSTREAM SCHOOL.

Using the SIAS Policy (2014) as a foundation, the ISCT framework for determining Levels of Support for SEN learners is provided in the table below.

	Low	Moderate	High
SIAS Definition	Support provisions which are mostly preventative and proactive. It supports provisions that are provided for in generally applicable departmental programs, policies, line budgets and norms and standards for [public] schools.	Support provisions that are over and above provisions covered by program policies, line budgets and norms and standards for ordinary [public] schools. Such provisions are provided once-off, on a medium-frequency, intermittent or short-term basis and can generally be accommodated within the ordinary school or classroom.	Support provisions that are over and above provisions covered by program policies, line budgets and norms and standards for [public] ordinary schools support. These provisions are specialised, requiring specialist classroom/ school organisation, facilities and personnel on a high-frequency and high-intensity basis.
Specialist Support	Requires additional support, provided by school staff and/ or private practitioners. This can be <i>reasonably</i> accommodated during the school day and/ or outside of school hours, dependent on suitable venue availability and at an additional cost to parents. In instances where an in-class facilitator is required to physically support a learner with a physical disability and where the space within a classroom permits it, this accommodation will be limited to one facilitator per class .		Requires access to private specialists on an almost-daily basis. A reduced teacher-learner ratio is required, and/ or one-on-one adult-support (facilitation).
Curriculum and Assessment	Minor and manageable adjustments to optimise access to the curriculum and assessment tasks.	Adjustments involve Educational Plans and SEN trackers which require additional planning time, specialist input, resources, staff, and/ or monitoring. A higher level of teacher-support is required within the classroom.	Provision of a differentiated curriculum involving complex and on-going adjustments, and/ or access to an Individual Education Plan which deviates from the Cambridge curriculum.
	Access arrangements (assessment)		Assessment needs



	accommodations) as permitted by Cambridge Assessment International.		exceed those permitted by Cambridge.
Specialised Learning and Teaching Support Materials (LTSM), Facilities and/ or Resources	LTSM adaptations (Early Years, KS1 & KS2 can support this due to learners mostly being in one classroom for the duration of the day), equipment and other required resources can be accommodated within the school budget and context.	Specialised LTSM adaptations, equipment and/ or resources need to be arranged. Daily or frequent access is required. LTSM adaptations are unable to be accommodated in KS3-5 due to structural and procedural constraints of the High School curriculum.	Specialised and individualised LTSM adaptations, equipment and/ for resources are required, together with on-going monitoring, maintenance, adjustment or technical support.
	Once-off physical adjustments or upgrades to the school buildings to enable or broaden access within the reasonable constraints of the current infrastructure. This is done on a case-by-case basis in consultation with parents and the school maintenance team.		
Training	Once-off or short-term training for staff and management, provided by other school staff members and/ or external specialists, at the school's cost. This can be accommodated within the allocated staff development time periods (e.g., INSET days) and based on prevalent learner learning needs.	Once-off or short-term training for staff and management, provided by other school staff members (Counsellor and/ or SENCO) and/ or external specialists. Training may occur after-hours, or a relief teacher provided for.	Intensive and/ or on-going training to master competencies required in the learner's support program. Continued supervision or mentoring may also be necessary.

Categories of support available at ISCT

Specialist Support	Specialist Support offered at ISCT: <ul style="list-style-type: none"> School-based SENCO, available to parents, teachers, management, the admissions team and learners. Short-term or intermittent Counselling with a school-based Psychologist, Social Worker and/ or Registered Counsellor (EY, KS1-5) Short-term Academic Support (Numeracy & Literacy) (EY, KS1&2), subject-specific tutoring (KS3-5) on a case-by-case basis and according to teacher availability. Private, on-campus Remedial (Numeracy & Literacy)(EY, KS1&2)
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	<ul style="list-style-type: none"> • Private, on-campus Occupational Therapy (EY, KS1) • Private, on-campus Speech and Language Therapy (EY , KS1) • Annual vision and hearing screeners (EY, KS1) • Referrals to external private practitioners for assessment or intervention, as determined by the school-based SENCO and learning support team. <p>Facilitation for <i>current</i> EY, KS1 and KS2 learners can be accommodated on a case-by-case basis. We are unable to accommodate facilitators within High School, with the exception of adult support for learners with a physical disability.</p> <p><i>*Please note that it is not the responsibility of ISCT to provide an in-class facilitator nor to source the services of an in-class facilitator. ISCT is responsible to vet the proposed individual who will be assisting a learner with SEN in the classroom in terms of our safeguarding policy as well as suitability for the role.</i></p> <p><i>*Please note that it is not the responsibility of ISCT to provide subject-specific tutoring support nor to source the services of a tutor. However, where it is reasonably practicable, ISCT will provide referrals if available.</i></p>
Curriculum and Assessment	<p>In-Class Accommodations:</p> <p>Please note that the in-class accommodations will vary class to class, dependent on the learning objectives, subject content, and teacher-learner ratio. In-class accommodations will be considered on a case-by-case basis.</p> <ul style="list-style-type: none"> • Small-group instruction • Multisensory methods of instruction • Instructions read aloud • Pictures/ visuals to supplement information or as instruction cues • Concrete materials / Maths manipulatives • Reduced workload and/ or additional task completion time • Inputs from curriculum and learning support specialists • Assistive technology devices (typing, voice-to-text, read-aloud features) from Year 3 to Year 13. <p>Exam Accommodations (KS3-5 specific):</p> <p>Access arrangements (exam accommodations) are permitted by Cambridge. Access arrangements provided by ISCT that are in line with Cambridge regulations include:</p> <ul style="list-style-type: none"> • Colour naming and labelling (for candidates who present with colour vision deficiency) • Coloured overlays (mostly in KS1-2) • A computer reader (with reading software from Cambridge's approved list) • A human reader (advised for KS1-2 learners, this will be case-by-case dependent for KS3-5 learners). • Extra time <i>*Please note that extra time concessions, which are recommendations based on Educational Assessments, must meet certain standardised score requirements. Scores must fall within the "Below Average" range to be awarded. Medical recommendations, i.e.</i>



	<p><i>due to a temporary physical impairment or mental health recommendations for extra time are granted with sufficient evidence from medical and/ or mental health professionals</i></p> <ul style="list-style-type: none">• Practical assistance, i.e. physical facilitator (please refer to the previous section regarding the constraints of this accommodation at ISCT).• A prompter• Reading aloud (candidate); this would also require a smaller, separate venue. Please refer to the specific regulations regarding separate venues in the Cambridge Access Arrangements Handbook, which is updated annually. *Please note that exam access arrangements, rules and regulations are subject to change by Cambridge on a yearly basis.• A reading pen (without in-built storage, dictionary, or thesaurus); this device will be for the parent's account, should the learner be comfortable with this method of electronic reading.• A scribe (advised for KS1-2 learners, this will be case-by-case dependent for KS3-5 learners).• Supervised rest breaks• A transcript of the candidate's work (if illegible); this applies to external Cambridge exams for Year 10-13• Visual aids (e.g., magnifying glass)• Modified question papers can also be arranged, including enlarged print (A4 18 point bold font, 18 point bold font or enlarged paper to A3 (A3 unmodified) for learners with visual impairment• Voice-activated software (in place of a reader/ scribe, applicable to KS3-5 learners)• A word processor, i.e. laptop (typing, dependent on learner's proficiency in touch typing). During exams in the high school, learners with a lap use concession will make use of school-issued exam laptops for the exam period. This process will be explained to each learner individually.• Noise-cancelling headphones if a learner has a hearing impairment, sensory difficulties or tinnitus <p>PLEASE NOTE:</p> <ol style="list-style-type: none">1) We adhere strictly to the principles and rules documented within the Cambridge Handbook ('Regulations and guidance for administering Cambridge Exams').2) A learner can only qualify for access arrangements based on educational need following a comprehensive, up-to-date Educational Assessment by a relevant, reputable medical or mental health practitioner (e.g., Educational Psychologist, Psychiatrist, General Practitioner, etc.). Assessments are considered valid for 4 years according to Cambridge's exam regulations.3) The parent(s)/primary caregiver(s) is/ are responsible for any additional costs incurred regarding the required assessments or consultations to determine eligibility for exam access arrangements.4) Within KS1 and KS2, we are able to provide additional support for EAL learners within their first year in South Africa. This can include: use of Google Translate, use of a dictionary or thesaurus, reading support and extra time. A formal assessment is not required to qualify for this support. All EAL learners will be encouraged to only take one additional language in KS2 during their first year at ISCT to allow them time to consolidate their English language abilities. Parents may be asked to find a tutor to support their child outside of school hours and at their own
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	<p>expense.</p> <p>5) Mental health: A candidate who experiences mental health problems (for example, generalised anxiety disorder, obsessive compulsive disorder, depression) may be eligible for access arrangements. There must be evidence of need, which includes a formal diagnosis by a medical/ mental health professional, to support the application. <i>Please note, exam- or test-related nerves or anxiety are generally not considered to be reasonable grounds for access arrangements.</i></p> <p>6) Separate and small room invigilation: A candidate with access arrangements (recommended by Educational Assessments) to take the exam separately or in a room with fewer candidates (small room invigilation).</p> <ul style="list-style-type: none"> • Candidates who may need separate or small room invigilation are those with: <ul style="list-style-type: none"> ○ a medical condition ○ mental health problems ○ a condition which includes hyperactivity, or vocal or motor tics, meaning that they may distract other candidates, and/or be anxious about distracting others ○ a colour naming assistant, human reader, practical assistant, prompter or scribe, and their answers or conversations may be overheard by other candidates. ○ a candidate who is experiencing mental health problems, but does not need any other access arrangements, to take the exam separately with a separate invigilator, for example, if the candidate experiences generalised anxiety and may benefit from being in an environment with fewer people. If separate invigilation is necessary, it is the school's responsibility to ensure the candidate takes the exam in a suitable venue. However, ISCT is limited by structural constraints that may impact the number of venues suitable for this accommodation. For external Cambridge exams (Year 10-13), a trained invigilator must be present. If the candidate also has other access arrangements, such as a reader or a scribe, the reader or scribe must not act as the invigilator, and there must be a separate invigilator. The costs of the reader and/ or scribe will be for the parents' account. <p>7) Emergency Access Arrangements can be organised at short notice, if required, following the procedure outlined within the Cambridge Handbook.</p> <p>8) For in-house assessments, we are not independently able to provide assessments in Braille or papers using Simplified Carrier Language (simpler sentences).</p> <p>9) Please note that as per Cambridge access arrangement requirements, all Educational assessment reports may not be older than four years at the time of the child writing their internal as well as external examinations.</p> <p>10) All medical-related access arrangement recommendations must be updated on a yearly basis (diagnosis dependent).</p>
Specialised Learning and Teaching	<ul style="list-style-type: none"> • Use of Key-Stage-appropriate aids such as visual timetables, times-table grids, coloured overlays • Flexible seating options



Support Materials (LTSM), Facilities and/or Resources	<ul style="list-style-type: none">• Sensory aids (e.g. wobble cushions, therabands, fidget-toys) and a sensory room at Struben House.• Weighted lap-pads or vests (provided by the parent/caregiver)• Laptops and assistive technology devices, i.e. iPads• School maintenance, adjustments or upgrades to enable or broaden learner access, including ramps and wheelchair-friendly bathrooms.• Use of amplification devices/FM system (provided by the parent/caregiver to the school)• Teaching Assistants (EY, KS1)
Training	<ul style="list-style-type: none">• Input from Specialist Staff employed by ISCT• Quarterly INSET days• Regular Teacher-SENCO communication and collaboration• CPD Opportunities promoted by the school• SENCO Supervision

Assessing and reviewing learners' progress

At ISCT, we recognise that some children's SEN may evolve over time, potentially reaching a point where our environment and resources are no longer able to meet the needs of the learner effectively. However, we are committed to supporting families through Key Stage and/ or school transitions with sensitivity, transparency, and practical assistance.

Identifying when needs exceed capacity

We continuously monitor each child's progress through:

- Regular communication between the SENCO, class, subject teachers, and parents
- Regular review meetings with the SENCO, class teachers, subject teachers, and parents/ guardians
- Consultation with external specialists when appropriate
- Consideration of the child's well-being and engagement indicators

When evidence suggests the child's needs may exceed our capacity, we will initiate a collaborative review process involving all necessary stakeholders. During this process, it may be necessary to discuss alternative schooling options that are in the child's best interests.

The following information will be taken into consideration when assessing the appropriateness of support based on the child's present circumstances:

- Remedial, therapy, and/ or educational assessments and/ or progress reports.
- Teacher-SENCO/ Key Stage Head meetings
- learner and Parent input



There will be regular reviews of the needs of a learner throughout the year to determine any changes in the level and type of support that they require. In some cases, the school will ask parents to employ the services of a facilitator (specifically for EY, KS1, and KS2) for a few months to see if this will allow the child to develop the skills they need to learn independently and progress through the school. In High School, facilitators will only be considered if a learner requires a physical facilitator due to infrastructural constraints.

Key Stage Heads and learning support staff members will meet midway through the year to discuss the needs of learners who are preparing to move to the next Key Stage the following year. Where there are concerns regarding these transitions, parents will be called in to discuss the future support available to their child. In cases where the needs of the child are beyond the level of support the school can offer in the next Key Stage, the school will support the family in recommending alternative schooling options for their child.

Family Support Process

Early Communication

We commit to:

- Discussing emerging concerns at the earliest appropriate opportunity
- Providing clear explanations of our observations and limitations
- Ensuring conversations are respectful, empathetic, and focused on the child's best interests
- Documenting all discussions with transparency

Key Stage Transitions

We pay particular attention to planned transition points between Key Stages by:

- Beginning transition discussions in advance (typically the beginning of Term 3 of the prior year).
- Conducting thorough needs assessments (i.e., internal or external referrals, social/emotional observations, subject performance reviews) before Key Stage transitions.
- Collaborating with the receiving Key Stage early in the process to ensure that continuation of support is appropriate for the particular Year group.
- Follow through on any recommendations from internal recommendations and/ or external professionals related to the learners' learning support.
- Implementing phased transition plans where beneficial based on learners' individualised education plans, where appropriate.
- Conducting a detailed handover process between the SENCO, class teachers, and subject teachers, highlighting learners' learning needs in the classroom.
- Communicating with parents of SEN learners to review the process and a way forward into the next Key Stage.



Supporting learners in their transition between Key Stages

- Handover Meetings (teacher-to-teacher; SENCO-to-SENCO), including handover of learner files.
- Joint Key Stage Learning Support Team and Parent Meetings to assist in transitions for certain learners
- Staff development sessions regarding SEN learners and differentiated instruction, where appropriate.

Ensuring Access to all school-related activities

All extra-curricular activities, school visits, camps, clubs, sports days, performances, etc., should be made accessible (as far as feasible) to all learners at ISCT, including SEN learners and those with physical limitations.

Evaluating the effectiveness of SEN provision

The provision of SEN support will be measured against the following criteria:

- Learners with learning needs are identified and supported both in and out of school.
- Individual differences are recognised and considered during planning processes.
- Support is individualised to target the specific needs of a learner whose needs fall within the low to moderate levels of support.
- ISCT Teachers feel supported both in terms of learner assistance and in developing differentiation strategies to meet the needs of all their learners.
- Parents are satisfied with the quality of the learning support provided to their child.
- Parents actively work in partnership with the school to assist their child.

Success is to be evaluated through:

1. Reviewing quarterly, the individual progress of each learner at ISCT.
2. Intermittent teacher, parent, and learner questionnaires and learning support meetings.
3. Monitoring by the SENCO/ Counsellor.

Complaints about SEN provision

Complaints about SEN provision in our school should be referred to by following the school's complaints policy (Section 8).