



SWEDISH SCHOOL LONDON

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Special Educational Needs and Disabilities Policy

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1. Background

The Swedish School in London is registered as an independent private school in England. As an independent school and a Swedish school abroad, we don't receive any state grants. School fees finance the school and are revised and set by the governing body annually.

The school follows the Swedish curriculum from Preschool to Sixth Form and aligns itself as closely as possible with the Swedish Education Act and other relevant regulations. In some cases, exceptions may apply, such as adaptations of facilities for students with special educational needs and disabilities (SEND) or adjustments required to comply with British legislation and regulations for independent schools.

Due to its small size, the school has limited resources to provide interventions and extra support for children with special needs.

2. Aims and objectives

The Special Educational Needs and Disabilities (SEND) policy aims to:

- Ensure the school implements national Swedish and English legislation and guidance for independent schools regarding pupils with SEND. If there are conflicts between the national guidelines, the English legislation takes precedence.
- Set out how the school will:
 - Support and make provision for pupils with special educational needs and disabilities.
 - Provide pupils with SEND access to all aspects of school life
 - Help pupils with SEND fulfil their aspirations and achieve their best.
 - Help pupils with SEND become confident individuals living fulfilling lives.
 - Help pupils with SEND make a successful transition into adulthood.
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.



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- Make sure all staff understand and implement the SEND policy consistently.

3. Legislation and guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#) set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCo) and the special educational needs (SEND) information report.
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010) sets out the school's responsibilities to eliminate discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.

In addition, the school must also adhere to the following Swedish statutory requirements:

- The Swedish Education Act (2010:800)
- Regulation on State Grants for the Education of Swedish Children and Youth Abroad.

4. Inclusion and equal opportunities

Our school strives to create an inclusive teaching environment that enables all pupils to thrive and fulfil their aspirations regardless of their needs and abilities. We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to ensure pupils with SEND are included in all aspects of school life.



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5. Definitions

5.1 Special educational needs

A pupil has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.

If they have significantly greater learning difficulty than most others of the same age, they have a learning difficulty or disability.

Special educational provision is educational or training provision that is in addition to or different from that made generally for other children or young people of the same age.

5.2 Reasonable adjustments ("extra anpassningar" in Swedish)

Additional adjustments are a form of support that teachers and other school staff can implement within regular instruction. No formal decision is required for such a support measure. The provisions regarding additional adjustments apply to students in all types of schools covered by the general guidelines.

See Sweden's [National Agency for Special Needs Education and Schools \(SPSM\)](#) for more information and guidance.

5.3 Special educational support ("särskilt stöd" in Swedish)

Special educational support is a more intensive form of support, which is often not possible for teachers and other school staff to implement within the regular teaching. The general guidelines apply to students in all types of schools. Special support is documented in an action plan and decided by the principal.

See Sweden's [National Agency for Special Needs Education and Schools \(SPSM\)](#) for more information and guidance.

5.4 The four areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions appropriate for the pupil's particular area(s) of need at the relevant time will be selected.



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AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties which impact one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example, as challenging, disruptive or disturbing behaviour or by the pupil becoming withdrawn or isolated.



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AREA OF NEED	
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6 Roles and responsibilities

6.1 The Headteacher

The Headteacher will:

- Work with the SENDCo and school governors to ensure the school meets its responsibilities under the Equality Act 2010 about reasonable adjustments and access arrangements.
- Work with the SENDCo to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.
- Work with the Finance Manager to set the annual budget for the SEND provision and effectively deploy the school's delegated budget and other resources to meet pupils' needs.
- Make sure that the SENDCo has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register.
- With the SENDCo, monitor to identify any staff with specific training needs regarding SEN and incorporate this into the school's plan for continuous professional development.



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- With the SENDCo, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access via an EHCP request to the local authority.
- With the SENDCo and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data in Sweden, and use these to reflect on and reinforce the quality of teaching.

6.2 The SENDCo

The SENDCo will:

- Work with the Headteacher to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provisions to support individual pupils with SEND, including those with Action Plans (the equivalence to EHCP plans in the English education system).
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential education providers when pupils move to other schools to ensure they and their parents are informed about their options and a smooth transition is planned.
- Work with the Headteacher to ensure that the school meets its responsibilities under the Equality Act 2010 concerning reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

6.3 Mentor

Each mentor is responsible for:

- Working closely with the Headteacher and Student Welfare Team to plan and assess the impact of support and interventions.



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- Supporting the SENDCo in drafting an action plan for mentor students, which the headteacher has decided is required.
- Attending meetings with guardians of children with SEND.
- Ensuring they follow the school's SEND policy.

6.4 Teacher

Each teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach.
- The progress and development of every pupil they teach.
- Working closely with the Headteacher and SENDCo to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to the provision
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and consider how they can be linked to classroom teaching.
- Ensuring they follow this SEND policy.

6.5 Parents or carers

Parents or carers should inform the school of concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be allowed to provide information and express their views about the pupil's SEND and the support provided. Parents will be:

- Invited to termly meetings to review the provision that is in place for their child.
- Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs.
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil.
- An annual report on the pupil's progress is given.

The school will consider the views of the parent or carer in any decisions made about the pupil.



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6.6 The pupil

Pupils will always be allowed to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be considered when making decisions that affect them, whenever possible.

7 Admission arrangements for pupils with special educational needs

Guardians must inform the school of any SEND needs during the admissions process. This includes any diagnoses, EHCP plan/Action Plans, school reports, and information on reasonable adjustments their child receives or is recommended in their current school setting.

Any information received is assessed by the Headteacher and various professionals in the Student Welfare Team as required. The assessment aims to establish what educational setting best meets the particular child's needs so that they can thrive and fulfil their aspirations.

The Swedish School in London is not equipped to admit pupils with extensive SEND needs.

8 Procedures for new pupils when they have just enrolled at the school

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous school settings. We will also consider any evidence that the pupil may have a disability and, if so, what reasonable adjustments the school may need to make. All students are tested in literacy when they start at SSL, in an age-appropriate way, decided by the subject teacher. For more information about the



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tests for different key stages, please see the “Policy for Swedish and Swedish as a Second Language”.

9 The process for identifying pupils with special educational needs

9.1 New pupils with known SEND and/or reasonable adjustments

For students with already confirmed needs for additional adjustments or special support, SSL bases its approach on previous action plans or similar documentation from the pupil's former school. Any necessary modifications may be required based on the conditions at SSL.

The SENDCo informs relevant teachers and staff about new SEND pupils. This includes reasonable adjustments and any special educational needs the pupil has the right to, the latter of which is regulated by a formal Action Plan (or EHCP).

9.2 Current pupils and reasonable adjustments by teachers

All teachers must differentiate their teaching based on the needs of each student and group. If they identify that a pupil requires extra support, they should promptly implement reasonable adjustments in the classroom. This can, for example, include the use of templates, adapted material, longer time for exams, more minor adjustments to the learning environment (i.e. headphones, seating arrangements), etc.

The reasonable adjustments used for each pupil must be documented in the adaptations document for the relevant key stage/work team. These should be evaluated regularly and adjusted if necessary. Teachers must also inform guardians of the perceived difficulties and the help provided.

9.3 Mapping of a pupil's needs for SEN support

If the student, despite reasonable adjustment, is still struggling or not meeting the expectations, teachers are expected to promptly report the issue to the Student Welfare team using the *Report to Headteacher form*. The report must include the reasonable adaptations used and what has worked and what has not.

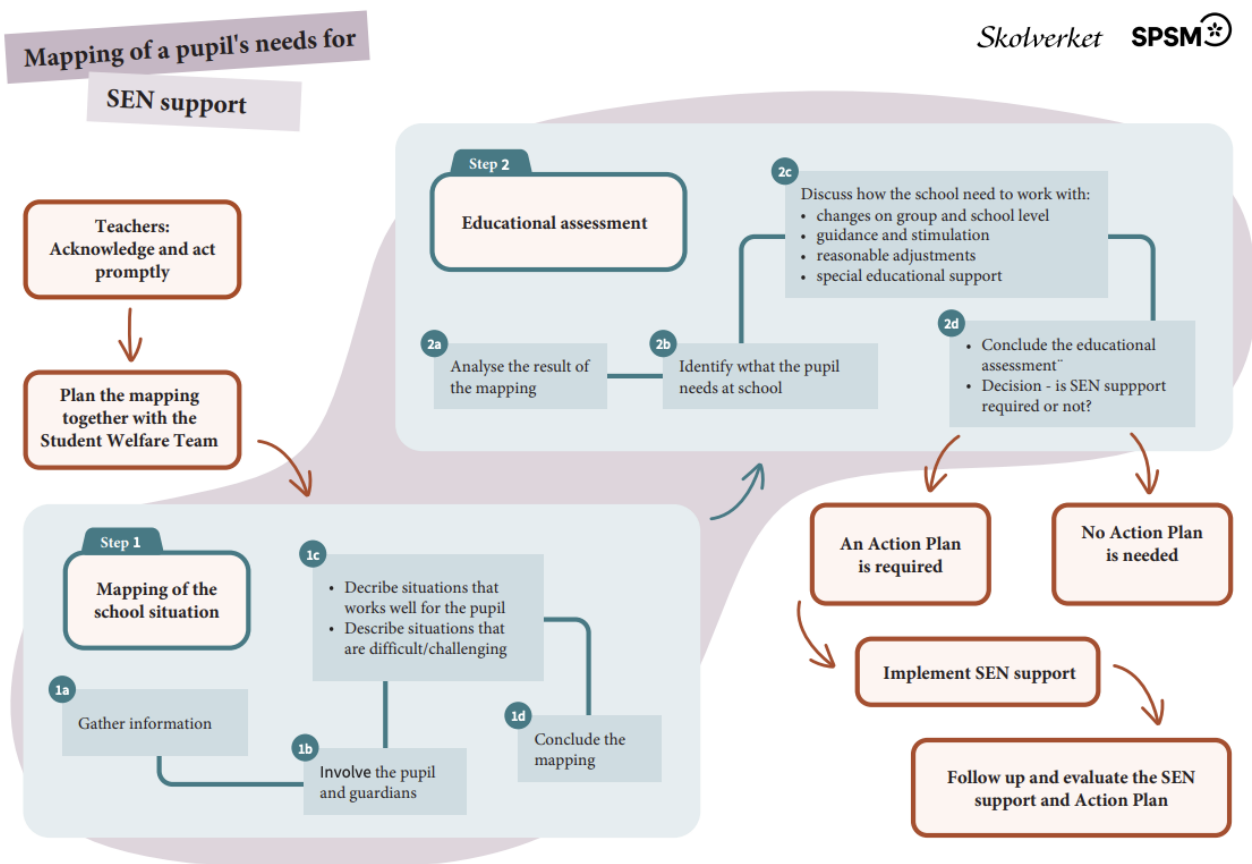
The Student Welfare Team will address the submitted report to the Headteacher during the next Student Welfare Team meeting. These are held approximately every two weeks. Once the matter has been discussed, the teacher and relevant mentor will receive a report from one of the team members with information on how we will proceed with the case.



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A concern that triggers the same response can also be made directly by the pupil or their guardians.



9.3.1 Step 1: Mapping of the school situation (“Pedagogisk kartläggning”)

If the submitted “Report to Headteacher” results in the decision to make a further inquiry, the SENDCo will commence a Mapping of the school situation (“pedagogisk kartläggning” in Swedish). This involves gathering information from the pupil, parents and teachers on key aspects.



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9.3.2 Step 2: Educational assessment

The SENDCo then analyses the material from teachers, students, and their parents/guardians. The findings and supported conclusions are presented in a document, highlighting the pupil's needs and required reasonable adaptations and more far-reaching SEN actions.

9.3.3 Step 3: Decision on whether or not to form an Action Plan or make an EHCP request

Based on the educational assessment, the Headteacher and SENDCo decide whether or not a formal Action Plan is required. At this stage, there is also the possibility of making a formal EHCP request to the Local Authority if the student's needs are considerable and/or complex and cannot reasonably be met by the school.

There may also be a decision to refer the pupil for further assessment to and/or support by specialist services such as adaptive equipment, SENDCo, speech therapist, school counsellor, psychologist, and personal assistant. Resources such as adaptive equipment and staff not already available at the school are financed by the guardian.

If an Action Plan is needed based on the findings of the Educational Assessment, the Headteacher makes the formal decision, and the Action plan must be reviewed regularly.

9.3.4 Step 4: Possible further SEND assessment by external providers and/or local authorities

If the Educational Assessment indicates that the student requires further evaluation to clarify their needs and how they can be met, this will be carried out externally.

Assessment via CAMHS/"BUP" or the NHS

For a student registered in a Swedish municipality, the SENDCo, in consultation with the school nurse at the Swedish School in London, may refer the student for further assessment to the Child and Adolescent Mental Health Service (BUP) in Sweden. Otherwise, the student must be referred to the Child and Adolescent Mental Health Services (CAMHS) in the borough the child is registered in, provided this is appropriate considering potential language barriers and the student's age.

Private assessment

For guardians who choose to consult a private support service to shorten waiting times, or in cases where a Swedish-speaking professional is required, it is the guardian's



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responsibility to identify a suitable provider. In some cases, the school may assist with recommendations. For private assessments, the guardian is responsible for covering the entire cost.

9.4 In case of a confirmed diagnosis

If any further assessment confirms a SEN diagnosis, the school requires a copy of the formal report. The school also strongly encourages the parents to arrange a meeting between representatives from the school and the clinician so that the school can gain as much information as possible to implement the right support.

9.5 Education, health and care plan (EHCP)

Pupils who need more support than is available through the school's school-based SEND provision may be entitled to an EHC plan (EHCP). The plan is a legal document describing the pupil's needs, the provision that will be implemented, and the outcomes sought.

To apply for an EHC plan, the school and the guardians must apply to the local authority (LA). Based on the evidence provided, the LA will decide whether the needs are substantial enough to qualify for an EHCP plan. If approved, various professionals might require more assessments before the plan can be formed. The LA will then look at what school is best suited to meet the pupil's SEN needs. Any need for further funding will require a separate decision from the LA.

10 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Tracking pupils' progress, including using an overview document for teachers
- Using pupil and parent questionnaires as part of the educational mapping process (see above)
- Monitoring by the SENDCo
- Holding regular reviews for pupils with Swedish Action Plans, how frequent is determined by each Action Plan based on the decided interventions.
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents



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11. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENDCo will continuously monitor to identify any staff with specific training needs and incorporate this into the school's plan for continuous professional development.

New staff will receive training on the SEN process at SSL from the Headteacher and SENDCo. Any further training will be given based on need as the Headteacher decides.

12. Links with external professional agencies

The school recognises that it won't be able to meet every pupil's needs. The school will work with external agencies such as the Child and Adolescent Mental Health Services (CAMHS) or their Swedish equivalence (BUP) and social services whenever necessary.

If support by other support services is required, parents will need to finance these privately, unless provided for via the Child and Adolescent Mental Health Services (CAMHS) or their Swedish equivalence (BUP). This external support can, for example, include:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists

13. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the relevant subject teacher or mentor. If that doesn't help, we ask parents to contact the Headteacher. We will try to resolve the complaint informally in the first instance.

If this does not resolve their concerns, parents are welcome to submit their complaint formally via email to the Headteacher. Formal Complaints will be handled in line with the school's [Complaints Policy](#).



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14. Monitoring and evaluation arrangements

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives in section 1. We also assess how effective our SEND provision is with regards to:

- All staff's awareness of children and pupils with SEND at the end of each school year during the June inset days and at the start of the Autumn Term. In August, there are also scheduled handover sessions in between key stages and information to any new staff.
- Pupils' progress and attainment once they have been identified as having SEND.
- Whether pupils with SEND feel safe, valued and included in the school community via the annual safety survey completed by all pupils.
- Comments and feedback from pupils and their parents.

15. Links with other policies and documents

This policy links to the following documents:

- Accessibility Plan
- Policy against Discrimination and Degrading Treatment
- Code of Conduct
- Policy for Swedish and Swedish as a second language
- Supporting pupils with medical conditions policy
- Attendance Policy
- Child Protection Policy
- Complaints Policy