



## THE ENGLISH SCHOOL OF KYRENIA

*an exceptional school*

### **Secondary School Inclusion Policy**

This document should be read together with the School Admissions Policy and the school prospectus.

It is the policy of the school that all students who gain admission to the school should have access to, participate in and benefit from the education provided by the school to the fullest extent possible.

In this document 'special needs' should be regarded as including the terms 'learning differences', 'special educational needs' and 'gifted and talented'.

In order to achieve this aim, students who require additional support will be provided for within the limited resources of the school.

This support may take the form of:

- Withdrawal from mainstream classes for additional language support for a limited time period mutually agreed with parents/guardians.
- Setting in some subjects to enable students to be in smaller groups with students of similar ability
- Extra language classes being taught in place of a third language in key stage 3
- Additional support classes introduced after school in various key subject areas
- Identification of gifted and talent pupils, and provision for them through enrichment programmes and super-curricular activities. Support for functional literacy and numeracy within the school educational framework

#### **Admission to the school**

ESK does not, as yet have a recognised SEN department, and as such cannot cater for a wide variety of special needs at present.

During the admission process parents are advised that they must declare any special educational needs that their child may have, and include professional evaluations of the child's medical/psychological condition. We expect parents' consent for the transfer of information from the feeder school.

Evaluation is made by the school including, but not limited to information gained from cognitive aptitude testing (Granada-learning CAT 3 test), and English Placement testing (Oxford Placement).



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### **Transition from ESK primary to ESK secondary school**

There is regular communication between the secondary and primary departments, including working with the Counsellor and particularly through a dedicated Transition Coordinator who oversees the cohort's transition from Year 6 to Year 7, paying close attention to students with special needs or learning differences.

An information evening is held for Year 6 parents at the school. Students in Year 6 are invited to spend an orientation day in the secondary school. Students who may have difficulty with the transition are identified by the primary and secondary staff. The advantages of a coherent philosophy and ethos, implicit and explicit within our 3 to 18 school, help greatly in the process of learning development and progression.

A variety of evaluations are made, including student performance at the CIE primary 'Check point' tests, CAT 3 scores, class performance, and general social skills. The results of these evaluations are discussed with the family. The relationships developed with the families of the students as they progress through the school is a significant factor in our inclusion policy.

ESK does not provide teaching assistants in the secondary school.

### **The Curriculum**

In Key stage 3 the curriculum is prescribed and generally follows that of the national Curriculum of England and Wales with due consideration being given to the requirements of the TRNC national curriculum.

At Key Stage 4 students may opt for the subjects of their choice within the range on offer and the requirements of the school regarding compulsory elements of the curriculum. Students are guided by advisors (overseen by the Key Stage Coordinator) and discussions are held with students and parents individually when concerns arise about accessibility of the curriculum to individual students.

Secondary students in year 9 who have been identified as gifted and talented may be given the opportunity to enter the accelerated mathematics programme., This programme will deliver the CIE extended mathematics course in year 10 leading to examination at the end of Y10. This will allow the students to follow the further mathematics class's program in year 11.. These students will then be able to take full advantage of the IB HL course in Years 12 and 13.

At IB level students must meet the requirements of the ESK IB diploma admissions policy before they are admitted to the full diploma programme. Students who fail to meet these requirements will be advised as to their best options of certificate studies or A Levels to follow.



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### **Accommodation for students with special needs in examinations.**

Students are required to provide recognised psychological or other specific expert assessments from appropriate recognised professionals before special consideration can be granted for school examinations.

Likewise, ESK needs to forward copies of these assessments to external examining bodies, (Edexcel/Pearson, CIE and IBO) and can only grant these accommodations after permission has been granted by the external examining bodies. The ESK Counsellor and Key Stage Coordinators will oversee the provision of internal school requirements. ESK's Examinations Officer and IBDP Coordinator will make arrangements with external examination boards.

### **General**

Key Stage and Programme Coordinators will advise teachers about students with any special needs close to the start of the year, usually during INSET or shortly thereafter. Good practice will be shared at this time or during the year during key stage or departmental meetings.

Staff receive instruction and training in differentiation and assessment for learning strategies.

Expectations regarding both are incorporated into Schemes of Work and twice-yearly lesson observations. Whilst gifted and talented students are identified and encouraged to participate in enrichment programmes, ESK's super-curricular activities programme and university placement programme allows the same opportunity and encouragement for all students from Years 9 to 13.

**Revised May 2022**