

SEN AND BEHAVIOUR POLICY

SEN (SPECIAL EDUCATIONAL NEEDS) POLICY

At Knowledge Tree International School (CEKT), we are committed to providing an inclusive environment where all students, regardless of their individual needs or challenges, can thrive academically, socially, and emotionally. We recognize that every learner is unique and may require differentiated support, both temporary or long-term, to access the curriculum and school life effectively.

1. Objectives

- Identify students with SEN as early as possible.
- Provide tailored educational support and reasonable adjustments.
- Promote a whole-school approach to inclusion and neurodiversity.
- Collaborate with parents, external specialists, and support agencies.
- Monitor and review interventions through the Individual Support Plans (ISPs).

2. SEN Categories Recognized

- Communication and interaction (e.g., speech delays, ASD)
- Cognition and learning (e.g., dyslexia, dyscalculia)
- Social, emotional and mental health needs (e.g., anxiety, ADHD)
- Sensory and physical needs (e.g., visual/hearing impairment, fine motor delays)

3. Identification and Assessment

Teachers observe, document, and flag concerns based on academic performance or behaviour. The SENCO conducts initial assessments and gathers parent input. If necessary, an Individual Support Plan (ISP) is developed collaboratively.

4. Support & Intervention

- Differentiated teaching in class
- One-on-one or small group interventions
- Access arrangements (e.g., extra time for exams)
- Collaboration with speech therapists, psychologists, or other professionals

5. Parental Engagement

CEKT values close collaboration with families in identifying needs, creating plans, and reviewing progress. Review meetings are held termly.

6. Monitoring & Review

Progress is tracked through regular assessments, teacher feedback, and student self-reflection. The SENCO leads annual reviews for long-term cases.

BEHAVIOUR & E-SAFETY POLICY

At Knowledge Tree International School (CEKT), we nurture a school culture where respect, responsibility, and kindness form the foundation of both in-person and online conduct. This policy outlines expectations for student behaviour and responsible digital citizenship, in line with Cambridge and safeguarding principles.

1. Behaviour Expectations

All students are expected to:

- Treat peers, staff, and the school environment with respect.
- Follow teacher instructions and participate actively.
- Use respectful language and behaviour at all times.

- Resolve conflicts peacefully and seek adult support when needed.

2. Positive Reinforcement & Restorative Practices

CEKT focuses on reinforcing positive behaviours through praise, recognition, and reflection. When behaviour falls short, restorative conversations and logical consequences help students learn from their actions.

3. Unacceptable Behaviour

- Bullying (physical, verbal, online)
- Defiance or disruption
- Aggressive or unsafe behaviour
- Academic dishonesty or property damage

These are addressed according to severity, with possible escalation to leadership or parental meetings.

4. E-Safety Guidelines

Digital conduct is part of our curriculum and safeguarding culture. Students must:

- Use school-approved platforms and accounts
- Keep passwords private
- Avoid sharing inappropriate or personal content
- Communicate respectfully in all online interactions

5. Cyberbullying & Misuse

Any form of harassment, exclusion, or spreading harmful content online is taken seriously. Consequences may include restricted access, counselling, parental involvement, or further disciplinary steps.

6. Parental & Staff Roles

Parents must model respectful online behaviour and support the school's digital rules at home. Teachers integrate digital safety in lessons and monitor online learning platforms regularly.