



British International Remote School (BIRS)

SEND Policy

Academic Year 2026–2027

Document Version: 1.0 (First Draft — Pending Review)

Policy Owner: The Principal

Approval Date: 13 July 2026

Review Date: 13 July 2026

Next Review: July 2027

Effective Date: [To be confirmed on approval]

This is a first draft prepared for BIRS Management review and has not yet been formally approved.

1. Purpose and Ethos

BIRS is committed to ensuring that students with Special Educational Needs and Disabilities (SEND) can access a high-quality education and are fully included in the life of the school, within the practical scope of a fully remote learning model. This policy sets out how BIRS identifies, supports, and monitors students with SEND.

2. Definitions

A student has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them — that is, provision different from or additional to that normally available to students of the same age, in line with the principles of the UK SEND Code of Practice.

3. Identifying SEND

BIRS identifies SEND through:

- Information provided by parents/guardians during the admissions process.
- Previous school reports and, where available, existing Education, Health and Care Plans (EHCPs) or equivalent international documentation.
- Ongoing teacher observation of student progress and engagement during live lessons and independent work.
- Parent/guardian or student self-disclosure at any point during enrolment.

4. A Graduated Approach to Support

Where a need is identified, BIRS follows a graduated approach:

Assess

Gathering information from parents, teachers, and (where available) external professionals to understand the student's needs.

Plan

Agreeing, with parents/guardians, what support and adjustments will be put in place, and what outcomes are expected.

Do

Implementing the agreed support within the online learning environment — for example, adapted materials, additional processing time, use of captions/transcripts, or targeted small-group support.

Review

Reviewing the impact of support regularly with parents/guardians and adjusting the plan as needed.

5. Reasonable Adjustments in the Online Environment

Depending on individual need, BIRS may put in place adjustments such as:

- Captions, transcripts, or recorded lesson access where appropriate.
- Extended time for independent tasks or assessments.
- Adapted or simplified materials.
- Additional check-ins with a Learning Coach or teacher.
- Flexible use of live-lesson participation tools (e.g. text chat as an alternative to verbal response).

BIRS will consider what is reasonable and practicable within a remote delivery model, and will be transparent with parents/guardians where a particular adjustment cannot be accommodated.

6. External Examinations and Access Arrangements

For Key Stage 4 students with an identified need, BIRS will consider whether an application for formal examination access arrangements (e.g. extra time) is appropriate, in line with the BIRS Examinations / Access Arrangements Policy and the relevant exam board's requirements. Access arrangements for external examinations require appropriate evidence and must be applied for within the exam board's deadlines.

7. Working with Parents and Guardians

BIRS works in partnership with parents/guardians, who are best placed to share insight into their child's needs. Parents/guardians are encouraged to share relevant information as early as possible — ideally during admissions — so that support can be put in place from the start of enrolment.

8. Roles and Responsibilities

The Principal (SENDCo)

The Principal holds the SENDCo role at BIRS, coordinating SEND identification, planning, and review across the school, and holds overall responsibility for ensuring this policy is implemented effectively and resourced appropriately.

Teachers

Implement agreed adjustments within live lessons and monitor their effectiveness.

9. Complaints

Any concern regarding SEND provision should be raised in the first instance with the relevant teacher, and if unresolved, follows the BIRS Complaints Procedure.

10. Policy Review

This SEND Policy will be reviewed at least annually by BIRS Management.

Related Policies

- BIRS Admissions Policy
- BIRS Accessibility Statement
- BIRS Examinations / Access Arrangements Policy
- BIRS Equality, Diversity & Inclusion Policy

Operated by eLearnSmart Ltd

Website: www.thebirs.co.uk

Email: contact@thebirs.co.uk

Telephone: 0208 191 3630

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