



Special Educational Needs and Disability Policy

1.Statutory Policies	Part 2
ISI	Part 1: Quality of education provided – Teaching
Author Led	Headmaster & Head of Achievement Centre
Date of Review	March 2024
Next Review	February 2025
Comment	Annual Review
Website	Yes

The British International School of Casablanca aims to provide the best possible all-round education for all children/young people who are part of its school community through a British-style curriculum which has high expectations of all students and is inclusive.

All our schemes of work take into account the ages, aptitudes and needs of all our students, including those with special educational needs, thus allowing everyone the opportunity to learn and make progress, regardless of their ability.

The school community is very diverse and includes children/young people from a variety of different social and cultural backgrounds. BISC believes that all these learners have an equal right to the support that they need to achieve as well as they can in all aspects of school life.

While all learners require the support of their class teachers and their families in order to learn and achieve well, some may need additional support, either for short periods of time or throughout their schooling, if they are to achieve as well as possible and reach and develop their full potential.

The SEND Code of Practice 2015 (p97) outlines four broad areas of need:

1. **Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

2. **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including; moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. Social, emotional, and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

4. Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

The ethos of BISC is that all learners have the right to the support that they need, regardless of the origin of that need. We admit children/young people with a broad range of abilities on the basis that we believe they will be able to benefit from our British international style of education.

Provision at BISC is based on a four part plan: Assess, Plan, Do, Review model, which ensures that every individual's progress and attainment is monitored and evaluated and support can be provided and reviewed on a cyclical basis. BISC operates a system of Staged Intervention which aims to provide learners with the correct amount and type of support at the most appropriate time.

The Staged Intervention system consists of four levels of support. These levels are used flexibly and adapted to meet an individual's need over time.

Quality Teaching

Class teachers provide a stimulating educational environment with a variety of different and differentiated activities suited to the age and development stage of the class. The pace and content of the curriculum challenges learners to improve their learning without overwhelming them.

The classroom environment is nurturing and encourages all individuals to be inquisitive, to be respectful and tolerant of other and to have high expectations of themselves.

Stage 1

Class teachers constantly monitor the progress of their learners to ensure that they are making the expected progress. As soon as the teacher becomes aware that an individual is not making this progress in one or more areas, using their professional expertise, they will put in place some modifications within the classroom in order to help the child/young person achieve the same learning objectives as their peers.

Class teachers will seek support from colleagues and leaders within their phases, as well as seeking support from the SENCO, as appropriate. Parents are met with and informed of concerns and the in-class support being put in place over an agreed period of time. This meeting is recorded.

Stage 2 - Referral and In Class Intervention Plan

If insufficient progress is being made after the agreed period of time at Stage 2, then the Class Teacher will make a formal referral to the SENCO and Senior Leaders of the schools will be informed. They will carry out a classroom observation and a meeting will be held with parents to discuss a Class Intervention plan for implementation. This will be agreed and signed by; Class/Form Teacher, Parents and Student. Any specialist teachers working with the class will be made aware of the plan. This plan may be for individuals or groups of students.

Stage 3 – Individual Education Plan

After the monitoring of the Class Intervention Plan, over a period of time, If the child/young person needs more support than can be provided by just the class teacher, the SENCO will further assess the learner's needs in consultation with teachers, the parents and the student. In most cases this will lead to the development of an Individual Education Plan, which will include specific targets, strategies and the involvement of a wider range of adults from inside or outside the school. The Individual Education Plan will be formally reviewed on a termly basis with new targets being set as part of the ongoing assessment and review cycle. This process will be overseen by the SENCO, working alongside class and form teachers and involving subject specialists, as appropriate.

Stage 4 – Individual Education Plan +

If it is apparent, following assessment, and monitoring and review of the Individual Education Plan, that the child/young person's learning and/or social interaction is significantly below that of their peers then parents will be asked to seek external agency support. This may take the form of an Educational Psychologist evaluation or Speech and Language assessment etc. The results from this assessment will be used by the school to support the development of an Individual Education Plan +. Within provision, support could be provided in terms of the appointment of a Learning Support Assistant, who would work one to one with the child, and/or some individualised teaching. Alongside this, often support is provided by the external professional and the school actively promotes positive partnership working with all external agencies and parents to enable a child/young person to thrive and achieve. The learner will spend most of their day in the classroom with their peers but also work on a one to one or a small group basis outside their normal classroom setting to work on targets within the individualized programme. A wide range of adults will be involved in delivering the plan which will be reviewed on a termly basis and overseen by the SENCO.

Children and young people who are admitted to BISC with a report from an external agency or an IEP from a previous school, will automatically be placed on an IEP+, with an induction and support programme being put in place before their school placement begins. This will form part of the admission process and involve conversations between Admissions, Heads of School, SENCO, Parents and Children/Young people.

This programme will ensure that the child/young person will be able to maximise the academic learning and wider opportunities available at BISC.

The Staged Intervention process is focused on the role of the class teacher and their professional expertise in meeting the needs of all individuals within their class, with the support of others as required.

For the majority of children and young people who are identified as having SEND, their needs can often be met by the class teacher and some specialist input from Teaching Assistants and the Achievement Centre. Adaptive equipment such as coloured reading screens, ICT with specific learning programmes, writing slopes etc. may also be used to improve the child's learning.

However, on occasions, an individual may be assessed as requiring additional resources which cannot be met from within the school's current capacity. This may include additional 1:1 Learning Support Assistant support, personal laptop/iPad and or any other specialist equipment. **The cost of these additional resources will need to be met by the parents** and included as part of the IEP+ arrangements.

Finally, the school reserves the right to refuse entry to a child or young person whose needs exceed the school's capacity to support them adequately and where the parents fail to cooperate in meeting agreed arrangements and/or the additional costs required for the additional support of their child. Further information on our admission procedures can be found in our Admissions and Exclusions Policy which is available on the school's website.