Inclusion and Diversity
Policy and Procedures

Ratified: September 2022

Reviewed: August 2023, august 2024, August 2025, August 2026

Due for Review: August 2027

Vision

The International School of Morocco will provide a curriculum to SEND pupils which supports and encourages the development of the whole child. The curriculum will be varied and appropriate to the needs of the children accessing it.

Aims

Our school aims to be inclusive schools. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our schools:

- Girls and boys;
- Ethnic and faith groups;
- Children with English as an additional language;
- Children with special educational needs and disabilities;
- High achieving children;
- Any children who are at risk of disaffection or exclusion;
- Other vulnerable groups

Objectives

The National Curriculum and Foundation Stage Curriculum (National curriculum in England: primary curriculum - GOV.UK (www.gov.uk)) is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children.
We do this through:

- Setting suitable learning challenges;
- Responding to children's diverse learning needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- Providing other opportunities for learning or development outside the National Curriculum to meet the needs of individuals or groups of children.

The Organisation of Teaching and Learning

In our schools, the teaching and learning, achievements, attitudes, and well-being of every child are important. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning.

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers consider the abilities of all of the children in their class.

When the attainment of a child falls significantly below the expected level, their class teachers enable the child to succeed by planning work that is in line with that child's individual needs. For some children, we modify the curriculum and access arrangements to better meet their individual needs. This enables these children to make progress at the level appropriate to them.

If children are absent from school for a significant length of time due to medical needs, Access to Education may provide appropriate home schooling.

Where the attainment of a child significantly exceeds the expected level of attainment, teachers extend the depth of work within the area or areas for which the child shows particular aptitude.

Teachers are familiar with the relevant equal opportunities legislation covering sex, race, religion or belief, gender, sexual orientation, and disability.

Teachers ensure that children:

- Feel secure and know that their contributions are valued;
- Appreciate and value the differences they see in others;
- Take responsibility for their own actions;
- Participate safely in clothing that is appropriate to their religious beliefs;
- Use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- Have a common curriculum experience that allows for a range of different learning styles;
- Have challenging targets that enable them to succeed;
- Are encouraged to participate fully, regardless of disabilities or medical needs.

If a member of staff has a concern regarding a children, this is referred to the Inclusion Leader.

Children with special educational needs and/or disabilities

The school is committed to providing an environment that allows children with disabilities full access to all areas of learning, including access to the physical environment and opportunities to take part in educational visits.

Teachers modify learning and teaching as appropriate for children with SEND, taking account of their individual needs. Access arrangements are modified as required following statutory guidance.

Pupils with English as an Additional Language

Planning will take account of the pupil's level of understanding and their previous educational experiences.

Assessment

Teachers use assessment techniques that reflect the children's individual needs and abilities. During Statutory Assessments such as the Phonics Screening, and Key Stage 1 and 2 statutory tests, there are some circumstances where pupils may not be entered for the test e.g.

- if the child is working below the level of the tests
- it is impossible to establish whether they are working at the level of the test. This may be the case if a pupil has arrived from a different education system and cannot speak English.
- they are unable to access the test e.g. physical or sensory disability.

In these circumstances the school follows the National Curriculum Assessment and Reporting arrangements booklet https://www.gov.uk/government/publications/2021-key-stage-1-assessmenthttps://www.gov.uk/government/publications/2021-key-stage-1-assessment-and-reporting-arrangements-araand-reporting-arrangements-ara and discusses this with parents/carers.

Storing and Managing Information

Information regarding all pupils is confidential and files relating to children are kept securely and shared on a need-to-know basis. Files are transferred to Secondary Schools or new school where a child moves in year. If we are unable to do this, the file will be stored securely until the child reaches 31 years of age then securely destroyed, in line with the retention schedule set out by the IRMS.

Philosophy

We are fully committed to inclusion at the admission stage and during the whole of a child's school life. However, we are aware that, in exceptional circumstances, the needs of the individual child might not be met or that the inclusion of the child in mainstream education 'is incompatible with the efficient education of other children'. (SEN Code of Practice. DFE 2014) https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Complaints procedure

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.