SEND
Policy and Procedures

Ratified: September 2022September 2022

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

Due for Review: August 2027: 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. Any support will be targeted, resulting in accelerated progress.

Definition of SEND

The Special Educational Needs Code of Practice 2015 states that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty if they

- have a significantly greater learning difficulty in learning than the majority of others of the same age or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

We recognise that we are not trained, nor experts in the field of diagnosing learning disabilities. As professional educators we aim to identify the learning needs of the child, and identify those interventions / actions the school can provide to best support the child's learning and wellbeing.

The Code of Practice 2015 describes 4 broad categories of need:

- Communication and Interaction, including SLCN (Speech, Language and Communication Needs) and ASD
- Cognition and Learning; when children learn at a slower pace than their peers, even with appropriate differentiation
- Social, Emotional and Mental Health Needs
- Sensory and/or physical needs

School Ethos

The International School of Morocco are committed to every child being given the opportunity to achieve their best. We endeavour to provide a happy, safe, and caring atmosphere in which

children are able to understand and value their achievements and those of others and engage fully in the joy of learning. At the International School of Morocco, all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. The achievement, attitude and well-being of every child matter and inclusion is the responsibility of everyone in our school. Every teacher is a teacher of every pupil including those with SEND**.** High-quality teaching and learning is at the centre of this, and all teaching staff are trained to feel confident in their ability to support children with SEND, providing appropriate and manageable differentiation, using our best endeavours to give pupils the support they need.

Aims and Objectives

We aim to:

- Ensure maximum opportunities for effective inclusion throughout the school to develop the children's independence, as appropriate to their level of need and comply with the SEND code of Practice 0-25 (January 2015);
- Provide ambitious educational and wider outcomes, appropriate for the child's age and ability and ensure that every pupil experiences success in their learning and achieves the highest possible standard;
- Provide a secure environment in which all our children can flourish and in which all contributions are valued;
- Ensure all children have access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs;
- Ensure all children are given equality of opportunity to participate fully in school activities and the life of the school;
- Ensure early identification of special educational needs and disabilities and effectively assess and monitor needs;
- Remove barriers to learning and achievement to enable all pupils to participate in lessons fully and effectively;
- Ensure close and effective partnership between parents, school and outside agencies;
- Ensure children's views are valued and listened to;
- Ensure effective transitions between phases of a child's educational journey;
- Ensure that all staff have access to training and advice to support quality teaching and learning for all pupils;
- Ensure that the Proprietors' representative are fully involved in monitoring and developing SEND provision.

Roles and Responsibilities

Special Educational Needs and Disabilities Coordinator (SENDCo)

The Head of Teaching and Learning acts as SENDCo, and has day-to-day responsibilities for the operation of the SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have Individual Educational Plans (ILPs). Part of the role of the SENDCo is to co-ordinate arrangements with the class teacher regarding those pupils with SEN and disabilities, advising on the Graduated response. See Appendix A.

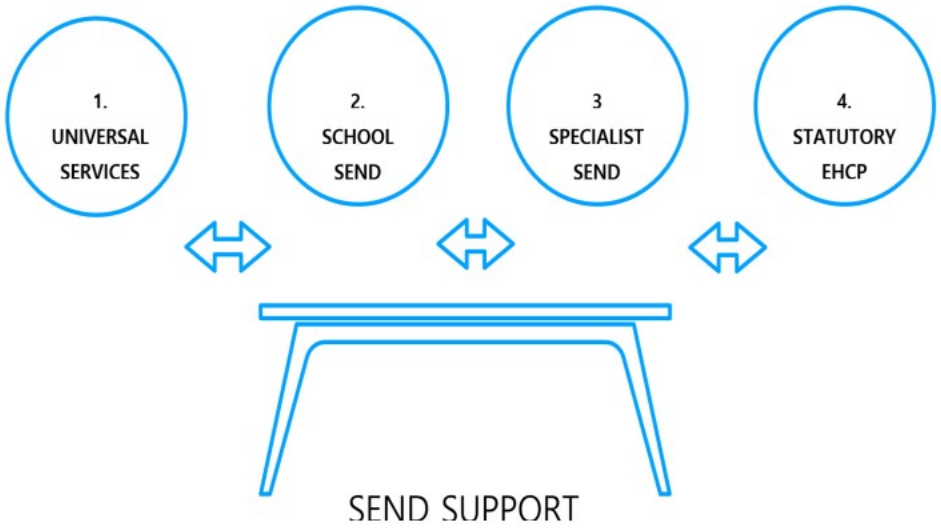
A Graduated Approach to SEND Support

All pupils receive a differentiated curriculum delivered through quality-first teaching. Class teachers are responsible and accountable for the progress and development of the pupils in their class, including any pupils receiving additional support. Pupil progress is regularly and systematically monitored by class teachers and Head of Teaching and Learning (acting as SENDCo). Pupil progress meetings are held with staff termly, highlighting pupils who may need additional support, and discussion is held regarding appropriate support. Parents may also raise concerns via the class teacher or the Head of Teaching and Learning, and a meeting might be held to discuss how we can support the child.

We will identify the needs of each pupil by considering the needs of the whole child, which are broader than just the learning needs of the child or young person. If we feel a child is not making expected progress, despite the support in place, a meeting will be requested between the parent, class teacher and Head of Teaching and Learning (acting as SENDCo) to decide if/what arrangements will put in place to address those needs. We involve parents/carers and, where appropriate, the young person in question as soon as we feel a pupil may have a barrier to learning.

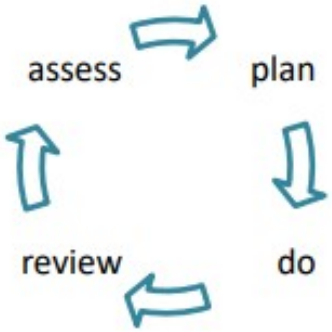
Where it is decided that a pupil does have SEND, the decision is recorded in the school records and the pupil's parents are formally informed that special educational provision is being made.

As a school, we identify and support children with SEND using the Graduated Response.



At a universal level, quality-first instruction, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This informs part of the school's professional development plan for staff. Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

We use the SEND Code of Practice (2015) Assess – Plan – Do – Review cycle to plan, monitor and evaluate the impact of support.



1. Assess

We regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil and draw on the assessments and guidance from other education professionals, e.g. educational psychologists, speech and language therapists, physical sensory services and from health and social services, where appropriate.

Assessments are made before and after interventions to show impact of the support and appropriate adjustments made.

2. Plan

The support each child is given is specified on year group planning documents and the impact of the support is evaluated at the end of a specific programme or at the end of the next school assessment period. For many pupils, this support is enough for them to close any gaps.

For some pupils, this will lead to an Individual Education Plan (IEP) and a discussion with their parents/carers (and the pupil, where appropriate) to develop a good understanding of the pupil's areas of strength and difficulty, the parents'/carers' concerns, the agreed outcomes sought for the child, and a date when this will be reviewed. The overriding purpose of this early action is to help the pupil achieve the identified outcomes and reduce the impact of any barriers to learning. However, some pupils need further support and school will seek the advice of a specialist if necessary.

3. Do

The class teacher, who is responsible for working with the pupil on a daily basis, will liaise closely with TAs or specialist staff and monitor the progress being made. The Head of Teaching and Learning (acting as SENDCo) will provide support, guidance, and advice for the teacher/s.

4. **Review**

The IEP, including the impact of the support and interventions, will be reviewed regularly by the teacher, Head of Teaching and Learning (acting as SENDCo), parent/care,r and the pupil (depending on age and stage of development). This will inform the planning of next steps for a further period or, where successful, the removal of the pupil from SEND Support. In this case, the pupil's parents are formally informed that their child no longer requires an IEP, but the school will continue to monitor the child closely.

Supporting pupils at school with medical conditions or disabilities

The International School of Morocco recognises that pupils with medical conditions or disabilities should be properly supported so that they have full access to education, including school trips and physical education, wherever possible.

Families of students who are deemed to need a constant support person are required to employ an aide (shadow teacher) for their child. The aide will be responsible for the child's personal hygiene / bathroom visits (if necessary), keeping the child focussed on class tasks, removal of child from class for breaks for emotional or physical re-regulation as needed, as well as extra playground supervision during play times.

Some children may need long-term medication. If this is the case, the school will set up an Individual Health Care Plan with parents to agree what action they will take to support the child.

Monitoring and evaluation of SEND

The Head of Teaching and Learning (acting as SENDCo) works with the Director to monitor and evaluate the effectiveness of SEND provision throughout the school as part of an ongoing process.

The Head of Teaching and Learning (acting as SENDCo) is part of the Senior Leadership Team so SEND is kept as a school priority. Feedback is also sought from pupils, parents, and carers.

Training and development

All staff are consulted on their individual training needs, while the needs of the school are also considered. School-wide staff training is ongoing, in response to identified need.
Staff with identified SEND students in their classes are offered specialised professional development centred on the student's diagnosed condition, sourced by Senior Leadership. This professional development will likely be online, and may be delivered by a Foundation, or an educational specialist in the field. Further professional development may be offered in the form of educational articles, published researched evidence of best practice, or any other medium, and may be suggested by any teaching staff.

Storing and Managing Information

Information regarding all pupils is confidential and files relating to children with SEND 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.

Statutory Requirements

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2015) and has been written with reference to the following guidance and documents:

- SEND Code of Practice (January 2015) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_dat a/file/398815/SEND_Code_of_Practice_January_2015.pdf
- Equality Act 2010: Advice for Schools DfE (Feb 2013) https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools
- Schools SEN Information Report Regulations (2014) https://www.gov.uk/guidance/whathttps://www.gov.uk/guidance/what-maintained-schools-must-publish-onlinemaintained-schools-must-publish-online#special-

educational-needs-sen-and-disabilityhttps://www.gov.uk/guidance/what-maintained-schools-must-publish-onlineinformation

- Part 3 of Children and Families Act (2014) https://www.legislation.gov.uk/ukpga/2014/6/part/3/enacted
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2015)
- https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medicalhttps://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3conditions--3
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)
- https://www.gov.uk/government/publications/national-curriculum-in-england-primaryhttps://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculumcurriculum
- Teachers Standards (2012) https://www.gov.uk/government/publications/teachers-standards

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.

The policy is reviewed annually and shared with stakeholders.

Appendix A: Roles and Responsibilities

The International School of Morocco:

- Head of Teaching and Learning (acting as SENDCo): Mrs Donna-Lee Williams
  Contact details: dwilliams@ism-c.ma
- SEND Director: Mr Younes Mellouki

SENDCo & Inclusion Leader Responsibilities:

- Overseeing the day-to-day operation of the SEND and Inclusion policy
- Co-ordinating provision for children with SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the schools delegated budget and other resources to meet pupil's needs effectively
- Liaising with parents of pupils with SEND
- Liaising with early years providers, other schools, and outside agencies
- Being a key point of contact with external agencies

- Working with the school Leadership Team and school proprietors' representative to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Providing professional guidance to colleagues to secure high-quality teaching for pupils with SEND and providing professional development where appropriate.
- Ensuring that the school keeps the records of all pupils with SEND up to date
- Liaising with and advising all staff, teaching and non-teaching and the SEND director

SEND Director responsibilities:

- Ensuring that the school complies with current legislation regarding race relations, equal opportunities, disability and SEND.

Class Teacher responsibilities:

- Familiarising themselves with the children's records and information regarding their SEND
- Differentiating the curriculum to meet the needs of all children including those with SEND
- Supporting individuals in reaching Support Plan targets
- Keeping the SENDCo informed of any changes to need or circumstances
- Identification through observation and ongoing assessment of other children with SEND
- Informing SENDCo of their concerns or concerns expressed by parents /carers
- Communicating with parents about their child's provision and progress

Teaching Assistants responsibilities:

- Supporting individuals or groups of children in accessing the curriculum
- Following IEP outcomes and provisions set by teachers and outside agencies
- Keeping records for IEPs as required

Parent responsibilities:

- Attending meetings and reviews
- Providing up to date information about their child's needs and well-being
- Supporting their child, giving encouragement and positive reinforcement

Appendix B: Identification of Needs (from SEND Code of Practice, 2015)

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 on the autistic spectrum 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.

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.

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.

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, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.

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.