



# **SEND**

## Policy and Procedures

**Ratified: September 2022**

**Due for Review: September 2023**

## **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 post16 institutions.

We aim to identify the needs of the child, in order to help us can identify what actions the school needs to take 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 schools. 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 Governing Body are fully involved in monitoring and developing SEND provision.

### **Roles and Responsibilities**

#### **Special Educational Needs and Disabilities Coordinator (SENDCo)**

The SENDCo has day-to-day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. 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.

### **Inclusion Leader**

The Inclusion Leader will work alongside the SENDCo and oversee SEND as well as other monitored pupil groups.

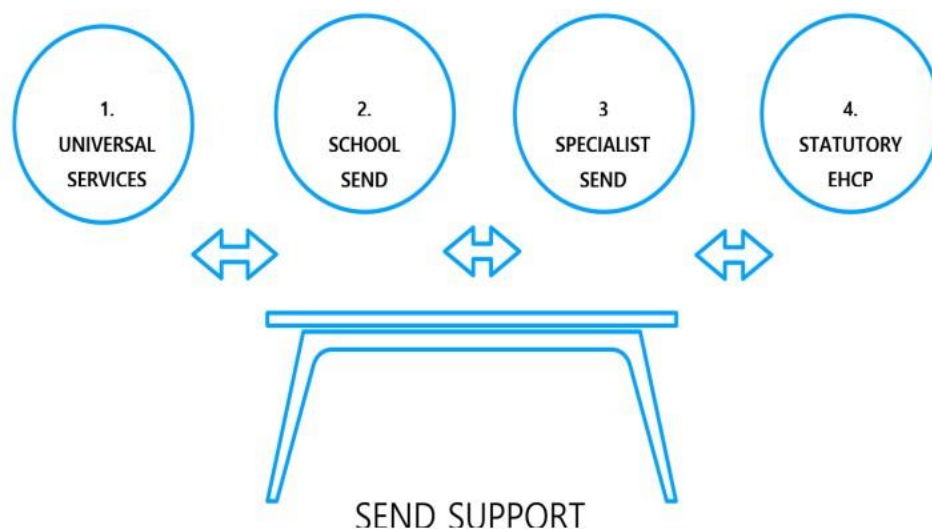
### **A Graduated Approach to SEND Support**

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, senior management, including the SENDCo. Pupil progress meetings, which are held termly, highlight pupils who may need additional support and the school SENDCo advises teachers on appropriate support. Parents may also raise concerns via the class teacher or the SENDCo 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 held between the parent, class teacher and SENDCo to decide if/what arrangements we 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 Teaching, 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 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 Arrangements 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 SENDCo will provide support, guidance, and advice for the teacher.

## **4. Review**

The IEP, including the impact of the support and interventions, will be reviewed regularly by the teacher, SENDCo, parent/carer 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.

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 SENDCo works with the Director to monitor and evaluate the effectiveness of SEND provision throughout the school as part of an ongoing process.

The 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 and the needs of the school are also considered. Training is ongoing, in response to identified need.

### **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\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/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/whatmaintained-schools-must-publish-online#special-educational-needs-sen-and-disabilityinformation>
- 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-medicalconditions--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-primarycurriculum>
- 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:**

- Inclusion Leader and SENDCo: Mrs Lesley Boujemaoui (Head of Teaching and Learning)  
Contact details: [lboujemaoui@ism-c.ma](mailto:lboujemaoui@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 Director and school governors 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 governor

### **SEND designated governor 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 Support Plan outcomes and provisions set by teachers and outside agencies
- Keeping records for Support Plans 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.