



British Academy
School Marrakech
— Belong Achieve Become —

**SEN POLICY
AND
PROCEDURES
BASM 48**

Head: Mrs N Busetil
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This policy should be read in conjunction with the 2014 child and families act and the special educational needs and disability code of practice from 0 to 25 years. This policy should also be read in conjunction with the policies below and the SEN information report.

However, there should be some considerations given to the fact of cultural differences, approaches by parents and guardians differing from that of UK parents and the availability and willingness to put children through certain SEN testing.

Aims

In supporting the schools mission objectives BASM endeavours to provide a high quality of education to all pupils irrespective of ability. The school believes that an inclusive school is one in which the teaching and learning, achievements, attitudes, and wellbeing of every young person matters. Effective schools are educationally inclusive this does not mean treating all pupils in the same way. Rather it involves taking account of pupils needs, varied backgrounds and life experiences and the fact they come from differing schools with differing curriculums and backgrounds.

Strategy

Each class within BASM should endeavour to:

- Adopt a whole school approach to inclusion by quality teaching first.
- To ensure that the needs are identified and reported accordingly to the SENCO or line manager and on this basis appropriate provision can be assessed and given once concerns and quality teaching first has been provided.
- To ensure that the needs of pupils have been identified or in the least concerns raised with the SLT so as appropriate provision can be enacted.
- To ensure that pupils with SEN receive their full entitlement of an education and have the potential to achieve in all subject areas.
- To make effective teaching of SEN pupils a responsibility of each teacher.
- To provide training opportunities for staff and a framework of support through the deployment of teaching assistants under the guidance of the SENCO to support access to the curriculum.
- To facilitate the smooth transition of new pupils to the school based on their needs as well as existing pupils transitioning from each key stage.

Success criteria

All areas of the provided curriculum are accessible to pupils with SEN with teaching and tasks being differentiated to meet the needs of all learners with teaching styles being varied in accordance to support the learning of all pupils.

Establishing an effective system for identifying pupils with SEN in which highlights their strengths i

The school's effectiveness in tracking the progress of SEN children and periodically reviewing data to positively affect progress.

The effectiveness of sharing pupil information with parents and relevant teachers through consultation of SLT, SENCO and parents.

Ongoing of training relevant staff to help guide better practice and inclusion of all pupils.

The pupils' individual needs being met with efficient use and appropriation of resources and differentiation. Normally with the collaboration of outside sources but this is limited due to parental and cultural differences as well as being able to secure appropriate resources in which case it can be determined by the SENCO and DSL to be dealt with inhouse.

SEND support

Where a pupil is identified as having SEND, action is taken to remove the barriers to learning and put effective provision in place. This SEND support will take the form of a multi part cycle in which earlier discussions and decisions and actions are revisited, refined and then revised on the prospect that it is growing an understanding of the pupils specific needs and what supplies an intervention can be give within the schools capacity to do so as to ensure the effective teaching and learning of all pupils and to ensure they make progress. This is known as the graduated approach.

Assessment

In identifying a child as being SEN and therefore needing support, the class or subject teacher, working with the SENCO, will carry out a clear analysis of the pupils needs and therefore how to differentiate lessons whilst taking into account parental input.

The assessment will be reviewed and discussed regularly with the SENCO and relevant management so as liaison can create the best outcome for each pupil.

Plan

Where information and general plans has been shared and reviewed by the SENCO, an IEP will be formatted. This will then be discussed and supported by the parent/s where appropriate.

All teachers and support staff who work with SEN pupils are aware of the information on the shared drive. Any new information that becomes available will be communicated from the admissions department to the SENCO which will then be appropriately divulged to the relevant academic team.

Through this support network the needs of the pupil should be met.

Review

The effectiveness of pupil's support will be under continuous scrutiny. A trial-and-error system by the class teachers will be divulged and shared with the SENCO to allow appropriate plans, support, and interventions to be given in line with reviewing all other relevant data.

The impact, quality and effectiveness must be shared and reviewed by the SENCO, so as to evaluate the needs and progressions of the identified pupils.

The successes and downfalls of such interventions should be communicated with parents (again where appropriate) to further the achievement of learning outcomes for each child.

Education, health and care assessment

Where despite us (the school) taking the relevant, purposeful action to newly identify and therefore assess and meet the SEND needs of a child, in order to make provisions for their learning has not been brought to light, then the parents and/or the previous school should notify us (the school) of their barriers to their learning. This will enable us to find a provision that can be quickly and effectively

played. This may require parental contribution to aid the learning of their child if as required but not limited to providing additional 1:1 staff as deemed appropriate by the SENCO and SLT.

Where despite us having taken the relevant and purposeful action to identify, assess and meet the SEND needs of the child, they may not have made expected progress the school or parents may request that an individual educational psychologist review the child's case and report the findings back to the school.

For pre-existing/ identified conditions before the enrolment of a pupil must be shared with the admissions service which should then be shared with the SENCO and other SLT members. This will allow the smoother placement of pupils to their relevant group as well as being able to access relevant support.

Education plans

An Individual education plan (or IEP) is a legal document in the UK that outline the specific needs and provisions that should be met for each pupil. The IEP's should be contributed to by all staff in order to collect the most relevant data on each pupil and then reviewed periodically. The SENCO will then confer with relevant staff to help ascertain an effective IEP for each SEND pupil. Incidents will be logged on CPOMS alongside observations and input from the SENCO and relevant teachers.

Educational resources should be provided by the school to support the learning of each pupil.

The corroboration of teaching, safeguarding, SEND, and pupil review will allow the best determination of supporting a pupil.

Additional resources must be provided.

IEP's must be under permanent review and scrutiny.

Being an international school, the reviews provided must be discussed with teachers that teach in the child's first language (French or Arabic)

Work must be differentiated to support the learning of all pupils and give access or learning to all pupils.

Annual reviews

All pupils are expected to make improvements and achievements within their expected levels once all considerations have been taken into pace. This will be referred to as assessment without levels, in which that if a teacher follows the IEPs of each pupil that their achievements will be based on their ability and those pupils being able to achieve what is best for them. This can be tangible by creating SMART, effective targets that are individually based. Improvements based upon their ability to attain the lesson objective should be considered but not the only aspect to their learning. For example, if their IEP is for them to remain seated and attentive in class then this in itself is an achievement for long term learning and not what their grade for that year will necessarily indicate their ability.