

British Academy
School Marrakech
— Belong Achieve Become —

**INCLUSION, (SEND), POLICY
BASM 48**

BASM INCLUSION POLICY AND PROCEDURES

INTRODUCTION

This policy should be read in conjunction with the 2014 Child and Families Act, the Special Educational Needs and Disability Code of Practice from 0 to 25 years, the updated Admissions Code (2021), and the 2023 SEND (Special Educational Needs and Disabilities) Alternative Provision Improvement Plan.

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 approaches.

In the case that a pupil has been identified as having additional learning needs (information provided by parents/carers, information from a previous school setting, information from an external professional, standardised or teacher-designed assessments, classroom observations, etc.), it is the responsibility of the classroom teacher to make this known to the relevant support staff in the school. All staff should endeavour to work collaboratively with the pupil and other adults involved to support the pupil so that they are able to access content and participate meaningfully and effectively in their learning.

MONITORING AND ASSESSING PUPIL PROGRESS

Pupils are assessed regularly using a variety of different methods:

Classroom Assessments:

Pupils' learning in core subjects and languages is assessed by subject teachers in class at the end of each unit of work, and at the end of each term. In Mathematics, pupils complete 'End Of Unit' assessments at the end of each unit of work, and complete 'End of Term' assessments at the end of each term. In English, pupils in KS1 and KS2 complete weekly spelling tests (KS1 when pupils are ready, Primary these are adapted to the pupils' levels), and termly phonics and reading assessments using the Monster Phonics programme.

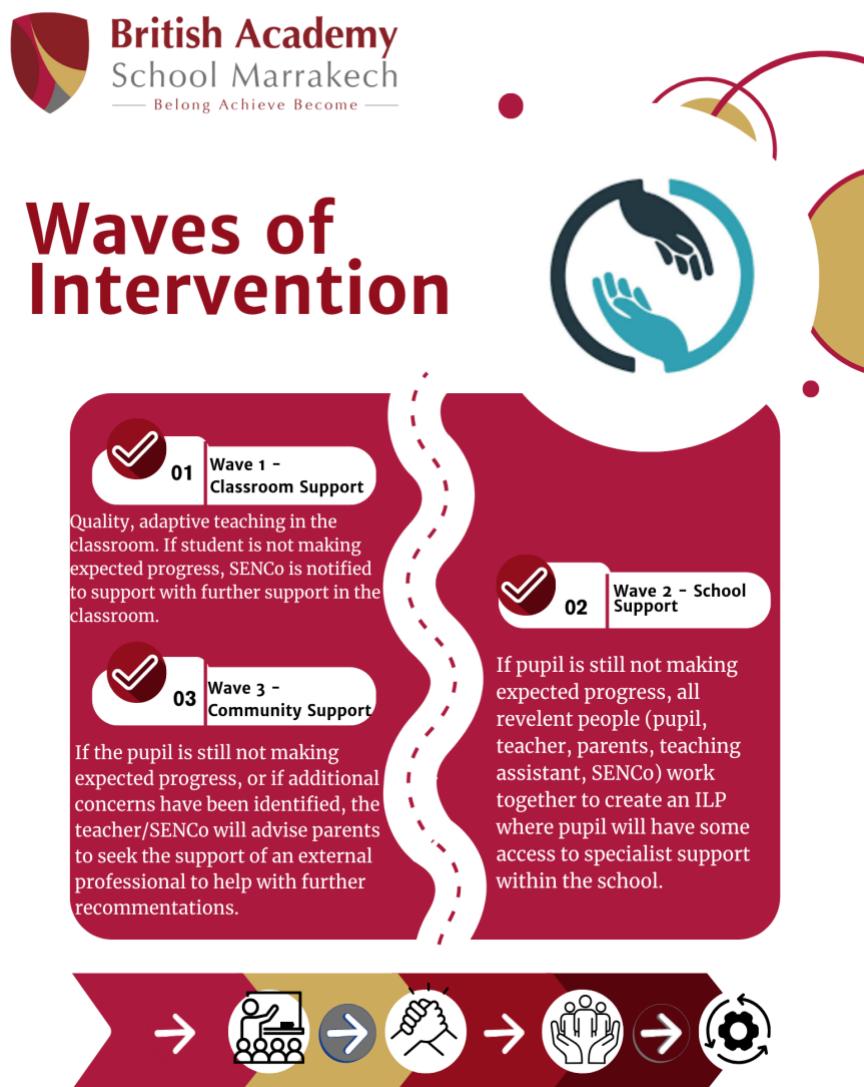
Whole-School Standardised Assessments:

- Pupils complete a CAT4 Standardised Assessment (Cognitive Abilities Test, Fourth Edition) on entry to the school (from Year 2 age up) and again at the end of each Key Stage.
- Pupils from Year 2 to Year 9 complete an NGRT Standardised Assessment (New Group Reading Test) at the end of each term.

- Pupils complete Standardised Progress Tests in Mathematics and English at the end of Key Stage 1, and Standardised Progress Tests in Mathematics, English and Science at the end of Key Stage 2, and at the beginning and end of each year from Year 7 to Year 9..

STRATEGY - WAVES OF INTERVENTION

BASM, like other schools in the UK, uses a system known as 'Waves of Intervention'. Additional support for children with additional educational needs is expected to be delivered in three successive levels or 'waves'.



Wave 1 is the expectation of 'Quality First' teaching, where good quality teaching and adapting work so that it is accessible to individual children means that every pupil is included. The needs of all children are taken into account, with high expectations for them. This is supported by whole-school policies - i.e., it is part of the planning and beliefs of the school as a whole.

If a class teacher has identified a pupil who is not making expected progress, despite the fact that they have made some adaptations for the pupil within the classroom, it is the responsibility of the teacher to ensure that they raise their concerns with the SLT (Senior Leadership Team) or the SENDCo (Special Educational Needs and Disabilities Coordinator) so that further appropriate provision can be provided.

At this point, the class teacher is given and asked to complete an ‘SEND Referral Form’, which is returned to the SENDCo. and the pupil is placed on the ‘Monitor Register’. The SENDCo then schedules a time to observe the pupil within the classroom (SEND Pupil Observation Form). The SENDCo will use information gathered from this observation, feedback from the class teacher and teaching assistant, information held in the pupil’s school file, data gathered from in-class and standardised testing, and information from parents to come up with strategies to support the pupil. (SEND Assessment Pro Forma). These strategies may be: how to make further adaptations to the classroom environment, differentiating lesson content and/or resources for the pupil, changing the way the teaching assistant is working within the classroom (or other ideas for supporting the pupil in-class). The class teacher and TA then implement these strategies, and the pupil is monitored by the teacher and SENDCo. for a maximum of 6 weeks. If the pupil has not made expected progress, it may be necessary to move to the next Wave of support. Alternatively, the decision might be made after the SEND Pupil Observation to move directly into Wave 2 of support.

Wave 2 is a more targeted form of support, for those pupils who are not making expected progress within the classroom, despite the fact that the teacher has adapted the working environment and differentiated learning content. All the relevant adults (class teacher, SENDCo, teaching assistant, parents, etc.) work together to create an Individual Learning Plan (BASM ILP Form) - identifying priority concerns and learning needs, or priority behavioural needs - to tailor an intervention plan to best support the pupil. This would involve access to specialist resources within the school, such as withdrawal for learning support in small groups or 1:1 support, in-class learning support from the SENDCo, withdrawal for social or emotional support as part of a targeted small group or 1:1, or withdrawal for peer mentor support. The pupil is now moved from the ‘Monitor Register’ to the ‘Inclusion Register’.

In the week following Standardised Assessment facilitation in the school, pupil results are analysed by the Assistant Head Curriculum and the Assistant Head Inclusion (Pupils who have scored an SAS (Standard Age Score) below 80 in their CAT4 assessment in the area of Verbal Reasoning, and/or in their NGRT assessment are also placed on the ‘Inclusion Register’ and are offered in-school intervention support in the form of withdrawal. Pupils who have a report from an external specialist (e.g. doctor, educational psychologist, speech therapist) and have been identified as needing support will also be placed on the ‘Inclusion Register’ and the same procedures followed.

When a pupil is moved to Wave 2 support, this initiates the start of the graduated approach cycles of **Assess, Plan, Do, Review**. ILPs span a period of 6 weeks. During the 6th week of Wave 2 support, relevant adults and staff review and assess progress. It may then be the case that the pupil no longer requires such targeted support and could continue in the classroom with appropriate Wave 1 supports in place. The pupil will continue to be closely monitored by the class teacher and teaching assistant. However, it may be the case that the pupil needs to continue with Wave 2 support. After review and assessment, adjusted targets are set for the pupil on an updated ILP which is shared with relevant staff. This is planned again for a period of 6 weeks and will be reviewed and assessed after this time. It is understood that movement between Waves 1 and 2 of support is possible and even likely. If a

pupil has met the targets set for them, for example, or their SAS scores have improved and are now above 80, pupils will move from the ‘Inclusion Register’ back to the ‘Monitor Register’.

If a pupil has been receiving specialised in-school support without progress, or if a class teacher or the SENDCo has identified additional concerns, the level of support for the pupil may need to move to Wave 3.

Wave 3 is usually where an external specialist is asked to advise on more specialised interventions. In our school context, this would mean a meeting between parents, SENDCo and a member of the SLT, where parents are given a list of local specialists, and asked to make an initial appointment with relevant professionals that can give us further insight into the needs of the pupil. The specialist should also be able to provide parents and the school with a list of recommendations that would inform us about additional supports that could be put in place to help the child make expected progress in our mainstream school. This would form part of subsequent cycles of the graduated approach.

In the unfortunate situation where a pupil has moved through Waves 1, 2 and 3 of support and is still not making progress it may be necessary, in the best interests of the pupil, to recommend that they look at moving to another school that is better able to support them.

FUTURE DEVELOPMENT

At present, the school’s intervention provision is strategically focused on supporting pupils who require additional support in English and literacy. This reflects our commitment to ensuring all pupils develop strong foundational skills in reading, writing, and oral language, which underpin success across the wider curriculum.

While the school recognises the importance of targeted intervention in other areas, including mathematics and higher-level challenge, these will be developed further as staffing capacity and resources allow. This approach ensures that current intervention provision remains high-quality, purposeful, and impactful for the pupils who need it most.

TRANSITION

SEND support should include planning and preparation for the transitions between different phases of education and preparation for adult life (BASM Transition Form). This is particularly important in:

- End of Early Years Foundation Stage (child is 4-5 years old)
- End of Primary school, Year 6 (child is 11 years old)
- End of compulsory education, Year 11 (young person is 16)

IMPORTANT CONSIDERATIONS

- When a pupil has been identified as needing additional support, effective collaboration between all parties involved (SENDCo, class teacher, specialist subject teachers, teaching assistants, external professionals, care-givers, parents, and the pupil themselves) is an

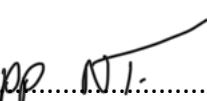
important marker of success. The SENDCo is responsible for working to ensure that all relevant parties are given relevant information, and have opportunities to contribute within the 'plan, do, assess, review' cycle.

- It is important for all staff involved in working to ensure effective inclusivity at BASM to be aware of the context of our school, and the diverse cultural backgrounds of our pupil community. In some countries/cultures, using adapted resources and teaching methodologies when supporting pupils that have additional needs is widely accepted and the 'go-to' approach. Parents/care-givers from other cultural backgrounds might be more inclined than others to be open to using medication as a form of support, for example. In some countries/cultures, there is less of an 'open-ness' to talking about any additional needs that a pupil may have. All teachers should be sensitive to this when meeting with care-givers to discuss pupil progress.
- In the interests of promoting inclusivity, making classroom adaptations is an important first wave, and the value of doing this should not be underestimated. Having additional adapted resources at an accessible 'Help Station', displaying visual timetables, using flashcards, incorporating whole-class movement breaks, for example, might be supports that are necessary for some pupils - but they are also beneficial supports for all pupils.
- BASM is committed to providing on-going training for relevant staff to help guide better practice and ensure the inclusion of all pupils, and some term time is set aside for this.

*REF: <http://www.sen-help.org.uk/the-system/sen-support>

SIGNED BY: HEAD

Head's Signature.....  December 2025

Advisory Board Member's Signature..... 

NEXT REVIEW DATE: November 2026