



Special Educational Needs and Disability Policy

1.Statutory Policies	Part 2
ISI	Part 1: Quality of education provided – Teaching
Author Led	Headmaster / SENCO
Date of Review	August 2026
Next Review	July 2027
Comment	Annual Review
Website	Yes

The British International School of Casablanca aims to provide the best possible all-round education for all children/young people who are part of its school community through a British-style curriculum which has high expectations of all students and is inclusive.

All our schemes of work take into account the ages, aptitudes and needs of all our students, including those with special educational needs, thus allowing everyone the opportunity to learn and make progress, regardless of their ability.

The school community is very diverse and includes children/young people from a variety of different social and cultural backgrounds. BISC believes that all these learners have an equal right to the support that they need to achieve as well as they can in all aspects of school life.

While all learners require the support of their class teachers and their families in order to learn and achieve well, some may need additional support, either for short periods of time or throughout their schooling, if they are to achieve as well as possible and reach and develop their full potential.

The SEND Code of Practice 2015 (p97) outlines four broad areas of need:

1. 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 with ASD, including Asperger's Syndrome and Autism, 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.

2. 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 98 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

3. 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.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.

4. 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.

The ethos of BISC is that all learners have the right to the support that they need, regardless of the origin of that need. We admit children/young people with a broad range of abilities on the basis that we believe they will be able to benefit from our British international style of education.

Provision at BISC is based on a four part plan: Assess, Plan, Do, Review model, which ensures that every individual's progress and attainment is monitored and evaluated and support can be provided and reviewed on a cyclical basis. BISC operates a system of Staged Intervention which aims to provide learners with the correct amount and type of support at the most appropriate time.

The Staged Intervention system consists of **three levels of support**. These levels are used flexibly and adapted to meet an individual's needs over time.

Quality Teaching

Class teachers provide a stimulating educational environment with a variety of different and differentiated activities suited to the age and development stage of the class. The pace and content of the curriculum challenges learners to improve their learning without overwhelming them.

The classroom environment is nurturing and encourages all individuals to be inquisitive, to be respectful and tolerant of others, and to have high expectations of themselves.

If a class or form teacher identifies concerns related to a student's learning, behaviour, or social development, they will initiate a six-week observation period during which high-quality, differentiated classroom strategies are implemented. The teacher will inform the Key Stage Coordinator / Head of School and the parents that some early signs of learning difficulty have been observed, and that differentiated teaching methods will be used to support the student. The class teacher and Key Stage Coordinator / Head of School will work closely to ensure high teaching standards are maintained throughout the process. If after six weeks the concerns persist despite the interventions, the case moves forward to Stage 2.

Stage 2 – SENCO Takes the Lead

If insufficient progress is being made after the Stage 1 observation period, the SENCO takes the lead in the case. The SENCO and class teacher collaborate to develop a tailored Class Intervention Plan. This includes strategies, resources, guidance, small group or 1:1 sessions, and/or recommendations to parents. A meeting is held with parents and the plan is signed by all parties. All relevant staff will be informed. Parents are kept informed from the outset to avoid unexpected updates.

Stage 3 – Individual Education Plan (IEP)

If more support is needed beyond the CIP, the SENCO, in consultation with the team, develops an IEP only for students with high needs or with an assigned LSA. The IEP will outline specific, measurable targets and is reviewed termly. The automatic IEP+ designation is removed. External professionals only trigger IEPs if their recommendations impact in-school support. This streamlines processes, reduces administrative burden, and allows teachers to focus more effectively on teaching.

All SEND stages are indicated by a single green star on SchoolBase, removing the need for multiple colours and symbols, which previously created confusion and workload for the SENCO and the administration staff.

Learning Support Assistants (LSAs)

In cases where the SENCO, Class Teacher, and Head of School(s) agree that an LSA is essential (e.g., for safety or complete curriculum access barriers), the student must not return to class without an LSA present.

Other reasons for allocating an LSA:

- Behaviourally, a student must require LSA support if they receive, at least, three red cards on School Base.
- Academically, students who have failed to meet 40% or more of their IEP targets must continue to receive LSA support.

- Parents may choose whom to hire, though the school can offer recommendations.

LSAs must have a signed employment contract with parents, a confidentiality agreement with BISC, valid medical insurance, and a police background check in place before the first day of work.

The LSA, together with the SENCO, will send a short weekly report to parents outlining highlights of the student's week. This has been our practice and is now part of policy.

Admissions and High Needs Provision

Children and young people who are admitted to BISC with a report from an external agency or an IEP from a previous school will be assessed upon entry but **will no longer be automatically placed at a higher SEND stage unless additional in-school support is required.**

Additional support or equipment beyond the school's capacity (e.g., 1:1 LSA, tablets) must be funded by parents.

The school reserves the right to decline admission or continued placement if the child's needs exceed BISC's capacity or if a family does not comply with required support agreements.

For more information, please refer to our Admissions and Exclusions Policy.

Useful references:

SEND Code of Practice 2015

https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf

Social Care for Deaf Blind Children

<https://www.gov.uk/government/publications/deafblind-people-guidance-for-local-authorities#:~:text=Details,overall%20responsibility%20for%20deafblind%20services.>