Special Educational Needs and Disability Policy

Ratified

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

Purpose and Status

BISC is committed to an inclusive British-style education in which pupils with special educational needs and/or disabilities (SEND) are identified early, taught well, listened to and supported to make progress and participate fully in school life.

This policy sets out BISC's approach to identification, assessment, provision, review and inclusion. It uses the Assess–Plan–Do–Review approach and a four-stage intervention model.

BISC is an international school in Morocco. UK Department for Education (DfE) guidance is used as a professional and British-school benchmark and is not assumed to have direct legal jurisdiction in Morocco. BISC will comply with applicable Moroccan law and regulatory requirements. Where a conflict arises, applicable Moroccan law takes precedence and the school will seek appropriate professional/legal advice. The policy also supports relevant British Schools Overseas (BSO) expectations.

Principles

- Every pupil has the right to an ambitious, inclusive and respectful education responsive to individual need.
- SEND is not defined solely by diagnosis. BISC considers functioning, barriers to learning and participation, strengths, progress and support needs.
- High-quality teaching and adaptive classroom practice are the first response to emerging need.
- Early identification and appropriate action should not depend on a formal diagnosis.
- Pupil voice and parent/carer views should inform assessment, planning and review in an age-appropriate way.
- Support should be purposeful, proportionate and reviewed for impact; intervention must not replace effective classroom teaching.
- Reasonable and proportionate adjustments will be considered to reduce barriers to learning and participation.
- SEND and safeguarding are interconnected. Additional needs, changes in behaviour, communication, attendance or presentation must not automatically be attributed to SEND.
- BISC promotes inclusion and avoids unnecessary separation from peers.

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Areas of Need

BISC recognises the four broad areas of need used within the SEND Code of Practice:

- Communication and interaction – including speech, language and communication needs and autism spectrum conditions.
- Cognition and learning – including learning difficulties and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

- Social, emotional and mental health (SEMH) – including needs affecting emotional regulation, relationships, behaviour, attention, wellbeing and engagement.
- Sensory and/or physical needs – including visual, hearing, multi-sensory and physical needs affecting access to education.

These areas are not mutually exclusive. A pupil may have needs in more than one area and needs may change over time.

Roles and Responsibilities

Headmaster / Senior Leadership

- Provide strategic leadership for an inclusive SEND culture and ensure this policy is implemented.
- Ensure appropriate systems, staffing, training and resources are available within the school's capacity.
- Ensure SEND decisions are consistent with safeguarding, admissions, behaviour, attendance, curriculum and medical procedures.
- Monitor the impact of SEND provision and address concerns about capacity, resourcing or placement transparently and fairly.

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SENDCo

- Coordinate SEND provision and maintain accurate, confidential SEND and provision records.
- Advise and support teachers on identification, assessment, adaptive teaching and intervention.
- Coordinate Assess–Plan–Do–Review cycles and monitor impact.
- Work with pupils, parents/carers, teachers, leaders and external professionals as appropriate.
- Support safeguarding practice where SEND or communication needs affect a pupil's ability to report or be protected from harm.
- Ensure information is shared appropriately on a need-to-know basis.

Teachers

- Remain responsible for the progress, development, inclusion and day-to-day provision of pupils in their classes.
- Use high-quality adaptive teaching and monitor pupils' responses to classroom strategies.
- Implement agreed SEND strategies consistently and contribute evidence to reviews.
- Raise concerns promptly with the relevant school leader and SENDCo.
- Record and report safeguarding concerns in line with the school's safeguarding procedures.

Parents/Carers and Pupils

Parents/carers and pupils are active partners. BISC will seek their views, explain the reasons for support and provide opportunities to review whether provision is effective. Pupil views will be sought in an age- and developmentally appropriate way.

Identification and Assessment

Concerns may arise through teacher observation, assessment, attainment or progress, attendance, behaviour, communication, wellbeing, parent/carer concerns, pupil voice, transition information or external professional reports.

A diagnosis or external report is useful evidence but does not automatically determine the level of school support. Equally, the absence of a diagnosis must not prevent appropriate support.

Assessment should consider the whole pupil, including strengths, barriers, learning environment, language and communication profile, social and emotional needs, physical/sensory access, attendance, relationships and safeguarding/contextual factors.

Assess–Plan–Do–Review

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Assess – gather relevant information from the pupil, parents/carers, teachers, assessment, observation and, where appropriate, external professionals.

Plan – identify a small number of meaningful outcomes, agreed strategies, responsibilities, resources and a review date.

Do – implement agreed provision consistently, with the class teacher remaining accountable for classroom provision.

Review – evaluate progress and effectiveness, then continue, adapt, intensify, reduce or end support as appropriate.

The cycle is flexible and may be accelerated where needs, safeguarding, access or wellbeing require more immediate action. Reviews focus on impact: what has changed, what evidence demonstrates this, what has not worked and what should happen next.

BISC Four-Stage SEND Process

Stage	Purpose	Typical provision	Review / progression
1 – Monitor / Emerging Need	Concern identified; pupil can currently be supported through ordinarily available provision and monitoring.	Adaptive teaching, differentiation/scaffolding, modelling, visual/communication/sensory adjustments, repetition, regulation and independence strategies.	Review proportionately. Move to Stage 2 if ordinary provision is insufficient, difficulties persist or planned targeted support is required.

2 – Targeted SEN Support	Identified additional need requiring planned targeted provision beyond ordinary classroom differentiation.	Class Intervention Plan (CIP) or equivalent; targeted small-group/individual work; adjustments; resources; defined frequency, responsibility and outcomes.	Review through APDR. Reduce to Stage 1 if sustained progress means targeted support is no longer required; move to Stage 3 if needs remain significant or become more complex.
3 – Enhanced SEN Support	Significant, persistent and/or complex needs requiring substantial individualised provision and/or regular specialist input.	Individualised strategies, sustained intervention, significant adaptations, specialist communication/assistive approaches, sensory/regulation provision, significant adult support and specialist advice.	Normally reviewed at least termly. Consider effectiveness, proportionality, progress and whether support should increase, change or reduce.
4 – Complex / Highly Individualised Support	Highly significant and/or complex needs requiring sustained, coordinated, multi-agency and/or highly specialised provision.	Highly specialised approaches, substantial individualised support, major accessibility adaptations, complex communication/assistive technology, coordinated multi-agency provision, risk/transition arrangements.	Reviewed at least termly and sooner where required. Consider effectiveness, sustainability, proportionality and future provision.

Stage decisions are based on the pupil's functional needs, barriers, provision required and impact—not simply on diagnosis or external professional involvement.

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EYFS SEND

For EYFS, BISC aligns its SEND practice with the current EYFS statutory framework applicable from 1 September 2026, with particular emphasis on early identification, inclusive practice, communication with families, safeguarding, welfare and development.

- Use ongoing observation and assessment to identify emerging developmental or learning needs.
- Work closely with the child's key person and parents/carers and consider the child's interests, strengths and communication profile.
- Use an age- and developmentally appropriate Assess–Plan–Do–Review approach.
- Make practical adjustments to the environment, routines, communication and activities.
- Consider how SEND may affect a young child's ability to communicate distress or disclose concerns.
- Work with relevant external professionals where appropriate and permitted by the family and applicable local arrangements.

Inclusion, Accessibility and Learning Support Assistants

BISC aims to enable pupils with SEND to participate as fully as possible in learning, social activities, trips, clubs, assessment and wider school life. Staff should consider sensory, communication, physical and environmental barriers and review adjustments when needs or circumstances change.

An LSA is allocated only where assessment demonstrates that individual or highly targeted adult support is necessary for meaningful access, participation, safety or learning. Diagnosis alone does not create an automatic entitlement to 1:1 support.

- Consider high-quality teaching, environmental adjustments, technology, targeted intervention and shared support before dedicated 1:1 provision.
- Where an LSA is required, a written plan should define the role, boundaries, objectives and review date.
- LSA support should promote independence and inclusion rather than unnecessary adult dependency.
- Parent-funded LSAs must meet school approval, safeguarding, employment/contractual, confidentiality and insurance requirements before deployment.

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Safeguarding and SEND

Pupils with SEND may face additional barriers to recognising, communicating or reporting abuse. SEND is therefore part of the school's safeguarding culture, not a separate issue.

- All staff must follow BISC safeguarding and child protection procedures and report concerns promptly.
- Communication, cognitive, sensory or emotional needs should be considered when ensuring pupils can understand, disclose and seek help.
- Safeguarding communication and education should be accessible to pupils with SEND.
- Behaviour, absence, withdrawal or changes in presentation must not automatically be attributed to SEND.
- The SENDCo and DSL will liaise appropriately where SEND and safeguarding overlap.
- Information will be shared on a need-to-know basis and handled in accordance with school procedures and applicable Moroccan requirements.

From 1 September 2026, BISC uses KCSIE 2026 as its UK safeguarding benchmark. KCSIE is English statutory guidance and is not itself Moroccan law.

External Professionals and Parents

With appropriate parental consent and subject to applicable law, BISC may work with psychologists, speech and language therapists, occupational therapists, educational specialists, medical professionals and other relevant practitioners.

- External advice is considered alongside school-based evidence and the pupil's individual context.
- Relevant recommendations should be translated into practical school-based strategies where possible.
- The school will distinguish between provision it can reasonably deliver and services requiring external delivery or additional resources.
- External reports do not replace the school's responsibility to evaluate its own provision.
- Parents/carers should be informed when significant concerns emerge and involved in planning and review.
- Where there is disagreement, the school will clarify the evidence, provision, concerns and proposed next steps.

Records, Monitoring, Training and Review

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- SEND records will be accurate, proportionate, secure and accessible only to staff who need the information to support the pupil.
- The SENDCo will maintain appropriate SEND and provision records and monitor patterns of need and provision.
- BISC will monitor progress, participation and the effectiveness of interventions.
- Staff training will reflect identified pupil and school needs, including adaptive teaching, communication and interaction, autism, learning needs, SEMH, sensory/physical access, assistive technology and safeguarding children with SEND.
- This policy will be reviewed annually and sooner where there are significant changes to Moroccan requirements, BSO standards, UK benchmark guidance, inspection expectations, school provision or SEND guidance.

Key Reference Points 2026–2027

- DfE, SEND Code of Practice: 0 to 25 years – used as a British professional benchmark.
- DfE, Early Years Foundation Stage statutory framework for group and school-based providers – version effective from 1 September 2026.
- DfE, Keeping Children Safe in Education 2026
- DfE, Working Together to Safeguard Children 2026.
- DfE, British Schools Overseas: Standards for Schools.

- Relevant 2026 DfE inclusion guidance, used as non-statutory professional benchmarks where relevant.

International-school qualification: This policy supports BISC's British curriculum, BSO accreditation expectations and high-quality SEND practice. It does not imply that English legislation automatically applies in Morocco. BISC will maintain a separate compliance check against Moroccan Law, licensing requirements and contractual accreditation obligations.

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