

KHALIL GIBRAN SCHOOL RABAT



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مؤسسة جبران خليل جبران

SEND Policy

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1 Aims

1.1. Our SEN policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

1.2. Khalil Gibran School (KGS) is committed to:

KGS is committed to ensuring that appropriate provision is made for every pupil. The school promotes inclusive education and values diversity in culture, background, and ability. Where practical and appropriate, we strive to meet the needs of all pupils aged 3–18 who have a learning difficulty or special educational need (SEN). However, as KGS is a mainstream school and not a specialist SEN provision, we may not be able to support all existing or emerging needs, particularly where the level or nature of need exceeds the support that can reasonably be provided within the school.

1.3. The SEND Code of Practice (2014) states that all children and young people are entitled to an education that enables them to:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition into adulthood, whether into employment, further or higher education, or training

1.4. KGS recognises the importance of accurate identification and assessment of pupils with special educational needs (SEN). The school does not diagnose SEN; therefore, formal identification should be carried out by appropriately qualified external professionals (e.g. educational psychologists, clinical psychologists, or psychiatrists). In collaboration with the school SENCo, this information is then used to inform appropriate support strategies and, where necessary, individual support or behaviour plans.

All staff have due regard to their responsibilities under equality legislation and are committed to promoting an inclusive environment that supports all pupils. KGS strives to deliver an appropriate, accessible curriculum that:

- Provides suitable learning challenges
- Removes barriers to assessment and learning

2 Legislation and Guidance

2.1. This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014

3 Definitions

3.1. A pupil is considered to have special educational needs (SEN) if they require additional or different provision to access learning effectively compared to others of the same age.

3.2. A learning difficulty means:

A significantly greater difficulty in learning than the majority of others of the same age This may arise where a pupil experiences barriers to learning, including significantly greater difficulty in learning than their peers, or where a disability impacts their ability to access the curriculum or school environment.

3.3. Special educational provision refers to support that is additional to, or different from, the provision made generally for pupils of the same age in a mainstream setting. This may include adapted teaching approaches, targeted interventions, or specific support strategies to enable access to learning.

4 Roles and Responsibilities

4.1. The SENCO

The school SENCo is **Ms. Mahdis Sharili**.

The SENCo will:

- Work with the Executive Principle, and Deputy Head Pastoral to determine the strategic development of SEN policy and provision
- Oversee the day-to-day operation of this policy and the coordination of provision for pupils with SEN
- Provide professional guidance to colleagues and work with staff, parents and external agencies
- Advise on the graduated approach to SEN support
- Act as point of contact for external agencies and support services
- Liaise with future education providers to ensure smooth transition
- Ensure the school keeps records of all pupils with SEN up to date

- Monitor the quality and effectiveness of SEN and disability provision and update the governing board

4.2. Class Teachers

Class teachers are responsible for:

- The progress and development of every pupil in their class
- Working with shadow teachers to plan and assess support and interventions
- Working with the SENCo to review progress and adjust provision
- Following the SEN policy

5 SEN Information Report

5.1. Types of SEN Provided For

Our school provides support for needs including:

- Communication and interaction (e.g., autism, speech and language difficulties)
- Cognition and learning (e.g., dyslexia, dyspraxia)
- Social, emotional and mental health (e.g., ADHD)
- Sensory and physical needs (e.g., hearing impairment, epilepsy)

5.2. Identifying and Assessing Need

Pre-entry assessment:

All applicants are assessed using standardised assessments and age-appropriate screening tools. These may include, for example, the Cognitive Abilities Test (CAT4), SEN screening tools such as the Lucid Rapid, and English language proficiency assessments such as the Bell Foundation. This information supports the school in determining whether it can meet the pupil's needs within a mainstream setting (see Admissions Policy).

Post-entry monitoring:

Following admission, pupils' progress is continuously monitored through teacher assessment, observation, and internal tracking systems. Staff may identify concerns where a pupil's progress:

- is significantly slower than that of peers,
- does not reflect their previous rate of progress, or
- fails to narrow attainment gaps over time.

Where concerns arise, teachers will consult with the SENCo to determine whether further assessment or targeted support is required. This may include additional SEN screening, referral to external professionals, or the implementation of appropriate interventions.

Decisions regarding SEN support are made collaboratively, taking into account expected outcomes, the views of the pupil and their parents, and whether additional provision is required (e.g. targeted interventions or, where appropriate, a shadow teacher).

5.3. Consulting Pupils and Parents

Early discussions with parents and pupils will ensure:

- A clear understanding of strengths and difficulties
- Parents' concerns are considered
- Agreed outcomes are established
- Clear next steps are identified

Parents will be formally notified when SEN support is provided.

5.4. Assessing, recording and Reviewing Progress

We follow the Assess–Plan–Do–Review cycle to ensure that pupil needs are identified, supported, and regularly reviewed. Teachers work in collaboration with the SENCo to analyse individual needs using a range of information, including:

- Teacher assessments
- Progress and behaviour data
- Pupil and parent views
- Advice from external agencies, where applicable

All staff working with the pupil are informed of identified needs, intended outcomes, and agreed strategies. Support is reviewed on a regular basis to ensure it remains appropriate and effective.

The SENCo maintains a register of pupils with special educational needs. All relevant information is recorded on iSAMS, the school's Management Information System. Each pupil on the register has a SEND file containing evidence of need, copies of any diagnostic assessments, and a record of support strategies and/or Individual Education Plans (IEPs).

5.5. Teaching Pupils with SEN

Teachers are responsible for the progress of all pupils. Adaptive and differentiated teaching is in place to support pupils with special educational needs (SEN) in the classroom. Such adaptations may be delivered by class teachers, shadow teachers, and the SENCo, as appropriate to meet individual needs.

5.6. Adaptations to the Curriculum

- A differentiated curriculum (schemes of work), class grouping, and targeted seating plans
- Tailored worksheets designed to meet individual learning needs
- The use of appropriate aids and resources, such as overlays, visual timetables, and large-print materials
- Adjustments to teaching strategies, including increased processing time, repetition, and pre-teaching of key vocabulary

5.7. Additional Support

Shadow teachers are privately funded by parents and provide 1:1 support to their child in school, where appropriate, particularly in cases of diagnosed conditions such as autism or ADHD.

Where a pupil is unable to access the mainstream curriculum due to significant behavioural needs, the SENCo may recommend the appointment of a 1:1 shadow teacher. This provision is arranged and funded by parents and must be approved by the Head of School.

5.8. Evaluating Effectiveness

We evaluate SEN provision by:

- SENCo monitoring regular review of progress towards individual targets and goals
- Evaluation of the impact of interventions on a half-termly basis
- Collection and analysis of feedback from parents, teachers, and pupil voice

5.9. Inclusion in Activities

We strive to ensure that all extra-curricular activities and school visits are available to pupils with SEN where appropriate, subject to our assessment of risk.

5.10. Emotional and Social Development

We support pupils through:

- Encouraging pupils with SEN to participate in the School Council and school clubs
- Ensuring equitable access to all extra-curricular opportunities

KGS adopts a zero-tolerance approach to bullying and is committed to providing a safe, inclusive, and respectful environment for all pupils.

5.11. Working with Other Agencies

The SENCo may recommend that parents seek assessment or support from accredited external agencies where a pupil is experiencing significant difficulties. Parents may also choose to access external support independently. Any such provision is arranged and funded by parents.

Where external professionals are involved, and with parental consent, the school will work in collaboration with them to support the pupil's needs. Relevant reports and recommendations should be shared with the school to inform planning and ensure consistency of support within the classroom.

6 Monitoring Arrangements

This policy and information report will be reviewed annually, or sooner if required, by the SENCo and Senior Leadership Team, and approved by the Executive Principal.

7 Links with Other Policies

This policy links with:

- Behaviour, Rewards & Sanctions Policy
- Admissions Policy
- Curriculum Policy
- Anti-Bullying Policy


Appendix 1- Referral form for all staff (Also available on Microsoft Form)


Referral form for SEN and SEMH


If you are concerned about a child and think that they may benefit from assessment for Special Educational Needs or Social, Emotional, Mental Health needs, please complete this form for us to assess and decide an appropriate pathway using our in school support services. PLEASE REMEMBER THAT SAFEGUARDING REFERRALS MUST BE INPUT VIA ISAMS.

Hi, Mahdis. When you submit this form, the owner will see your name and email address.

* Required

1. Please provide the student's year group. * 

2. Please provide the student's full name here (Please copy their name from ISAMs) * 


3. Please add your reason for referral. * 

Behavioural challenges (e.g. persistent disruption, defiance)

Emotional difficulties (e.g. anxiety, low mood)

Social difficulties (e.g. isolation, conflict with peers)

SEN concerns (e.g. suspected learning difficulties)

4. Please add some details about the nature of the concern. Please include relevant information, such as conversations you have had with the child, friends, parents. Or, observations you have regarding the child. * 

Appendix 2- Glossary

Adaptive Differentiated Teaching

Explicit Instructions: Keep instructions short, simple, and break them down into small steps. Teachers should also display instructions on the board or class team for students to refer to.

Use of Visual Aids: Use graphic organisers and mind maps. Display instructions clearly to reduce copying. Materials can be shared via physical copies or the class Team.

Oracy: Allow wait time for responses and use cold calling to check understanding. Some students may need advance warning before being called upon to support processing time.

Support: Allow wait time for responses, encourage students to share thinking aloud, and model metacognitive thinking to demonstrate how to approach tasks.

Assessment: Share examples of work and explain success criteria clearly. Allow extra time where appropriate to complete work and access assessments.

Adaptation of Materials

Highlight material for emphasis. Ensure resources such as PowerPoints and vocabulary sheets are available on Microsoft Teams.

Allow the use of laptops, word processors, noise-cancelling headphones, speech-to-text software, spell checkers, coloured overlays, and bilingual dictionaries where appropriate. Provide key vocabulary in advance.

Ensure students can access materials easily, especially younger students or those new to the school.

Modification of Environment

Provide targeted seating according to student needs (i.e. in the front to reduce sensory overload and/or distractions).

Provide a quiet place to learn or complete assessments where needed, if the pupil has a shadow teacher.

Shadow Teacher

A shadow teacher, also referred to in Morocco as an AVS (French: *Auxiliaire de Vie Scolaire*), is a learning support assistant who works on a one-to-one basis with a pupil in school. Their role is to provide in-class support to help the student access learning, stay engaged, and participate fully in school activities.

Shadow teachers are typically funded by parents and work closely with the classroom teacher to support the pupil's academic, social, and emotional needs. They may assist with understanding instructions, staying focused, managing behaviour, adapting tasks, and building independence within the classroom setting.

Appendix 3- IEP (Individualised Educational Plan) template and Linda Miller’s 5P Approach Intervention Hierarchy (Behaviour Support Plan)

Name:	My Targets			Date from:
Class:	My targets 🎯	I will 🍌	Who will help me? When? How? 🧑🏫	Date to:
I am really good at:				How did I get on? 😊
I want to get better at:				
Signed: Parent Teacher				
Any classroom observations:				

Name:	What behaviour?	What strategy?
The 5P Approach Intervention Hierarchy		
<u>Red level Behaviour</u> Not acceptable /top priority (Clear signal of disapproval – consequence)	-	Reactive Strategies: <ul style="list-style-type: none"> •
<u>Amber level behaviour</u> "bubbling" behaviour : Pre-cursors to more difficult behaviour (Divert & distract, break)	-	Proactive Strategies: <ul style="list-style-type: none"> •
<u>Green Level 1</u> Foundations – (meeting needs and good practice)		Reinforcement Strategies: <ul style="list-style-type: none"> •