



**EV-S.2124**

**Send and  
Disability  
Policy**

December 2024

**EVEREST  
SCHOOL**



**EVEREST SCHOOL**



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# EV-S.2124 Send and Disability Policy

## 1. Introduction and Objectives

Everest Schools, encompassing both nursery and primary levels, is committed to providing quality education aimed at promoting the well-being and holistic development of every student. Aware of its responsibilities, the school establishes suitable and supportive conditions to assist children facing learning challenges or difficulties in interacting with their physical, social, and academic environments. The institution also ensures equitable and personalized access to the curriculum by addressing the specific needs of students requiring special accommodations.

By adopting an inclusive policy for students with special needs, Everest Schools (EV-S) aims to achieve essential strategic and educational objectives, such as:

- **Promoting Equity and Inclusion:** Providing quality education to all students and valuing diversity.
- **Fostering Overall Well-being:** Creating a supportive environment to enhance each child's academic, social, and personal development.
- **Strengthening Staff Competencies:** Training staff to effectively meet specific needs and adopt inclusive practices.
- **Complying with Standards and Obligations:** Aligning the school with national laws and international standards for inclusive education.
- **Encouraging Collaboration:** Engaging teachers, parents, and professionals to ensure effective student support and raise awareness about inclusion.
- **Enhancing the School's Reputation:** Positioning the institution as a model of inclusivity, attracting families committed to this approach.
- **Preparing Students for an Inclusive Society:** Instilling values of tolerance, respect, and cooperation in a diverse society.
- **Celebrating Diversity:** Respecting and honoring the differences among students.
- **Staff Commitment:** Supporting students with special educational needs or disabilities.
- **Holistic Development:** Providing balanced opportunities for intellectual, physical, spiritual, social, and emotional growth.

Everest Schools commits to:

- **Combating Prejudice, Discrimination, and Bullying:** Promoting an inclusive and respectful environment for all students.
- **Mobilizing Appropriate Resources:** Providing diverse and tailored support to meet each student's specific needs whenever possible.
- **Establishing Effective Structures:** Developing clear procedures to comply with the Code of Practice, with rigorous follow-up, efficient record management, and ongoing evaluation.
- **Early Identification and Intervention:** Using rigorous assessment processes to identify needs early and implement targeted interventions.
- **Collaborating Closely with Parents and Guardians:** Building a strong partnership, especially with families of children with specific educational needs.



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- Working with External Specialists: Cooperating with external partners to support children and advise parents while challenging them when necessary to ensure optimal support.
- Training and Supporting Staff: Offering professional training and development to ensure expertise and high-quality care for students.

### 2. Legislation and Guidelines

Compliance with Regulations by Everest Schools

Everest Schools is committed to strictly adhering to laws and regulations regarding Special Educational Needs and Disabilities (SEND) and the rights of students with disabilities. This document is based on the SEND Code of Practice as well as the following key legislations:

**a. Part 3 of the Children and Families Act 2014.**

This act outlines schools' responsibilities toward students with SEND, particularly in ensuring inclusion and providing appropriate support.

**b. Special Educational Needs and Disability Regulations 2014:**

These regulations define the obligations of local authorities and schools regarding:

- i. Education, Health, and Care (EHC) plans.
- ii. The production of a report detailing measures taken to address the needs of SEND students.

**c. Equality Act 2010 (Section 20):**

This act requires schools to make reasonable adjustments for students with disabilities to ensure their full participation in school life.

**d. Public Sector Equality Duty:**

Everest Schools commits to:

- i. Eliminating all forms of discrimination, harassment, or victimization.
- ii. Promoting equal opportunities for all students.
- iii. Fostering harmonious relationships between students who share a protected characteristic (such as disability) and those who do not.

**e. Governance Handbook:**

This handbook specifies the responsibilities of the Board of Directors toward students with SEND, ensuring their rights and needs are prioritized in all strategic decisions.

**f. School Admissions:**

Everest Schools fully complies with the requirement to admit all students whose Education, Health, and Care (EHC) plan names the institution. The school also ensures that children with disabilities or SEND are not unfairly disadvantaged during the admissions process.

### 3. Definitions

A student is considered to have Special Educational Needs and Disabilities (SEND) if they experience a learning difficulty or disability requiring special educational provision.



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A student is deemed to have a learning difficulty or disability if:

- They face significantly greater challenges in learning compared to most students of the same age, or
- They have a physical or mental impairment that substantially limits their ability to carry out daily activities over the long term.

In such cases, the school will implement appropriate accommodations to ensure these students are not disadvantaged compared to their peers.

### Special Educational Provision

Everest Schools implements tailored educational approaches or training programs designed to supplement or replace the standard curriculum provided to other children or young people of the same age following a typical academic path.

### The Four Broad Categories of Special Needs

The needs of students with SEND fall into four main areas. A student may have needs spanning several of these areas, which may evolve over time. Interventions will be adjusted to meet the student's specific needs at any given time.

### Categories of Special Needs :

#### a. Learning Difficulties

This area covers a wide range of needs, including:

- ✓ Specific Learning Difficulties: Affecting particular aspects of learning, such as dyslexia, dyscalculia, or dyspraxia.
- ✓ Moderate Learning Difficulties.
- ✓ Severe Learning Difficulties.
- ✓ Profound and Multiple Learning Difficulties: These students face significant and complex needs, often associated with physical disabilities or sensory impairments.

#### b. Communication and Interaction

Students with needs in this area may struggle to communicate effectively with others.

Challenges may include:

- ✓ Difficulty understanding received messages.
- ✓ Trouble expressing ideas or thoughts.
- ✓ Difficulty applying social communication rules.  
Students with Autism Spectrum Disorder (ASD) often have needs in this category.

#### c. Sensory and/or Physical Needs

- ✓ These students have impairments that limit their access to standard educational facilities.
- ✓ They may have:
  - i. Sensory impairments such as visual impairment, hearing impairment, or multisensory impairment.
  - ii. Physical disabilities.



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### d. Social, Emotional, and Mental Health (SEMH) Needs

These needs may reflect a wide range of underlying difficulties or disorders. Students may experience:

- ✓ Mental health challenges, such as anxiety, depression, or eating disorders.
- ✓ Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD).
- ✓ Attachment disorders.
- ✓ Negative childhood experiences.

These needs can manifest in various ways, including challenging, disruptive, or troubling behavior, or withdrawal and social isolation. Such students may require ongoing support and additional resources to ensure they have equal opportunities alongside their peers.

## 4. Roles and Responsibilities

### 4.1. The Board of Directors

The Board of Directors ensures that the school adopts a clear SEND policy in compliance with applicable laws. It oversees the allocation of necessary resources, evaluates the quality of education, promotes collaboration with parents and stakeholders, and encourages continuous professional development for staff to address the specific needs of SEND students.

### 4.2. The Principal

The principal's key responsibilities toward SEND students include:

- Developing and implementing a clear SEND policy.
- Identifying the specific needs of students.
- Coordinating individualized intervention plans.
- Monitoring student progress.
- Allocating necessary resources.
- Training and raising awareness among staff.
- Collaborating with parents and stakeholders.
- Ensuring compliance with regulations.
- Providing appropriate emotional and social support.

### 4.3. Classroom Teachers

Classroom teachers have several key responsibilities toward SEND students, including:

- Identifying their specific needs.
- Adapting teaching methods.
- Implementing personalized intervention plans.
- Collaborating with specialists.
- Communicating with parents.
- Monitoring progress.
- Providing emotional and behavioral support.



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- Participating in continuous professional training.
- Creating an inclusive environment that supports the development of all students.

### 4.4. Parents or Guardians

Parents play a vital role in supporting SEND students by:

- Identifying their needs.
- Collaborating with the school to develop an intervention plan.
- Implementing strategies at home.
- Monitoring their child's academic and emotional progress.
- Providing emotional support.
- Educating themselves about their child's specific needs.
- Maintaining open communication with the school to ensure the effectiveness of educational strategies.

## 5. Our Approach to SEND Support

### 5.1. Identifying Students with Special Educational Needs (SEND)

Parents may often hesitate to inform the school about their child's special educational needs for various reasons: denial or difficulty accepting the situation, lack of awareness about the importance of sharing such information, fear of stigma, or personal constraints limiting their involvement.

To address this, we adopt a proactive approach to identify students with SEND. One key strategy involves observations and feedback from teachers, who play a central role in understanding the specific needs of students.

For a Moroccan school, identifying students with SEND requires a systematic and collaborative approach that respects the local educational and cultural context. Here are the key steps:

#### 1. Staff Awareness and Training

Train teachers and administrative staff to recognize early signs of SEND, such as learning difficulties, behavioral issues, or physical and mental disabilities.

#### 2. Classroom Observation

Encourage teachers to closely observe students' behavior, participation, and academic performance to identify persistent challenges, such as slow learning, concentration issues, or unusual social interactions.

#### 3. Initial Assessments

- ✓ Conduct educational assessments to identify gaps between expected and actual academic performance.
- ✓ Use tailored tests to evaluate skills in reading, writing, math, or other areas appropriate to the student's age.

#### 4. Collaboration with Parents

- ✓ Hold regular meetings with parents to discuss observations made at school and gather information about the child's development at home.



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- ✓ Involve parents in the identification process by encouraging them to share concerns and provide relevant medical reports or documentation if available.

### 5. Consultation with Specialists

- ✓ Collaborate with local specialists, such as school psychologists, speech therapists, or special educators, to assess students with potential needs.
- ✓ Consider partnerships with associations or specialized centers to obtain more accurate diagnoses.

### 6. Developing a Student Profile

- ✓ Collect all relevant information about the student (observations, assessments, feedback from parents and specialists) in a detailed dossier.
- ✓ Create an Individualized Intervention Plan (IIP) outlining strategies and accommodations to meet the student's needs.

### 7. Regular Monitoring and Reevaluation

- ✓ Regularly evaluate the progress of SEND students to adjust interventions based on their evolving needs.
- ✓ Maintain consistent communication between teachers, parents, and specialists.

### 8. Compliance with Regulatory Frameworks

- ✓ Adhere to Moroccan guidelines on inclusive education and collaborate with local educational authorities to ensure SEND students have access to an appropriate learning environment.

#### 5.2. The Graduated Approach to SEND Support

To support students with SEND, a four-step process, called the graduated approach, is implemented to remove barriers to learning:

##### 1. Assess

Teachers analyze the student's needs, considering strategies already employed, their effectiveness, and feedback from parents, students, and external services. This evaluation is regularly updated.

##### 2. Plan

Adjustments, interventions, and goals are established in collaboration with parents and the student, along with a timeline for review. Information is shared with all relevant staff members.

##### 3. Do

The lead teacher remains accountable for the student's progress, even if specialized or group support is implemented. Collaboration with involved staff ensures the planning and evaluation of interventions, with support from the SENDCO.

##### 4. Review

The effectiveness of interventions is measured based on progress made, feedback from parents and students, and staff input. Strategies and support are adjusted accordingly.

This process ensures tailored and evolving support that meets each student's needs.





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### 5.3. Evaluating the Effectiveness of SEND Provision

We assess the effectiveness of our provision for SEND students by:

- Tracking student progress using tools like Fundamentals checks and provision maps.
- Implementing the review phase of the graduated approach during each SEND support cycle.
- Using student questionnaires.
- Conducting quarterly reviews of support plans and annual reviews for students with EHC plans.
- Gathering feedback from students and their parents.

### 6. Staff Expertise and Training

Training sessions will be regularly provided to teachers and support staff. The director continuously monitors the provision and outcomes to identify any staff member with specific training needs and incorporates these into the school's ongoing professional development plan.

### 7. Complaints About SEND Provision

Concerns or requests for information regarding SEND provision should first be addressed to the teacher.

Complaints about SEND provision should be directed initially to the headteacher. These will then be handled in accordance with the school's complaints policy.

Parents of students with disabilities have the right to file complaints related to disability discrimination with the school leadership. They may lodge a complaint regarding alleged discrimination in:

- Exclusions
- The provision of education and associated services
- Reasonable adjustments, including the provision of auxiliary aids and services

### 8. School Information Report

The following checklist will be used by schools to draft the School Information Report (SIR):

Required Information

- The types of special educational needs and disabilities (SEND) supported.
- Policies for identifying students with SEND and assessing their needs, including the name and contact details of the Special Educational Needs and Disabilities Coordinator (SENDCO).
- Arrangements for consulting parents of children with SEND and involving them in their child's education.
- Arrangements for consulting young people with SEND and involving them in their education.



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- Processes for assessing and reviewing students' progress toward expected outcomes, including opportunities for parents and young people to participate in this evaluation and review.
- Provisions for supporting students during transitions between educational phases and preparing them for adulthood.
- The approach to teaching students with SEND.
- Adaptations made to the curriculum and learning environment for students with SEND.
- Additional learning support available for students with SEND.
- Staff expertise and training to support students with SEND, including how specialized expertise will be acquired.
- How equipment and facilities to support children and young people with SEND will be obtained.
- Methods for evaluating the effectiveness of the provision for students with SEND.
- How students with SEND are encouraged to participate in activities alongside their peers without SEND.
- Support to enhance emotional and social development, including pastoral support to consider the views of students with SEND and measures to prevent bullying.
- How the school engages with external organizations, including health and social services, local authority (LA) support services, and voluntary organizations, to meet the needs of students with SEND and support their families.
- Procedures for handling complaints from parents of children with SEND regarding the school's provision.

### 9. Monitoring Arrangements

This policy and the School Information Report will be reviewed every three years by the headteacher. They will also be updated if any information changes during the year. The policy and report will be approved by the board of governors.