



EV-S.2124

SEND  
Policy

December 2025

EVEREST  
SCHOOL

EVEREST SCHOOL





# EV-S.2124 SEND Policy

## Special Educational Needs and disabilities Policy

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## Special Educational Needs and disabilities Policy

### 1. Introduction and Objectives

Everest Schools, covering the Early Years and Primary levels, are committed to providing quality education aimed at promoting the well-being and overall development of each student. Aware of its responsibility, it establishes appropriate and favourable conditions to support children facing learning difficulties or interaction with their physical, social and academic environment.

The school also ensures equitable and personalized access to the curriculum by meeting the specific needs of students requiring special accommodations.

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

- **Promoting equity and inclusion :**  
To provide quality education to all students and to value diversity.
- **Promote overall well-being :**  
Create a supportive environment to enhance each child's academic, social, and personal development.
- **Strengthen staff skills :**  
Train staff to effectively respond to specific needs and adopt inclusive practices.
- **Comply with standards and obligations :**  
Align the school with national laws and international standards for inclusive education.
- **Encourage collaboration :**  
Engage teachers, parents, and professionals to ensure effective student support and raise awareness for inclusion.
- **Enhance the reputation of the school :**  
To position the institution as a model of inclusivity, attracting families who share this approach.
- **Preparing students for an inclusive society :**  
To establish values of tolerance, respect and cooperation in a diverse society.
- **Celebrating diversity :**  
Respect and honor the differences between students.
- **Staff Engagement :**  
Supporting students with special educational needs or disabilities.
- Global development :**  
To provide balanced opportunities for intellectual, physical, spiritual, social and emotional development.

#### Aims of Everest School:

- **Fight against prejudice, discrimination and harassment :**



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Promote an inclusive and respectful environment for all students.

- **Mobilization of appropriate resources :**

Provide diverse support tailored to the specific needs of each student wherever possible.

- **Effective structures :**

Develop clear procedures in line with the Code of Practice, with rigorous monitoring, effective case management and ongoing evaluations.

- **Early Identification and Intervention :**

Use rigorous assessment processes to identify needs as early as possible and implement targeted interventions.

- **Working with parents and guardians :**

Build a strong partnership, especially with families of children with special needs.

- **Working with external specialists :**

Cooperate with external partners to support children, advise parents and offer them challenges when necessary to ensure optimal support.

- **Staff Training and Support :**

Provide training and professional development to ensure quality expertise and 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 the rights of students with disabilities. This document is based on the SEND Code of Practice as well as the following key legislations:

#### a. Children and Families Act 2014

This law specifies the responsibilities of schools towards SEND students, including ensuring their inclusion and providing them with appropriate support.

#### b. Special Educational Needs and Disability Regulations 2014

These regulations set out the obligations of local authorities and schools regarding:

- Education, health and care (EHC) plans.
- The production of a report detailing the measures taken to meet the needs of SEND students.

#### c. Equality Act 2010 (section 20)

This law requires schools to make reasonable adjustments to enable students with disabilities to participate fully in school life.

#### d. Duty of equality in the public sector



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Everest School is committed to:

- Eliminate all forms of discrimination, harassment or victimization.
- To promote equal opportunities for all students.
- Foster harmonious relationships between students who share a protected characteristic (such as a disability) and those who do not.

### e. School Admissions

Everest School ensures that children with disabilities or special educational needs are not unfairly disadvantaged in the admissions process.

## 3. Definitions

A pupil is considered to have special educational needs and a disability (SEND) if he or she has a learning disability or a disability requiring specific educational measures.

A student is considered to have a learning disability or disability if:

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

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

### Specific educational measures

Everest School adopts pedagogical approaches or customized education programs designed to complement the standard curriculum taken by other students of the same age in a typical academic path.

### The four main categories of specific needs

The needs of SEND students fall into four broad categories. A student may have needs that fall into more than one of these categories, which may change over time. Interventions are adjusted to meet the specific needs of the student at a given time.

### Specific need categories :

#### a. Learning difficulties

This category encompasses a wide range of needs, including:

- **Specific learning difficulties :**  
Affecting certain aspects of learning, such as dyslexia, dyscalculia, or dyspraxia.
- **Moderate learning difficulties.**
- **Severe learning difficulties.**
- **Deep and multiple learning difficulties :**



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These students have significant and complex needs, often associated with physical or sensory disabilities.

### b. Communication and interaction

Students with needs in this category may have difficulty communicating effectively with others. Challenges include:

- Difficulty understanding the messages received.
- Difficulty expressing ideas or thoughts.
- Difficulty applying the rules of social communication.

Students with autism spectrum disorder (ASD) often have needs in this category.

### c. Sensory and/or physical needs

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

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

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 themselves in a variety of ways, including disruptive or difficult behaviour, withdrawal, or social isolation. These students may require ongoing support and additional resources to ensure opportunities equal to those of their peers.

## 4. Roles and responsibilities

### 4.1. The Board of Directors

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

### 4.2. The Headteacher / SENCO

The headteacher's primary responsibilities to SEND students include:

- Develop and implement a clear SEND policy.



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- Identify the specific needs of students.
- Coordinate individualized Educational plans.
- Monitor student progress.
- Allocate the necessary resources.
- Train and raise awareness among staff.
- Collaborate with parents and stakeholders.
- Ensure compliance with regulations.
- Offer appropriate emotional and social support.

### 4.3. Teachers

Teachers have several key responsibilities to SEND students, including:

- Identify their specific needs.
- Adapt teaching methods.
- Implement personalized Individual Educational plans.
- Collaborate with specialists.
- Communicate with parents.
- Track progress.
- Provide emotional and behavioral support.
- Participate in continuing professional development.
- Creating an inclusive environment that supports the development of all students.

### 4.4. Parents or guardians

Parents play a critical role in supporting SEND students by:

- Identifying their needs.
- Working with the school to develop an Individual Educational plan.
- Implementing strategies at home.
- Following their child's academic and emotional progress.
- Providing emotional support.
- Training for the specific needs of their child.
- Maintaining open communication with the school to ensure the effectiveness of educational strategies.



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### 5. Our approach to supporting students with special educational needs (SEND)

#### 5.1. Identifying pupils with special educational needs (SEND)

Parents are often reluctant to inform the school of their child's special educational needs for a variety of reasons: denial or difficulty accepting the situation, lack of awareness of the importance of sharing this information, fear of stigma or personal constraints limiting their involvement.

To address this, we take a proactive approach to identifying students with SEND. A key strategy is based on observations and feedback from teachers, which play a central role in understanding the specific needs of students.

In a Moroccan school context, the identification of students with SEND requires a systematic and collaborative approach that respects the local educational and cultural framework. The main steps are as follows:

##### 1. Staff awareness and training

Train teachers and administrative staff to detect early signs of SEND needs, such as learning difficulties, behavioural problems or physical and mental impairments.

##### 2. Classroom Observation

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

##### 3. Initial assessments

- Conduct educational assessments to identify gaps between expected and actual performance.
- Use adapted tests to assess skills in reading, writing, mathematics or other areas according to the age of the student.

##### 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.
- Encourage parents to share their concerns and provide medical reports or other relevant documentation, if available.

##### 5. Consultation with specialists

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

##### 6. Developing a Student Profile



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- Gather all relevant information about the student (observations, evaluations, feedback from parents and specialists) in a detailed file.
- Develop an Individualized Educational Plan (IEP) defining strategies and accommodations to meet the student's needs.

### 7. Regular monitoring and re-evaluation

- Regularly assess students' progress with SEND to adjust interventions based on their evolving needs.
- Maintain constant communication between teachers, parents and specialists.

### 8. Compliance with regulatory frameworks

- Comply with Morocco's guidelines on inclusive education and collaborate with local education authorities to ensure a student-friendly learning environment with SEND.

## 5.2. The Phased Approach to SEND Support

To support students with SEND, a three-step process, is implemented to remove barriers to learning:

1. **Evaluation** - Teachers analyze the student's needs by considering the strategies already used, their effectiveness, as well as feedback from parents, students and external services. This assessment is regularly updated.
2. **Planning** - Adjustments, interventions and objectives are defined in collaboration with the parents and the student, with the implementation of an IEP. The information is shared with all relevant personnel.
3. **Review** - The effectiveness of interventions is measured based on progress, feedback from parents and students, and staff contributions. Strategies and support are adjusted accordingly.

This process ensures personalized and scalable support that meets the needs of each student.

## 5.3. Assessing the effectiveness of SEND measures

We evaluate the effectiveness of measures for students with SEND by:

- Track student progress.
- Conducting 6 week reviews of Individual Educational Plans.
- Collecting feedback from teachers, students, parents and outside support

## 6. Staff Expertise and Training

Regular training sessions will be offered to teachers and support staff. The Headteacher or SENCO continuously monitors the arrangements and results to identify specific training needs and integrate them into the school's professional development plan.



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### 7. Complaints about SEND measures

Concerns or requests for information about SEND measures should first be directed to the teacher.

Complaints about SEND measures should be directed to the Headteacher in the first instance. They will then be processed in accordance with the school's complaint management policy.

Parents of students with disabilities have the right to file complaints related to discrimination against people with disabilities with the school administration. They may also report alleged discrimination regarding:

- Exclusions.
- The provision of educational and related services.
- Reasonable accommodations, including the provision of aids and ancillary services.

### 8. Monitoring procedures

This policy and the Academic Information Report will be reviewed every three years by the Headteacher. They will also be updated if the information changes during the year.

The policy and report will be approved by the Board of Directors.

Reviewed by	Date of Review	Signature
Rachel Lloyd Headteacher	17/12/2015	
Reviewed by Governing Body	17/12/2025	