



Jeanne D'Arc British International School
**Special Educational Needs and
Disabilities Policy**



Introduction

Jeanne D'Arc British International School is committed to promoting a safe and supportive learning environment in order for pupils with special educational needs and disabilities (SEND) to thrive academically, socially and emotionally in the school.

Jeanne D'Arc British International School provides an inclusive curriculum and is non-discriminatory against pupils and prospective pupils with special education needs and disabilities, both in the admissions process and in the provision of education and associated services.

The purpose of the Jeanne D'Arc British International School's SEND policy is therefore to recognise and articulate our responsibility in identifying, and providing support for pupils who have special education needs and disabilities which cannot be met within the parameters of the taught curriculum. These pupils will have the opportunity to fulfil their potential and be prepared to access an international education to the highest recognised academic standards.

Special Educational Needs and Disabilities

Special educational needs and disabilities include but are not limited to:

- learning difficulties
- emotional and behavioral difficulties
- medical conditions
- speech difficulties
- visual/aural impairments

Current Practice at Jeanne D'Arc British International School

Every effort will be made to ensure the SEND pupils receive a full and balanced curriculum as is possible, depending on their individual needs. We will be transparent with any potential parents of SEND pupils, explaining what support we currently have for their child.



Learning Support

Learning support at Jeanne D'Arc British International School includes the provision of accommodations, modifications and various supports to enable pupils to reach their potential. Learning support enables pupils to succeed academically, socially and emotionally.

Personal Educational Plan

The development of a Personal Educational Plan (PEP) aims to:

- Establish a learner profile by identifying a pupil's strengths, skills, preferences and abilities.
- Set educational goals, both short term and long term.
- Promote collaboration amongst teachers to develop a whole-school approach.
- Provide additional support, strategies and resources for teachers of the student.
- Teach skill development to SEND pupils to use either during or after the school day.
- Evaluate and review student progress and programmes.
- Establish effective home-school partnerships, including the development of support strategies for parents

The ultimate aim of our programme is to help the pupils lead a more independent life both in school and their social environment.

Admission to the School

The Head will assist parents in determining the best support strategies for the student, taking into account the pupil's specific additional learning and support needs, and parent's input on the matter. The pupil's profile will then be established on the school database and made available to all the teachers of that student.

The school will also provide information and will help refer parents to other professionals outside of school who may help support the development of the student.

Identification Procedures

Identification of a student with a learning need can occur at any age or stage of development. SEND may become apparent as a student progresses through the school. When a classroom teacher suspects that a student may need additional support, the procedure for referral is as follows:



- Teachers should observe the student in various settings and while working on various tasks. Assessments and work of the pupils, as well as routine work need to be collected. Teachers should document any strategies that have been tried and whether or not they have been successful. The teacher should fill in a student referral form.
- The teacher then sends the form and accompanying documents to the Head .
- The Head then conducts an assessment and/or observations.
- Once assessments and/or observations have been conducted, the information will be compiled.
- Recommendations will then be made for any change in teaching interventions or support which may be needed.
- The Head will communicate with the referring teacher, and other teachers as appropriate.
- A parent meeting will be held to share the areas of concern, and explain the programme.

Identification procedures apply to the whole school with referral forms being available within the schools shared drive.

Ongoing Support

The school assists classroom teachers in addressing the educational needs of pupils with learning difficulties. In the classroom, provisions for pupils with special educational needs will be made by class teachers to ensure access to the whole curriculum.

All pupils with a PEP will follow the same curriculum as their peers. In some areas of the curriculum such as literacy and numeracy, pupils may require modification of content or assessment.

Extent of Learning Support

There is always a possibility for pupils to be able to work independently without support, this is especially true for pupils with mild learning difficulties. However, for pupils with a more severe learning difficulty, the school is only able to provide limited support.

All faculty involved with a student with special educational needs will provide input to determine the support needed, if any, in each area of the curriculum.



Subject teachers

A key element of successful learning-support is a high level of collaboration between all the teachers involved with a student with special educational needs and disabilities.

Collaboration is central to the development, implementation and review of the PEP. Subject teachers' responsibilities include:

- Being alert to the possibility that some pupils may have specific learning difficulties and bringing their concerns to the attention of the Head who has responsibility for coordinating special needs service, following the school's identification procedures.
- Collaborating with the Head in the development of a PEP and identifying appropriate accommodations to support learning.
- Implementing the accommodations stated in the PEP.
- Maintaining a record of pupil's progress towards achieving the goals specified in the PEP.
- Differentiating the curriculum to meet the needs of all learners, within their class.
- Participating in a review of the progress of SEND pupils at the end of a term.
- Consulting with parents to outline the support that has been practiced at school and the progress made by the student.

Parents

Parents have unique knowledge of their own child and therefore have much to contribute to their child's learning programme.

Parent involvement and participation will improve the intervention and support by:

- Disclosing any learning needs at the time of admission
- Providing a good learning environment at home which provides opportunities for parents and children to participate together in developing language and numeracy.
- Supporting the work of the school by engaging in activities at home like storytelling, discussion about reading, writing lists, reviewing what they have done at school, etc.
- Being a role model at home by modeling their own involvement in different learning areas.
- Discussing the learning targets and actions to be taken by the school to meet those targets.
- Discussing their child's progress with the Head at the end of each semester.
- Partnering with the school if a learning need is identified after the child is admitted



Pupils

The involvement of pupils in the development, implementation and evaluation of their own learning programme is an effective way to support pupils' needs, develop self- management and independence.

Pupils should:

- Contribute to the setting of the learning targets on the PEP.
- Become familiar with their learning goals.
- Contribute to the selection of texts and materials that can help to achieve their goals.
- Reflect on their progress by participating in various assessments.

Administration

In order to provide the best possible support for pupils with special educational needs and disabilities, the administration will:

- Collaborate with the Head on the process of admitting pupils who may need learning support.
- Acquire, and share with the appropriate teachers, any student records from previous schools and any medical references of the pupils in need.
- Provide information to parents about the school's procedure and policy for pupils with special needs and disabilities.
- Report modifications and accommodations on term reports

Special adjustments for SEND pupils:

- Where normal assessment conditions would put SEND pupils at a disadvantage, reasonable adjustments, including the use of Technology, must be given to allow the student to demonstrate their ability.
- The special adjustments put in place to allow pupils to demonstrate their true ability must not put SEND pupils at an advantage.
- Any grade awarded to a SEND student in any subject must not be a misleading description of the pupil's level of attainment based on the course objectives.
- Where special arrangements have been made for assessment, they must correspond to school policy and reflect the conditions available to the pupils in the classroom.
- If a significant modification or accommodation is made for a student based on a learning difference, the school is responsible for disclosing it on the term reports

This policy was written in September 2024 and reviewed in January 2025.
It will be reviewed again in September 2027



**Appendix A (also included in the Inclusion Policy)
Personalized Education Plan**

STUDENT INFORMATION

NAME:	Student
DOB:	18/02/2011
Age:	10 years 1 month

School Year:	2020/2021	STAGE:	Stage 5	Form Tutor:	
CAT4 Testing	Verbal	Quantitative	Non-Verbal	Visual-Spatial	
95-105 is average	84	103	100	80	
Oxford English	Language Usage	Listening	Overall	Massar Reporting	
80 is a perfect score	53	79	63	N/A	
	A2	B1	B1		

CAT4 Results Explained:

Test to be taken at the end of June

Psycho Eval Report Summary: (Dr. Fedwa Berrada- performed 18/02/2021)

Student has normal abilities in concentration while testing. He did not show any problems with channeling his concentration in a 1:1 setting. He worries that people will judge him if he is not doing things correctly, this causes his defensive attitude.

WISC-IV Results- IQ (104) His abilities fall within the average range for a child his age. He demonstrates mid to high average in verbal abilities. Regarding thinking processes he scores lower than children his age. His memory score is in the average range. His processing speed is average range.



Student has average social capabilities. He understands society's rules and looks for justice.

Perceptual reasoning index (77) is quite low. Abstract ideas, puzzles, reading and maths might be difficult. He had extreme difficulty with reproducing figures. His strategies were ineffective. He continued to struggle when he was asked to organize concrete images into categories. His deductive reasoning is in the low range. He was often too quick to answer before thinking. He demonstrates weak mental flexibility capabilities.

Working Memory (103) indicates that he has a strong working memory. His number memory-letter-number are within satisfactory range.

Student is at a satisfactory level for remembering and recalling numbers, the significant problem is when he is asked to memorize and reclassify the objects. This is very weak.

Processing Speed (106): Student's ability to achieve simple tasks quickly and maintain attention are better than 66% of children his age. The processing of visual information is satisfactory. His graphometric (writing) skills are satisfactory.

Overall- Student's global intellectual skills are in the average range.

Behavioural Assessment Summary:

Student was defensive, would not open up, have spontaneous exchange, and body language showed internal tension and discomfort. His conversational tone was angry. His family situation seems very familial and allows for expression based on parents' observation. Student's vision of his family is that he is excluded. His drawings were quick, sloppy, showing internal tension and a defensive wall. The style and context of the drawings indicate significant emotional immaturity and signs of depressive affect. Overall his psycho-affective maturity is below his age range. Based on this analysis he has issues of anxiety, internal turmoil, insecurity, inadequacy, inaptitude, and lack of control of the ego.

Student's imagination shows investment, and he can form a story with a beginning, middle and end. The story he told showed a perception of multiple imaginary dangers, a world filled with unpleasant surprises, and an absence of safety and security. Overall sense of helplessness, depression, low energy to perform, and mistrust. This leads to his rigid defensive attitude. He has a strong sense of helplessness and feelings of injustice with adults. His temper tantrums are a reaction to disappointment and his difficulty coping with frustrations. He is concerned about his social image, criticism, and judgements from others. He made statements to the tune of "I am afraid to make mistakes" and "I am afraid to repeat myself". He has a strong emotional attachment to some individuals and shows signs of separation anxiety. He sees the world as dangerous and threatening. He feels he will get lost easily, that something will happen to his parents,

Conclusion- his emotional difficulties affect his quality of life, social relationships, and academic performance. He perceives everything should be his and when his demands are postponed, he melts down. For the student everything is black and white with no room for middle ground. He finds



It is hard to follow imposed rules, control impulses and he feels unjustly treated by adults. Student has difficulties with self-regulation and hits crisis mode quickly.

He is recommended to continue counselling.

Implications for teaching and learning

Strengths:	<ul style="list-style-type: none"> • Verbal language skills
Weaknesses:	<ul style="list-style-type: none"> • Perceptual reasoning and visual-construct analysis • Working memory • Emotional immaturity
Needs Identified:	<ul style="list-style-type: none"> • Improving fluid intelligence areas- abstraction, inductive and deductive reasoning, analyse and synthesis information, and problem-solving techniques • Emotional and behavioural difficulties

ACTION PLAN

Date Action Plan Initiated: March 2021

Objective/Goal Re-integrate Student back into the classroom full time	Action Required/Duration: <ul style="list-style-type: none"> • Preferential Seating • Stay in the concrete in terms of questioning • Use verbal information to support visual • Give genuine praise • Adjust language when trying to correct behaviours being reminded, he becomes defensive. • Keep rules simple and clear • Allow for mini breaks • Use positive motivational strategies • Don't bend rules for anyone so he feels there is justice. Consistency is key. • Set an incentive for Student <p>See list at the end of this document for detailed ways to help the student.</p>	Responsible: Head - Form Tutor-
	Follow-up: <ul style="list-style-type: none"> • Re-evaluate weekly 	



Signatures

Parents _____ Date: _____

Form Tutor: _____ Date: _____

Head : _____ Date: _____

What the student might have difficulty with, and how you can help

Behaviour & Attitude

- I may feel confused in class.
- I may “shut down” or become locked into an oppositional struggle, as a coping mechanism to deal with the academic pressures and performance demands which have been placed on me.
- I may be labelled as having some emotional difficulties because I may not achieve as strongly as my verbal abilities.
- I may misinterpret body language and tone of voice.
- I may produce limited written output and the process may be slow and laborious for me.
- I may be labelled as having a behavioural problem due to my constant misinterpretations. I am frequently reprimanded with the words, “You knew what I meant!” when, in reality, I don’t have a clue what I am meant to do or understand.

Academic Performance

- I may rely heavily on the use of language to aid in the comprehension of concepts and to solve problems that are new to me and cannot be solved automatically.
- I may have difficulty perceiving relationships among patterns.

- I may have difficulty recognising, forming and understanding concepts.
- I may have difficulty drawing inferences from information.
- I may have difficulty understanding the implications of an issue or an action e.g. if I —, then — will happen.
- I may have problems with complex problem solving.
- I may have difficulty following a logical pattern through to another conclusion.
- I may have trouble transferring and generalising information to new situations.
- I may have difficulty with quantitative reasoning needed for understanding and computing mathematics.
- I may have associated problems with organisational skills.
- I may find social situations challenging at times.
- I may have difficulty with puzzles.
- I may be uninterested in computer games.
- I may find maths hard.

Socially

- I may have difficulty recognising faces, interpreting gestures, deciphering postural cues, and “reading” facial expressions.
- I may invade your space or stand too close to you as I don’t perceive distances very well.
- I may not notice changes in tone and /or pitch of voice or an emphasis of delivery.
- I may not appropriately alter my expression or elocution of speech. I may appear to be terse or curt in my response.
- I may have trouble piecing together the meaning of a conversation, I may miss large amounts of relevant information which is nonverbal.
- I may become withdrawn in novel social situations and/or appear ‘out of place’.
- I may be very “concrete” in my translations, expression, and outlook on the world. My relationships tend to be routine and stereotyped. I tend to see everything in terms of black or white. “Hidden meanings” have to be pointed out. I will not intuitively detect them.
- Due to all of the above, there is a high chance I will feel uncertain, insecure and anxious.

Strategies to help me

- Practice matching can really help me. Matching games can boost PR by increasing my ability to recognise and compare visual information. Challenge me to find as many blue things as possible, followed by red then so on. Ask me to find something in the room that matches their shirt or eyes. Use



cubes and blocks of varying shapes and sizes and ask me to match them by shape and size, and then once I've mastered this, by both.

- Get me to match letters on paper, followed by words, then with words and pictures. This game reinforces the connections between a written word and a visual image. Encourage me to find items that begin with a particular letter. This game reinforces the connection between a particular letter or sound and the objects and people that letters can represent. Play memory games to develop both matching and memory skills.
- Work on my ability to identify differences – part of PR involves picking up differences and knowing where something does or does not belong. “Spot the Difference” pictures encourage children to look and find small differences between them. Encourage me to find objects that don't belong e.g. three apples and a pencil, progressing to an apple, an orange, a banana and a carrot.
- Practice visual memory – Show me a picture, then cover all or part of it and ask me to describe what I saw. Alternatively, show me a set of objects, hide them then challenge me to see how many I can name.
- Cultivate my attention to detail – Show me a picture with words or hidden images in it, challenge me to find as many as I can.
- Do puzzles with me. Jigsaw puzzles and other puzzle games encourage me to practice their visual perception skills as they have to rotate and match shapes and visualise larger pictures.
- Teach me left and right – Left-right orientation is part of perceptual reasoning and visual perception. Use the hand I write with as a starting point, ask me to carry items in their left hand and wave with my right. This is a good time to introduce the concept of directional rows.
- Develop depth perception with me – Perception of depth is an important element of PR. Play darts, basketball and tennis to develop depth of perception.