Maria International School of Bucharest

Resilience Respect Compassion Integrity Responsibility

Special Educational Needs and Disabilities Policy

Our Mission

We provide a learning experience and environment at Maria International that fosters creativity and excellence. Whilst providing supportive, stimulating and relevant lessons and resources within the context of the British style international curriculum.

Our school will be a caring place where adults and children are valued equally. Our aim is to create an environment where children and the whole school community will be inspired to be resilient, respectful, compassionate and act with integrity.

Our children will learn to respect themselves and others in an atmosphere of high expectations where they are nurtured and dare to make mistakes

We will strive to create opportunities for students to have a well-rounded school and learning experience, where they can develop critical thinking skills and work in collaboration with others.

Our Values

Resilience - We will handle adversity and problems with a mentality that enables us to keep going and do better.

Respect - We treat others with dignity, empathy and equality through our words and actions.

Compassion - We are kind, caring and will help everyone to be the best they can be.

Integrity - We are open, honest and act with good morals and ethics in all situations.

Responsibility - We ensure our own work, learning and duties are completed in a timely manner and to a high standard

Rationale

It is the intention of all at MISB to provide educational provisions to all and for it to take into account a wide range of student abilities, aptitudes, interests and backgrounds. Each student can be able to access a broad, differentiated and balanced education that includes provisions outlined in the curriculum.

It is the intention and aim of all teaching staff at MISB to ensure that all students are sufficiently aided and challenged educationally. However, we recognise that some students may need additional support and provisions in place during their time at MISB.

As MISB offers a British-style education, policies and practices for managing students with educational needs broadly follow the provision within the National Curriculum for England the UK's SEN Code of Practice as far as is appropriate and practical given the context of the school.

Aims

At Maria International, it is our aim to provide our students with an education that can be accessed by all, whilst meeting the needs of the students. We recognise that the needs of our students are ever-changing and evolving, therefore, we need to adapt and change to suit the needs of our students. It is important that the curriculum offered at Maria International and the range of provisions offered is able to:

- Offer a broad, balanced and relevant education that is appropriately available to all of our students
- Ensure that the teaching and learning materials are suited to the needs of the individual and varied needs of the students.
- Build confidence and self-esteem in our students to enable all children to work and meet their full potential.
- Ensure that all students are able to meet the personalised high expectations set for them
- Ensure a smooth transition for students throughout their school progression
- Create and share strategies for provision implementation, through the use of IEP's and the SEN register
- Work collaboratively to identify children with Special Educational Needs through liaison with the school psychologist and other professionals and parents/guardians. Through methods of screening, assessment, observation and feedback. Culminating in student inclusion on the SEN register, continuous assessment and monitoring of progress
- Endeavour to meet the needs of students with Special Educational and Disability needs
- Positively promote inclusion and acceptance
- Coordinate processes and procedures through effective and regular communication between teachers, students and parents/guardians.

This Policy sets out the practices which are used to achieve these aims, so as to encourage and enable the integration of children with special educational needs into the mainstream of the school as far as possible, and details specific responsibilities to ensure that these expectations are met.

It should also be considered in conjunction with, and with reference to:

- MISB Staff and Student Handbooks;
- MISB EAL Policy;
- MISB Gifted & Talented Policy;
- MISB Admissions Policy;

- MISB Terms & Conditions

Principles

Our SEND Policy is underpinned by a number of principles:

- Children with special educational needs should, as far as possible, be integrated into the mainstream class.
- Learning support should be in line with mainstream work, whilst meeting individual needs;
- The education of any student within the mainstream classroom should not negatively affect the progress of their peers;
- Identification and referral of difficulties should be made as early as possible to facilitate early intervention;
- Close liaison with parents/carers is encouraged, so that school and home may work in partnership, to the full advantage of the child;
- Additional staff (e.g. a qualified Learning Support Teacher or Assistant) may be used to support students in small groups or individually. They should be informed about the children's particular needs and be able to use/pass on and record possible strategies that may help the class teachers to meet the students' needs.

Roles and Responsibilities

All Staff

- All Staff All Teachers are teachers of SEN. Teachers must take this into account when delivering the curriculum – in planning, assessing and recording the students' work.
- Responsible for planning an appropriately differentiated curriculum to meet the needs of all students in the class, including addressing IEP targets for those with special educational needs;
- Setting appropriate targets for each child in their class, including for those who are on the SEN register
- The day-to-day teaching of all students in their class, including those on the SEN register;
- Devising strategies and identifying appropriate methods of access to the curriculum for those with special educational needs, recording and using these and encouraging other relevant staff to do the same;
- Initially identifying students who may potentially have SEN and bringing them to the attention of the MLT/SLT for further assessment;
- Preparing for and attending reviews as required for each student in their class included on the SEN register;

- Reporting to relevant staff with ongoing concerns or concerns that cannot wait until the reviews;

Homeroom Teacher

- Managing the educational progress of students with SEN
- Systematically monitoring and reviewing the IEPs of students in the class who are on the SEN register;
- Updating the IEP for each student in their class on the SEN register following the termly reviews with relevant staff

Learning Support and Teaching Assistants

Specialist Learning Support staff may work in-class or with specific individuals to help deliver the curriculum, alternative teaching or catch-up work as appropriate to students with SEN, under the direction of the Class Teacher or Homeroom teacher.

Learning Support staff should:

- Be aware of IEPs and provide feedback to the Class Teacher/Form Tutor, specialist teachers and other staff;
- Assist the Class Teacher and other staff in reviewing and updating appropriate targets for each student on the SEN register;
- Communicate with the Class Teacher and or other staff as to the progress of the children they have worked with;
- Plan and prepare appropriate materials;
- Prepare for and attend reviews and propose revisions to the IEP for each student on the SEN register that they work with.

Headteacher

The headteacher is responsible for ensuring that the expectations set out in our SEND Policy are observed and embedded.
They should:

- Maintain an overview of the SEN provision in the school;
- Manage the budget for support assistants and resources and liaise with parents regarding financial arrangements arising from special needs;
- Liaise with parents if and when the school is unable to provide the support needed by a student with special needs.

Definitions of Special Educational Needs

A student may be considered to have special needs if his or her progress (when judged against the usual expected progress of a child of a similar age) is affected by one or a combination of the following:

- General learning difficulties (e.g. low levels of comprehension, attention, memory, etc.);
- Specific learning difficulties (e.g. dyslexia, dyscalculia);
- Communication difficulties;
- Physical difficulties;
- Social or Emotional difficulties;
- Behavioural problems;
- Underachievement;
- Persistent illness or medical problems;
- Several changes of school, leading to gaps in general education

Behavioural or Emotional Difficulties

At MISB, we encourage high standards of behaviour through the promotion of mutual respect and cooperation. Through the following we aim to support and promote positivity and excellence:

- Mission, Values and Vision Statement;
- Staff and Student Handbooks;
- Positive Behaviour Policy.

Students displaying signs of behavioural or emotional difficulties (EBD) will be brought to the attention of the MLT and SLT teams for further discussion. Mild EBD can be managed at MISB and the Homeroom and Classroom teachers who are responsible for distributing and collating behaviour checklists and monitoring forms.

English as an Additional Language

A student is not regarded as having a learning difficulty solely because the language of the home is different from the language in which he or she is taught.

At MISB we have a commitment to meeting the needs of children for whom English is an Additional Language and who may therefore require extra support to fully access the curriculum. This is addressed within the EAL Policy.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty regarding individual progress, teachers will look carefully at all aspects of student's performance across a range of subjects in order to establish whether difficulties the student is experiencing in the classroom

are due to limitations in the student's proficiency in the English language or are symptomatic of special educational needs, either diagnosed or undiagnosed

Gifted and Talented

A student may be working at a level that is exceptionally beyond that expected of the majority of students of the same age.
At MISB we recognise that children who are gifted and talented also have specific needs and we seek to provide appropriate challenge and provision within the daily activities of the school.

We aim to extend the knowledge and skills of all students through real-life experiences, interaction with specialists, higher-level thinking skills and chosen student challenges.

MISB planning, teaching, learning and assessment aims to take into account the wide range of abilities, needs, aptitudes and interests of the children. The early identification, assessment and provision for any child with special educational needs are most important. It is also important to recognise that provision for children with special educational needs is a matter for the whole school community. Communication is important in achieving early identification of special educational needs, and for swift and effective action to result from these concerns. Information shared by school staff, parents and other agencies involved, will help to shape appropriate provision. The process of identification of special educational needs can be:

Identification of Special Educational Needs

It is the aim of MISB staff that all planning, teaching, learning and assessment takes into account the wide range of abilities, needs, aptitudes and interests of the children.
Early identification, assessment and provision for any child with special educational needs are important and it is also important to recognise that provision for children with special educational needs is a matter for the whole school community. We believe that communication is important in achieving early identification of special educational needs, and for swift and effective action to result from these concerns. Information shared by school staff, parents and other agencies involved, will help to shape appropriate provision. The process of identification of special educational needs can be:

- At the time of enrolment
    - Parents are given the opportunity to express any concerns they have regarding their student's previous education and learning. Parents must disclose any diagnosed learning difficulties and/or particular needs that were highlighted in previous schools by providing relevant documentation e.g. previous school records, IEP's, external evaluations or assessments, medical records, doctors reports. Previous schools may be contacted for verification or clarification before an admissions decision is made.

- Throughout the period of the academic year
    - From their professional judgement, staff may become concerned about a student's progress or other indicators, and raise the possibility of special educational needs. These concerns may come from teacher observations or assessments, from termly reviews of tracking documents and assessment data by the Class Teacher/Homeroom Tutor, or upon analysis of assessment tools from outside agencies. Concerns may also be raised by the parents or by the student themselves.

Levels of Intervention

The level of intervention required by any student with special educational needs is based upon their specific needs and is decided in consultation with the student's teachers, parents and other professionals as required. Support is prioritised according to three levels of intervention.

Level 1: Statement of Concern

If there are concerns that a student is showing signs of having special educational needs, this is to be reported by the staff member or parent to the homeroom teacher and information and evidence to support or relieve these concerns is gathered and shared with MLT and SLT. The student is monitored but is not included in the school's SEN register.

At level 1, the:

- teacher writes a Statement of Concern (see: Statement of Concern Form) and shares their concern with the parent;
- teacher consults the Homeroom teacher to gather and review the evidence (see Initial Concerns Checklist);
- Homeroom teacher with MLT and SLT adds the student to the Statement of Concern register;
- Teachers put specific strategies in place and continue to monitor and report on progress at least at the end of each term;
- Homeroom teacher with MLT and SLT review progress at the end of each term and recommend the next steps: either continuation, removal from the Statement of Concern register or upgrading to level 2.

The first step in responding to a student's identified need is to ensure high-quality teaching and differentiation for individual pupils. At level 1, the student's needs should be met through the planned, differentiated curriculum offered to all students in the class without requirement for further action. Teachers will adapt their teaching and provision to overcome any barriers to learning and make changes to ensure full accessibility to the curriculum. This is typically common among students just starting school or when adjusting to a change in circumstance.

Level 2: School Action

Students whose needs have been identified as requiring support that is different from or additional to that provided for all through the differentiated curriculum are placed at School Action on the SEN register. The main emphasis of School Action is to support individual students within the classroom so that they can access the curriculum at an appropriate level.

At Level 2, the Homeroom and Classroom teachers are supported by other staff such as teaching assistants, who will work collaboratively to:

- write an Educational Support Plan with the SEN specialist staff, and in conjunction and agreement with the parents and pupil.
- Share the Educational Support Plan with MLT and SLT for them to add students to the School Action register.
- Discuss strategies, teaching techniques and the efficient use of resources for assisting with the implementation of the Educational Support Plan.
- Monitor and review the progress of the child and inform the parents every term of progress made.
- Organise, in consultation with MLT and SLT, any further observations and assessments needed, where specialist staff are to be implemented.
- Consult with MLT and SLT to review progress, discuss further evidence and identify next steps: continuation, removal from the register or the need to move to level 3.

Provision at School Action is made through:

- carefully differentiated curricular tasks or programs within the mainstream curriculum delivered by the Teacher;
- small group or individual support within the classroom from the Teacher or Assisting Teacher (if present);
- in-class observations and individual assessment by MLT/SLT or the Educational Psychologist in order to inform the teacher/assisting teacher of effective strategies and additional resources to address student's particular target areas included in the Educational Support Plan.

Some support may not require additional adult time or support but may require additional learning materials or equipment or peer support.

Level 3: Further School Action

When there continues to be a cause for concern after several reviews at the level of School Action, or where the initial need is felt to warrant immediate intervention, outside agencies may be contacted to provide further assessment and recommendations. An Individual Educational Plan (IEP) is put together and students are placed at **Further School Action** on the SEN

register. Students with an IEP from a previous school, with existing Educational Psychology reports, or with other relevant external documents relating to any SEN, will be assessed in the first week of school and any intervention put in place accordingly.

At level 3:

- The Homeroom teacher and MLT/SLT review student progress and further evidence provided from observations and/or internal assessments, and meet with parents to discuss the need for further intervention.
- SLT refers parents to outside agencies for further assessment and recommendations and coordinates any follow-up meetings with the specialists and parents.
- Homeroom teacher and specialist staff put together an IEP in consultation with the parents, pupils and outside agencies, which is overseen by the MLT/SLT
- SLT arranges any additional SEN support with the specialist staff, after agreement with the Homeroom teacher and written confirmation from the parents.
- Homeroom teacher and MLT will liaise with the Headteacher and parents before making any decisions about the use of outside specialists or the implementation of a modified programme

Provision for students at this stage is aimed at providing support that is additional to or different from that provided for the rest of the class, and which requires intervention or tuition with the specialist teacher or specialist assisting teacher.

Support may involve:

- individual or small-group support in class during the mainstream lessons;
- Individual or small-group support out of class during the mainstream lessons in the form of ‘booster classes’ or sessions focusing on particular strategies and skills.
- Withdrawal from mainstream lessons in order to receive help from outside specialists (e.g. speech therapy, learning social skills, counselling etc).

Any such provision should not affect the broad and balanced curriculum offered to students at BISL. As far as possible, all children will have equal opportunities to participate in the full curriculum and all other activities at MISB, through inclusive experience.

All students will continue to be encouraged to become lifelong learners and take responsibility within the school.

Additional Support

The level and type of support that a student receives will depend on their individual needs and their ability to access the curriculum. Where student’s needs cannot be met within the level 2

School Action intervention and the SEN specialist staff are deployed (or recruited specifically) for support that is additional to or different from that provided for the rest of the class, a charge will be made to parents for this (see SEN Charging arrangements, below).
The SEN additional support may include:

- individual or small groups sessions during the school day or the after-school provision; assessment adaptations (e.g. individual assessment, adapted paper/test, extra time etc);
- specialist assessments, observations and reports (by Specialist staff);
- the funding of specific resources and equipment, when provided by the school

Parents are fully involved in the school's discussions about the specific needs of their child and their views are sought and taken into account. In cases where additional support is required, the school may make such provision a condition of enrolment.

We try to ensure MISB is an inclusive school and that provisions can be made for students with limited special educational needs, it must also be recognised that we may not be able to meet the specific needs of a child and enrolment at MISB may not be appropriate. Where parents, relevant professionals and the school have differing views on the specific requirements of a child and the need for and level of additional support, the views of all those involved are considered.

Documentation and Record-Keeping

All SEN information is stored by SLT as 'hard copies' in a secure file and digitally. IEPs are kept and updated by the class teachers/ Homeroom Teachers and the student support staff. Copies of all documents are given to parents and one copy of documents is held by SLT at the office.

SEN Register

At the beginning of each academic year, staff are provided with a list of students needing various types of support, including students with SEN or other disabilities. This includes basic information about the student, the type of particular need and any key strategy advice. The list is shared with all staff digitally and updated throughout the year. Class Teachers/Homeroom Tutors and specialist teachers receive additional information from MLT and SLT as well as the Learning Support staff as required for individual students.

Individual Educational Plan

An Individual Educational Plan (IEP) is a planning, teaching and reviewing tool that underpins the process of planning intervention for an individual student to enable and help them to reach their full potential. It sets out 'SMART' (specific, measurable, achievable, relevant, time-bound) targets and highlights actions needed to support progress from the most recent assessment. An IEP includes the following information:

- school details (school name and current class)
- date the IEP has been prepared;
- details about the child's areas of strength and need, with assessment data to demonstrate these;
- three or four short-term SMART targets;
- possible teaching strategies and resources to be used;
- details of the provision and support that will be given and by whom;
- assessment criteria and planned outcomes/objectives with reference to:
    - accessing the mainstream curriculum;
    - progress towards targets;
    - review scheduling;
    - date the IEP is to be reviewed.

Every student identified as having special educational needs will have an IEP. The IEP is written by specialist staff in collaboration with the Class Teachers/Homeroom Tutor and with the oversight of MLT/SLT. The process of compiling the IEP may also include other professionals involved (e.g. specialist teachers or Speech Therapists) in order to best address the child's specific needs.

The IEP will only record that which is additional to, or different from, the normal scope of the differentiated curriculum. The IEP is reviewed at least on a termly basis but may be reviewed at shorter intervals if necessary.

All staff are given access to the IEPs and the delivery of the interventions recorded in the IEP is (unless otherwise stated) the responsibility of the class teacher. They are asked to familiarise themselves with the contents, to plan and provide differentiated material and to assess work and feedback sympathetically with due regard to specific targets. Parental contribution to the IEP is valued and a copy of the IEP is given to them each term.

As well as the regular opportunities for discussion at Parent-Teacher Conferences, the teachers and parents may also meet as individual issues arise throughout the year. IEPs of students who are no longer required to be on the SEN register or who have left the school are stored in the SEN Archive Folder for a duration of 5 years. After this time the documents may be destroyed.

Review of SEN Provision

The provision and support for a child are reviewed through an annual cycle. This involves regular meetings to discuss and review IEPs and regular checks by MLT and SLT to ensure that any additional support is being used effectively.

Statement of Concern Form

Student First Name:		Student Last Name:	
Year Group:		Homeroom Teacher:	
Reporting Staff Member:		Date of Submission:	
Why are you concerned about this student?: (include relevant assessment data as well as measures you have already taken and the outcomes of these)			
Are Parents Aware of Your Concern:			• Yes • No
Signed:		Date:	
Received By MLT/SLT Staff Member:			
MLT/SLT Staff Signature:		Date:	

Initial Concern Checklist

Class teacher/Homeroom Tutor should use this checklist to monitor initial concerns that a student may have special educational needs and use this to frame discussions and evaluations with parents, MLT and SLT.

Student First Name:		Student Last Name:	
Date of Birth:		Year Group:	
Homeroom Teacher:		Parents/Guardians:	
Date Submitted:		Date of Meeting:	
Documentation and Evidence Checklist			
Records From Previous School:			●
Absence Percentage (If applicable):			●
Medical Details:			●
Summative Assessment Data Baseline tests, CATs, etc:			●
Attainment In Essential Skills book records, learning profiles etc:			●
Records Of Difficult To Manage Behaviour (If applicable):			●
External Agency Records:			●
Notes/Records From Other Staff:			●
Samples Of Work:			●
Other:			●
Please Bring The Above Documentation/Evidence To Meeting			

Implemented Differentiated Provisions	
Key Notes From Observations	
Key Notes From Discussions With Other Staff	
Key Notes From Discussions With Parents/Guardians	
Key Notes From Discussion With Student/s	
Decision To Place On SEN Register	• Yes • No

If 'no' – advice on strategies for supporting the pupil through class differentiation to be outlined below:
Completed form to be copied to SLT held file. Original to be kept by Class Teacher/Homeroom Teacher

Educational Support Plan

Student First Name:		Student Last Name:	
Date of Birth:		Year Group:	
Homeroom Teacher:		MLT/SLT Staff Member	
Date Started:		Date For Review:	
Student Strengths and Interests:			
Priority Concerns:			
What Are Our Aims/Targets:			
What Are The Students Aims/Targets:			

Strategies:	
Staff and Resources Needed:	
How Will We Measure Success?:	
Student Signature:	
Staff Signature:	
MLT/SLT Signature:	

Individual Education Plan (IEP)

Student First Name:		Student Last Name:	
Date of Birth:		Year Group:	
Homeroom Teacher:		Date IEP Created:	
Date IEP Implemented:		Date For IEP Review:	
Student Strengths and Interests:			
Priority Concerns:			
General Objectives and Goals			
EBI's	Objectives and Goals	Next Steps and Resources	Evaluation of Progress

Subject Specific Objectives and Goals			
EBI's and Subject	Objectives and Goals	Next Steps and Resources	Evaluation of Progress
Quick Wins			
Specific Goal	Evidence of Win	When Completed (Expected vs Actual)	Linked Objective/Goal
Student Signature		Staff Signature	

Review and Evaluation

This policy is to be renewed, evaluated and appropriately updated annually by the Maria International leadership team and Head Teacher.

Date of next review: 08/15/2025

Prepared/Updated by: Alicia Bruwer **Date:** 10/23/2025

Approved by: Nicholette Vicol **Date**: 10/23/2025

This policy is to be reviewed **annually** and updated as and when relevant changes occur.