



The
British School
of Monaco

POLICY SECTION: Section 4 – TEACHING AND LEARNING

POLICY NUMBER: 4.24

ADDITIONAL EDUCATIONAL NEEDS (AEN) POLICY

EFFECTIVE FROM: 29/VII/22

REVIEW DATE: Summer 2023

The British School of Monaco

Additional Educational Needs Policy

The Mission of The British School of Monaco is to provide Monaco families with a British curriculum school that offers a nurturing community and an innovative learning environment, enabling students to evolve into their best authentic selves.

The Vision of The British School of Monaco is to create an exceptional educational environment in which students are nurtured to become authentic individuals, and reflective, resilient and adaptive learners. Our teachers are dedicated to the pursuit of excellence, innovative teaching, and helping students reach their full potential.

The term ‘additional educational needs’ (AEN) has been “adopted since it caters for the wide spectrum of need along a continuum that encompasses cognitive, social, emotional and physical development.” Areas of special need include:

- Specific learning difficulties (Dyscalculia/Dyslexia/Dyspraxia).
- Gifted and talented.
- Autism spectrum.
- Attention disorders.
- Physical disabilities.
- Sensory impairment (Hearing/Visual/Speech Language Communication Needs).
- Mental health.
- Chronic illness.

Provision for AEN at The British School of Monaco

The British School of Monaco is initially unable to offer a full continuum of Additional Educational Needs (AEN) programmes, chiefly owing to its small staff and the nature of the school building itself. However, teachers at The British School have a commitment to practising differentiation through identifying a student’s learning style, scaffolding their learning, and differentiating the curriculum in order to develop

the student's true potential. Through collaborative planning and support from parents, an understanding is built regarding the student as a unique learner.

Inclusion strategies are used to achieve agreed goals through "learner-centred practice and interaction with cognitively rich materials and experiences."

Guiding Principles

- Classroom teachers provide inclusive educational support within the boundaries of resources and staff.
- All teachers involved with AEN students acknowledge that parents are partners in their children's education, and parents are encouraged to take an active interest and support their children through close collaboration and partnership.
- Teachers and staff recognise and value the uniqueness of each student – the differing needs, learning styles, strengths and challenges. To this end, each student is supported accordingly.
- Prior to admission, the Principal and founders meet the family of any student with special needs to individually ascertain whether the school can address the student's specific needs given the available school resources.
- All teachers involved with AEN students include principles of good practice to support AEN students in the classroom:
 - ✓ affirming identity and building self esteem;
 - ✓ valuing prior knowledge;
 - ✓ scaffolding;
 - ✓ extending learning
- In addition to termly reports, teachers may provide the parents of AEN students with an Individual Educational Plan (IEP), which is a record of the student's progress in meeting agreed goals. All IEP records are kept confidential, and are stored securely.

Monitoring the Effectiveness of the Policy

This policy will be reviewed according to the school's policy review schedule or when the need arises by relevant staff, the Principal and the Governing Body, taking account of students' opinions and concerns, and parental views, where appropriate.