



The
British School
of Monaco

POLICY SECTION: Section 4 – TEACHING AND LEARNING

POLICY NUMBER: 4.26

WHOLE SCHOOL ADDITIONAL EDUCATIONAL NEEDS (AEN) POLICY

EFFECTIVE FROM: 29/VII/22

LAST REVIEWED: 30/IV/24

NEXT REVIEW DATE: Summer 2025

The British School of Monaco

Whole School Additional Educational Needs Policy

Our School Mission Statement

To provide Monaco families with a family-owned British curriculum school and an intimate nurturing community that motivates students to become grounded, passionate and aspirational learners. We want our students to enjoy each precious year of childhood as they grow into adults.

Our School Vision Statement

Our vision is to inspire our students to:

- ✓ try their hardest;
- ✓ think boldly, mindfully and creatively;
- ✓ act with integrity and empathy;
- ✓ lead with distinction;
- ✓ serve with a generous spirit –

and enjoy all that our school can offer.

Introduction

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.

The British School of Monaco is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other third parties to share this commitment.