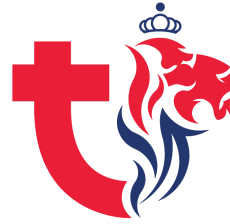


**ENGLISH
INTERNATIONAL
SCHOOL OF TUNIS**
British Curriculum



EIST Additional Educational Needs Policy (AEN) 2025-2026

Revised Date:	April 2026
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Associated Documents: SEND Code of Practice (2024), IEP, EAL Policy, Admissions Policy,

1. RATIONALE

EIST is an inclusive school and, as such, believes that every pupil should have the opportunity to fulfil their potential in all areas of their education. We recognise that some of the pupils at our school will have Special Educational Needs and/or Disabilities which may have an impact on their education. As a school we will endeavour to ensure that, whatever the nature or severity of those needs, all pupils will have access to all areas of school life. In order to do this, we will work within the guidelines of the latest SEND Code of Practice (2024).

1.1 Definition of Additional Educational Needs

As set out in the 2024 Code of Practice: “A child or young person has AEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- Lower ability children do not have a specific learning difficulty.

These children are provided with differentiation by the teacher in the classroom

Children should not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

2. AIMS AND OBJECTIVES

2.1 Aims

It is the aim of the AEN Policy to create an educational environment that meets the Additional Educational Needs of each pupil as fully as possible within our mainstream setting.

2.2 Objectives

- Ensure that the teaching of pupils with Additional Educational Needs is a whole school responsibility – **every teacher is responsible and accountable for the progress and attainment of all the pupils in their class. As stated in the 2024 SEND Code of Practice, High Quality First Teaching (HQFT) is the first, and often most essential, step in responding to the needs** of pupils who may/may not have Additional Educational Needs.
- Provide access to a broad, rich, creative and relevant curriculum.
- Provide a differentiated curriculum appropriate to the individual’s needs and abilities.
- Ensure the rapid identification of each pupil’s Additional Educational Needs as early as possible.
- To set out the framework for identification, assessment, provision and monitoring of support for pupils with Additional Educational Needs.

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- Ensure that parents of pupils with Additional Educational Needs are kept fully informed of their child's progress and attainment.
- Ensure that pupils are fully involved in decisions about how they should be supported (where age/maturity allows).
- To work closely with parents and outside agencies to ensure clear and effective communication.

3. POLICY STATEMENTS

3.1 Principles and Values

In providing for those pupils defined as having Additional Educational Needs at EIST we seek to:

- Ensure that all pupils are valued equally.
- Ensure that all pupils make progress.
- communicate and work in close partnership with parents/carers, facilitators and children.
- Ensure that Additional Educational Needs are identified and assessed as early as possible and Individual Education Plans are created timeously. (See appendix)
- Ensure pupils' needs are met as soon as is practicable.
- Ensure that all children have access to a relevant, broad and balanced curriculum.
- Work proactively with outside professional specialists including Psychologists, Occupational Therapists, Speech Therapists, Psychiatrists and Medical Specialists in identifying, assessing and meeting the learning support needs.
- Maintain and develop a range of staff expertise within the school;
- Monitor, review and evaluate policy and provision on a regular and systematic basis.

3.2 Inclusion

At EIST we have high expectations of all children. We aim to achieve this through the removal of barriers to learning and participation. We want all children to feel that they are a valued part of our school community. Through appropriate curricular provision we recognise that pupils:

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching methods, approaches and experiences; appropriate scaffolding/resources are in place to support learning.

Teachers and TAs respond to pupil's needs by:

- Providing support and differentiation for pupils who need help with Social and Emotional Development (in collaboration with the School Psychologist).
- Communication, Language and Literacy and Maths
- Planning to develop pupils' understanding through the use of a variety of resources and experiences.
- Planning for pupils' full participation in learning and in physical and practical activities.
- Supporting pupils to manage their emotions and behaviour so they can access learning effectively and safely.

4. RECORDING

4.1 How do we identify each pupil's Additional Educational Needs?

At EIST we have adopted a whole-school approach to AEN policy and practice. Pupils identified as having Additional Educational Needs are fully integrated into mainstream classes. All pupils have full access to the Cambridge Curriculum and are encouraged to take part in all aspects of school life.

The SEND Code of Practice 2024 makes it clear that:

- All teachers are teachers of pupils with Additional Educational Needs.
- All teachers are responsible for identifying pupils with AEN and in collaboration with the SENCO and School Psychologist, will ensure that those pupils requiring different or additional support are identified at an early stage.
- Assessment is the process by which pupils with Additional Educational Needs can be identified and supported. Whether or not a pupil is making progress is seen as a significant factor in considering the need for AEN provision.
- Early identification of pupils with AEN is essential. The school will assess each pupil's current levels of attainment on entry [1] in order to build upon the pattern of learning and experience already established during the pupil's pre-school years. If the pupil already has an identified Additional Educational Needs in the Early Years setting, or has arrived from another school, information will be transferred to the school.

The School Psychologist and the pupil's class teacher will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the pupil within the class.
- Use the assessment process to identify any learning difficulties.
- Ensure ongoing observation and assessment provide regular feedback about the pupil's achievements and experiences to form the basis for planning the next steps of the pupil's learning.
- Involve parents, and children (where age/maturity allows), in implementing a joint learning approach at home.

4.2 How do we identify barriers to learning ?

The key indicator of the need for additional action is evidence that current rates of progress are inadequate. Progress is the crucial factor in determining the need for additional support.

Adequate progress is that which:

- Closes the attainment gap between the pupil and his/her peers.
- Prevents the attainment gap widening.
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.
- Improves the pupil's previous rate of progress
- Ensures access to the full curriculum.
- Demonstrates an improvement in social or personal skills.
- Demonstrates improvements in the pupil's behaviour.
- A variety of assessments are employed in school to help teachers identify the needs of all pupils. These include:

- Evidence obtained by teacher observation and assessment - barriers to learning form completed by the class teacher.
- Individual Education Plan (IEP) documentation completed by class teachers and the School Psychologist/SENCO.
- Their performance is measured against age-related expectations as defined by the Cambridge Curriculum.
- Standardised screening
- Records and information from previous schools.
- Information from parents.
- Test results in English, SPaG (Spelling, Phonics, Punctuation and Grammar) and Mathematics.
- Cambridge Checkpoints in Year 6 and Year 9.
- When necessary, individual diagnostic testing is carried out to identify specific areas of learning.
- Success is evaluated by reviewing pupil's progress on a regular basis. In addition, the school ensures that all possible outside help has been sought to aid with the assessment, programme planning and teaching of pupils with AEN.

4.3 The process for identifying children and implementing AEN is as follows.

- A. Teacher identifies barrier to learning.
- B. Teacher considers how to best manage the child and sets objectives.
- C. Teacher attempts remediation in collaboration with parents and records the outcome.
- D. Teacher fills out [w Referral Form.docx](#) and discusses possible ways to manage the need with the AEN team
- E. Teacher attempts further remediation, records the outcome and reports to the AEN team.
- F. AEN team intervenes in the form of assessment, differentiation and support required. This may include a referral to relevant specialists ie: Paediatrician, Speech therapist, Occupational Therapist, Educational Psychologist, Tutor, Counsellor, Child psychiatrist etc
- G. Class teacher, relevant AEN teacher, other professional specialists and specialist teachers meet to plan the support required.
- H. Class teacher, relevant AEN teacher, other professional specialists and specialist teachers meet the parents to implement the support required.
- I. AEN team and specialists provide support.
- J. If a Facilitator is recommended then move on to (K).
- K. Guidance Team meet – class teacher, AEN teacher, other professional specialists and specialist teachers.
- L. Create an IEP: Class teacher, AEN staff member, Facilitator and specialist involvement.
- M. Case Conference. Class teacher, AEN team and other specialists as required to meet with parents at least twice a year. Strategies discussed, implemented and reviewed.
- N. Implement IEP.
- O. Feedback to Guidance Team.
- P. Feedback to parents.
- Q. Modify IEP - go back to (K)

5. ROLES AND RESPONSIBILITIES

Provision for pupils needing Additional Educational Support is a matter for the school as a whole. In addition to the School Council, Head Teacher, AEN Team, Class Teachers, all members of staff have important responsibilities.

5.1. Partnerships

At EIST, we believe that to successfully meet the needs of children requires a strong partnership between all those involved – parents/carers, children, staff and other professional specialists. We realise the importance of a clear understanding of roles and responsibilities, including clarity of information and good communication.

5.1.1 Partnership with Parents/Carers

At EIST we value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents, recognising and respecting their roles and responsibilities. Parents are encouraged to work with the school and other

professionals to ensure that their child's needs are identified properly and met as early as possible. In order that parents play an active part in their child's development, the school endeavours to provide relevant information so they can reinforce learning in the home.

At EIST we endeavour to support parents so that they are able to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

The school informs parents when special needs are first identified and will keep parents informed of any changes, encouraging them to participate from the outset and throughout their child's educational time at the school.

The school recognises that parents hold key information and have invaluable knowledge and experience to contribute to the shared view of a pupil's needs and the best way of supporting them. All parents of pupils with Additional

Educational Needs will be encouraged and supported, to play an active role in their child's education.

Parents will be informed as soon as the school becomes concerned about a pupil's learning development or behavioural, emotional or social needs.

Parents will be kept informed of their child's progress and will be invited to regular reviews of their child's learning and development. They will have access to written information about their child and be involved at each stage of their child's education. The school's AEN policy is available to all parents.

5.2 The Role of the Executive Principal

The Executive Principal has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with AEN. The Principal should work closely with the School Psychologist and SENDCO. The School Psychologist and SENDCO will report to the Principal in accordance with line management procedures.

5.3 The Role of the Head of Primary

The Head of Primary has responsibility for the day-to-day management of all aspects of the primary school's work, including provision for pupils with AEN. The Head of Primary should work

closely with the School Psychologist and AEN. The School Psychologist and SENDCO will report to the Head of Primary in accordance with line management procedures.

5.4 Additional Educational Needs Team

The AEN Team consists of :

- SENDCO
- School Psychologist (EYFS, Primary and Secondary)
- EAL Teacher
- Exams Officer (SEND)

The AEN Team takes day-to-day responsibility for the operation of the policy and co-ordinates the provision for individual children, working closely with staff, parents and carers and other agencies. The AEN Team provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children who need AEN Support.

5.4.1 Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the AEN Team develops effective ways of overcoming barriers to learning and sustaining effective teaching.

5.4.2 The AEN Team collaborates with all teachers so that the learning for all children is given equal priority.

5.4.3 At EIST the principle responsibilities of the AEN Team includes:

- providing weekly interventions to children who require support individually or in small groups in the classroom or in another room.
- liaising with, and advising, teachers regarding individual programmes and differentiation.
- managing Facilitators.
- overseeing the records of all children who are receiving support.
- the administration of reviews, IEPs and AEN Register.
- liaising with parents of children with Special Needs.
- contributing to the in-service training of staff.
- liaising with external professional specialists.

5.5 The Role of the Special Educational Needs Coordinator

The SENCO plays a crucial role in the school's AEN provision. This involves working closely with the School Psychologist and Early Intervention and Inclusion Teacher to determine the strategic development of the policy.

Other responsibilities include:

- overseeing the day-to-day operation of the AEN policy.
- maintain and update the SEND register regularly.
- share Individual Education Plans with all colleagues who teach the pupil.
- coordinating the provision for pupils with AEN.
- liaising and giving advice to fellow teachers.
- ensuring teachers and the Exam Officer collate evidence for assessment/examination exceptions e.g. pupils who may be permitted to have extra time allowances related to their specific needs.
- overseeing the records of pupils with AEN.
- liaising with parents.
- contributing to the professional development of staff.

- monitoring and evaluating the school's AEN Provision by regularly meeting with staff and reviewing class records, intervention programmes, assessment data and Individual Education Plans.
- organising standardised assessments for all children (particularly in Reading)
- providing guidance regarding new children entering the school (entrance assessments)
- provide an Annual Report
- manage and maintain a range of resources to enable appropriate provision for pupils with Additional Educational Needs.

5.6 The Role of the School Psychologist

The School Psychologist plays a key role in supporting students' cognitive, emotional, behavioural, and social development within the school setting. This involves working closely with the SENDCO, the Early Intervention and Inclusion Teacher, the school leadership and multidisciplinary professionals.

Their work contributes to :

- Maintain and update the AEN register regularly.
- Conducts observations, screenings, and school-based assessments to identify students' learning, emotional, and behavioural needs.
- Support early identification and intervention for students with additional needs.
- Collaborates with the Admission Manager to review new student applications.
- Conducts initial interviews with prospective students and their parents to identify any developmental, learning, or emotional needs prior to school entry.
- Provides recommendations to support appropriate placement and inclusion of new students.
- Contributes to the development and review of Individual Education Plans (IEPs) and targeted support strategies.
- Provides consultation and guidance to teacher and staff on inclusive strategies, differentiation, and behavior management.
- Offers short-term psychological support to students with the school setting.
- Collaborates with parents and the AEN team to support student wellbeing and progress.
- Support transitions (e.g., entry to school, year group changes) for vulnerable students.
- Assists in the development of a positive, inclusive and safe school environment.
- Maintains accurate, confidential records and reports in line with school policies.
- Recommends referrals to external specialists (e.g., Educational Psychologist, therapists, child psychiatrist) when further assessment or formal diagnosis is required.
- Ensures all practices follow ethical guidelines, confidentiality, and safeguarding policies.

5.7 All Teaching and Non-Teaching Staff

All staff should be aware of the school's policy and be fully aware of the procedures for identifying, assessing and making provision for pupils needing AEN provision.

Class teachers are responsible for setting suitable learning challenges, responding to pupils' diverse needs, for overcoming potential barriers to learning and for monitoring progress for all children in the class.

Facilitators, employed by the parents to support a child with AEN, have appropriate responsibility for the child's specific needs during their time with that child. The class teacher and AEN Team should liaise with the Facilitator on planning, on pupil response and on progress.

Teaching Assistants work under the direction of the class teacher and the AEN Team to support pupils. This includes carrying out the requirements included in a pupil's Individual Education Plan.

Training

The AEN Team is aware of relevant courses.

All staff will be given the opportunity to learn and develop appropriate skills and knowledge. The AEN Team may provide training for school staff through INSET training and professional development meetings.

6. Admission Arrangements

The school believes that the admissions criteria should not discriminate against pupils with AEN. As an inclusive school, we aim to support a wide range of learners within the classroom environment. However, acceptance of students with additional educational needs is dependent on the nature and level of need, and on whether the school can meet these needs within our provision.

Our support model is based on full inclusion in the classroom, with access to targeted, small-scale AEN support where appropriate.

Where a child's needs require a level of support beyond what the school can reasonably provide, we will work closely with families to discuss suitable next steps.

Please refer to the Admissions Policy for further information.

7. REVIEW

Review of this policy will incorporate relevant legislation from time to time. The Board of Directors is responsible for the review of this policy. This Policy will be reviewed every two years.



Appendix 1 : Referral Form

Referral Form

Student's Surname: _____ First Name: _____
 Date of Birth: _____ Age : _____
 Key Stage : _____ Date:/...../.....
 Referral made by : _____

Parents / Guardians	Father	Mother
Name		

What difficulties is the student experiencing?

Behavioural difficulties :

- | | |
|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Immaturity <input type="checkbox"/> Sadness / Low mood <input type="checkbox"/> Lack of interest in school <input type="checkbox"/> Attention / concentration difficulties <input type="checkbox"/> Restlessness / hyperactivity <input type="checkbox"/> Lack of self-confidence <input type="checkbox"/> Aggressiveness <input type="checkbox"/> Oppositional behaviour <input type="checkbox"/> Memory difficulties <input type="checkbox"/> Other | <ul style="list-style-type: none"> <input type="checkbox"/> Disruptive behaviour: <ul style="list-style-type: none"> <input type="checkbox"/> In class <input type="checkbox"/> In other school areas <input type="checkbox"/> Slowness <input type="checkbox"/> Passivity <input type="checkbox"/> Inhibition / Withdrawal <input type="checkbox"/> Violent behaviour: <ul style="list-style-type: none"> <input type="checkbox"/> In class <input type="checkbox"/> In other school areas |
|---|--|

Learning difficulties :

- | | |
|--|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Oral language <input type="checkbox"/> Motor skills <input type="checkbox"/> Drawing / Handwriting / Writing <input type="checkbox"/> Spatial and temporal organisation <input type="checkbox"/> Logic / Mathematics <input type="checkbox"/> Number sense <input type="checkbox"/> Calculation methods | <ul style="list-style-type: none"> <input type="checkbox"/> Reading techniques <input type="checkbox"/> Reading comprehension <input type="checkbox"/> Spelling (common spelling) <input type="checkbox"/> Grammar spelling <input type="checkbox"/> Written expression <input type="checkbox"/> Other |
|--|--|

Social relationships :

- With peers (please specify):
- With adults (please specify):

Strengths or skills the child can rely on:	
Have the parents been informed of their child's difficulties? If yes, what is their view?	
What support has already been put in place?	• Within the school?
	• Within the classroom?
To your knowledge, is there any external support? If yes, please specify:	
Which specific skills or areas would you like the psychologist to work on?	

Appendix 2 : Individual Education Plan (IEP)

Individual Education Plan

Student Information	
Student Name	
Birth Date	
Year Group	
Teacher	

Meeting Details	
Meeting Date	
Date of last IEP	
Date of review	

Disability Category			
<input type="checkbox"/>	Speech or language impairment	<input type="checkbox"/>	Developmental delay
<input type="checkbox"/>	Autism	<input type="checkbox"/>	Hearing impairment
<input type="checkbox"/>	Intellectual disability	<input type="checkbox"/>	Visual impairment
<input type="checkbox"/>	Emotional disturbance	<input type="checkbox"/>	Orthopedic impairment
<input type="checkbox"/>	Deaf or blind	<input type="checkbox"/>	Traumatic brain injury
<input type="checkbox"/>	Other health impairment	<input type="checkbox"/>	Specific learning disability

Parent Input	
Student's Strengths	
Parent Concerns	
Parent Questions	



Assessment Data		
Date	Assessment	Results

Hearing, Vision, and Behaviour Assessments	
Consideration	How the school is addressing this consideration
<input type="checkbox"/> Child's hearing has been checked.	
<input type="checkbox"/> Child's vision has been checked.	
<input type="checkbox"/> Child's behavior impacts their functioning or the functioning of others in the classroom.	

Eligibility Statement

Areas of Eligibility			
<input type="checkbox"/>	Reading	<input type="checkbox"/>	Maths
<input type="checkbox"/>	Writing	<input type="checkbox"/>	Academic skills



<input type="checkbox"/>	Executive functioning	<input type="checkbox"/>	Speech
<input type="checkbox"/>	Language	<input type="checkbox"/>	Fine motor
<input type="checkbox"/>	Gross motor	<input type="checkbox"/>	Community
<input type="checkbox"/>	Other: _____	<input type="checkbox"/>	Other: _____

Learning Goals			
Area of focus:		Services Involved	
Goal:		<input type="checkbox"/>	Speech therapy
What provisions will be put in place to reach goal:		<input type="checkbox"/>	Occupational therapy
		<input type="checkbox"/>	Psychiatrist / Psychologist
How the goal will be measured:		Persons Involved	
How progress will be reported:		<input checked="" type="checkbox"/>	Class Teacher
Additional considerations:		<input checked="" type="checkbox"/>	Teaching Assistant(s)
		<input type="checkbox"/>	School psychologist



Learning Goals			
Area of focus:		Services Involved	
Goal:		<input type="checkbox"/>	Speech therapy
What provisions will be put in place to reach goal:		<input type="checkbox"/>	Occupational therapy
		<input type="checkbox"/>	Psychiatrist / Psychologist
How the goal will be measured:		Persons Involved	
How progress will be reported:		<input checked="" type="checkbox"/>	Class Teacher
Additional considerations:		<input checked="" type="checkbox"/>	Teaching Assistant(s)
		<input type="checkbox"/>	School psychologist

Testing Accommodations		
Accommodation	Location	Specifications
<input type="checkbox"/>	The student is taking an alternate assessment.	
Rationale:		

Additional Considerations

Signatures and Attendance

Signature indicates attendance.

Parent	Date	Signature
Parent	Date	Signature
Interpreter	Date	Signature
Educational Psychologist	Date	Signature
Special Education Assistant	Date	Signature
Classroom Teacher	Date	Signature
Speech-Language Pathologist	Date	Signature
Principal	Date	Signature
Head of Department	Date	Signature



CEO	Head of Education
Mr Zied Ben Ghorbel	Ms Jacqueline Johnson
Date:	Date:
