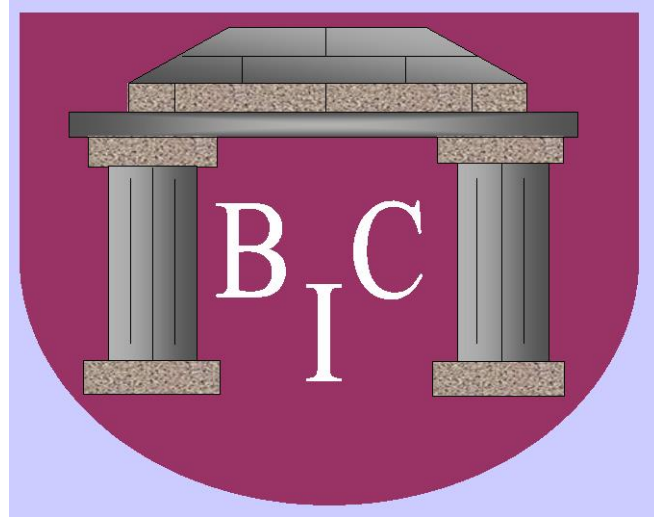


SEN POLICY



**The Benalmádena
International
College**

Approved by:	[Keith Ellis]	Date: 18/9/21
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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

2. Legislation and guidance

All schools:

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN Co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of the others of the same age, or

A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is **Julie Tyreman**

They will:

- Work with the headteacher to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The headteacher

The headteacher will:

- Work with the SENCO to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.3 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Moderate and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

As an international center with extremely varied entry points, parents will fill in a questionnaire upon entry, asking them to identify any diagnosed or suspected SEN needs. In the case of diagnosed SEN, reports will be requested and these will be placed in the school SEN file. These reports will be used to complete IEP plans, with the support of the teaching staff.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

As a private center and in line with standard practice across international schools in Spain, parents will be asked to refer their child to a specialist in order for a diagnosis to be made and for necessary guidance to be shared. Where possible, specialists will remain in direct contact with the child's teacher in order to continuously assist with strategies/best practice in the classroom, for the child concerned. This support will complement the school based IEP/review process.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers
- The views and experience of parents
- The pupil's own views
- Advice from external support services (following official diagnosis)

The assessment will be reviewed regularly (every 3 months)

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

IEP sessions are built into the teaching staff meeting schedule. A collaborative approach involving all stakeholders is used in order to devise IEP plans for students.

5.5 Supporting pupils moving between phases and preparing for adulthood

When requested to do so, we will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

An IEP for each student with special educational needs will be devised and reviewed regularly (every 3 months)

Provision for students with an IEP will be checked via both informal and formal lesson observations and work scrutiny exercises.

A meeting will take place at the designated review point between parents and students and the SEN lead

The SEN lead will also liaise with staff when necessary, at the designated review points in the cycle.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

Adapting our resources and staffing

Using recommended aids such as, coloured overlays, visual timetables, larger font, etc.

Differentiating our teaching, for example, giving longer processing times for examinations, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

In the case of one student in Primary, a teaching support assistant is used every day. A similar provision is anticipated shortly for another student in year 8.

We work with the following agencies to provide support for pupils with SEN:

Shine Child Development

5.9 Expertise and training of staff

Our SENCO is also our school Pastoral Lead and is new to the SENCO role this year.

In the last academic year, staff have been trained in SEN awareness and the specific SEN needs of our students on roll. Every 3 months, staff will also take part in the review cycle of each SEN student.

We use specialist staff for 1 student and anticipate using another specialist for another student, shortly.

We also use the services of 'Shine Child Development' who are specialized in behavioral and emotional development and speech and language therapy.

5.10 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term (every 3 months)

- Reviewing the impact of interventions after 12 weeks

- Using pupil questionnaires

- Using parental consultation

- Monitoring by the SENCO

- Staff subject teacher liaison.

5.11 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on ALL of our residential trips. These do include international trips.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

The school is fully compliant with Spanish regulations regarding disabilities and access is universal throughout (ramps/elevators etc)

5.12 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to share their learning and wider learning experiences during regular meetings with the SENCO.

- Pupils with SEN are also encouraged to involve themselves in the wider extra-curricular offer, to promote teamwork/building friendships

We have a zero-tolerance approach to bullying.

5.13 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Headteacher in the first instance.

The parents of pupils with disabilities have the right to make disability discrimination claims if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

5.14 Contact details of support services for parents of pupils with SEN

Individual therapists are contracted directly by parents. We also use Shine Child Development as a referral agency for additional student support.

5.15 Contact details for raising concerns

SENCO – Julie Tyreman

Headteacher – Salvador Palomo

6. Monitoring arrangements

This policy and information report will be reviewed by Julie Tyreman and the wider school leadership **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the school owner – Keith Ellis