

SEND Policy

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- Date of last review: January 2023
- Policy review date: January 2025

Related policies:

- Language policy
- Admissions policy
- Assessment Policy

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Philosophy of the school

At the British College of Gavà we acknowledge that our students have diverse learning profiles with combinations of unique and shared patterns of values, knowledge and experience of the world and their place in it. Thus learning diversity is especially valued in our school for building inclusive communities. At BCG we ensure that the needs of all students, including students with special educational needs (SEN), are addressed and provision is made available to them. We firmly believe all learners must experience equal opportunities to participate and engage in quality learning.

Aim of the policy

- Define what is considered SEND - G&T and inclusion.
- Outline school procedures for identifying and supporting SEND and G&T students.
- Define the principles of a fair assessment for all students taking into account the inclusive access arrangements that school will implement if necessary.

Definitions

Inclusion

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers (IBO, 2016). At BCG we believe we can achieve this by fostering a culture of collaboration, mutual respect, support and problem solving.

Inclusive Learning Environment

Teachers should provide:

- Structured lessons that engage students from the start.
- Active and engaging tasks that guarantee access and encourage all students to participate.
- Teaching and learning strategies that are oral, visual and interactive.
- Subject-specific language skills and conventions of particular forms of writing which are made explicit and demonstrated by the teacher.
- A requirement that students apply learning, supported by group work, before moving to independent activity.

Special Educational Needs and Disabilities (SEND)

SEND represents a broad range of students' individual learning and assessment needs along a continuum of learning difficulties to the gifted and talented. Those needs would generally be long term challenges for the student.

We recognize that a student has a special need when the student:

1. Has a significantly greater difficulty in learning than the majority of students of the same age

and/or

2. Has a difficulty (either physical or emotional) which either prevents or hinders a student from making use of the whole range of the educational facilities and opportunities provided by the school

and/or

3. Gives evidence of high achievement capability in specific fields, academic and non-academic, and needs services and activities not ordinarily provided by the school in order to fully develop those capabilities.

Broad areas of need

Students with SEND may be considered as having one or more of the following areas of need:

- **Communication and interaction**, such as speech, language and communication needs, as well as students with autism or autistic tendencies who experience difficulties communicating and interacting socially (for this policy, this excludes students who have English as an additional language);
- **Cognition and learning**, such as dyslexia, dyscalculia and dyspraxia;
- **Social, emotional and mental health difficulties**, such as attention deficit disorder and attention deficit hyperactive disorder;
- **Sensory and/or physical needs**, such as vision impairment, hearing impairment and physical disability.

Gifted and talented (G&T)

At BCG we consider students who have the ability to excel academically in one or more subjects as a gifted student (performing above age related average grades or standard scores). A talented student would have the ability to excel in practical skills such as sport, artistic performance or leadership.

G&T students may be rapid learners, have excellent memory and vocabulary skills, they may be perfectionists, have strong curiosity, be intense and have a high degree of perseverance in their interest. However, they may also be experiencing challenges in other areas of learning and can display behavioural, social, physical/sensory or specific learning difficulties as well.

In order to identify these students we collect quantitative data, including test data and results of teacher assessment (as detailed in *BCG Assessment Policy*) qualitative information (teacher and parent observations as well as examples of student's work) and rate of progress.

Adverse Circumstances

Unforeseen circumstances beyond the control of the student, that may be detrimental to their performance. Such circumstances may include medical conditions/illness with onset or occurrence up to three months before examinations such as injury, severe stress/anxiety, exceptionally difficult family circumstances or bereavement.

Access Arrangements (AA)

AA allows candidates with special educational needs to access the assessment without changing its demands in order to meet the particular needs of an individual candidate without affecting the integrity of the assessment. These changed or additional conditions during the assessment process are to enable the candidate to demonstrate his or her level of attainment and are not intended to compensate for any lack of ability.

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. AA enables those students who have the aptitude to meet all curriculum and assessment requirements but present challenges that prevent them from doing it.

Additionally, candidates who experience persistent and significant difficulties (whether those are a result of a disability within the meaning of the Equality Act or otherwise) are eligible for AA.

The term “reasonable adjustment” is a further modification to the assessment process which may not be standard and might not be covered in the list of inclusive AA. These are unique to each learner and are based on their individual requirements.

Examples of AA could include allowing:

- Colour overlays
- Word processor
- A reader
- Read aloud
- Scribe
- Prompter
- Supervised rest breaks
- Additional time

SEND learners should have well planned access arrangements and these should be applied from the start of and persist throughout the course of learning and teaching including both during class time and in assessments. The AA put in place commonly referred to as normal ways of working within the centre and it must reflect the support given to the candidate at school on a regular basis.

Inclusive access arrangements will be provided for both internal and external assessments. The arrangements provided by The British College of Gavà are in line with JCQ guidelines (according to Pearson - Edexcel exam boards) for IGCSE year groups and with the IB access arrangements regulations for DP examinations.

The validity and meaningfulness of assessments should not be impacted and the aims of the arrangements are to ensure equity and fairness between all learners. It is the responsibility of the subject teacher to check the SEND register where all access arrangements needed for each SEND child will be detailed. SENCO will additionally meet with teachers to ensure these are in place in a timely manner before the day of the assessment. SENCO will meet the students individually to follow up and regular coordination will be held with and between teachers to monitor student progress.

SEND Department at BCG

Graduated approach

The SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the students’ needs and of what supports the students in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people. (Special educational needs and disability code of practice: 0 to 25 years: 2015).

When a student is referred to the SEND department, the school will follow the graduated approach with four stages of action: assess, plan, do and review as it is stated in the SEND code of practice (2015).

The SEND team

The school has two SEND coordinators:

- Laia Boix, EYFS & Primary
- Alba Rosas, Secondary & IB

Supporting the department there are two SEND Teaching Assistants who provide highly personalised support for certain SEND students. The support is provided in lessons as a push in, pull out and in the playground.

Additionally, in the primary school there is an intervention teacher who provides small group support as part of the wave 2 provision. This support is provided by the librarian in the Secondary school.

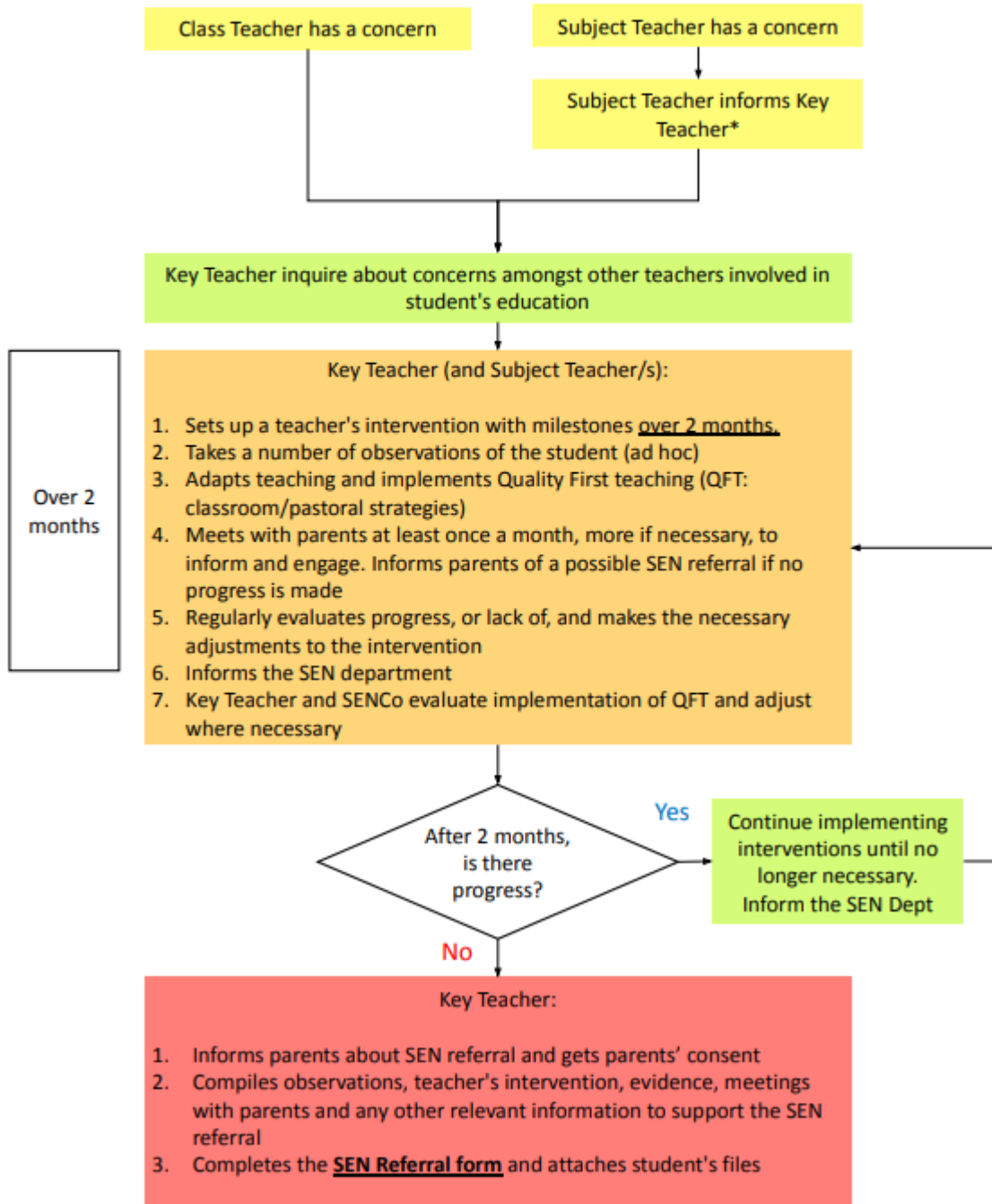
Procedures

The following diagrams attached below show the procedures used at BCG for identification and implementation of learning support.

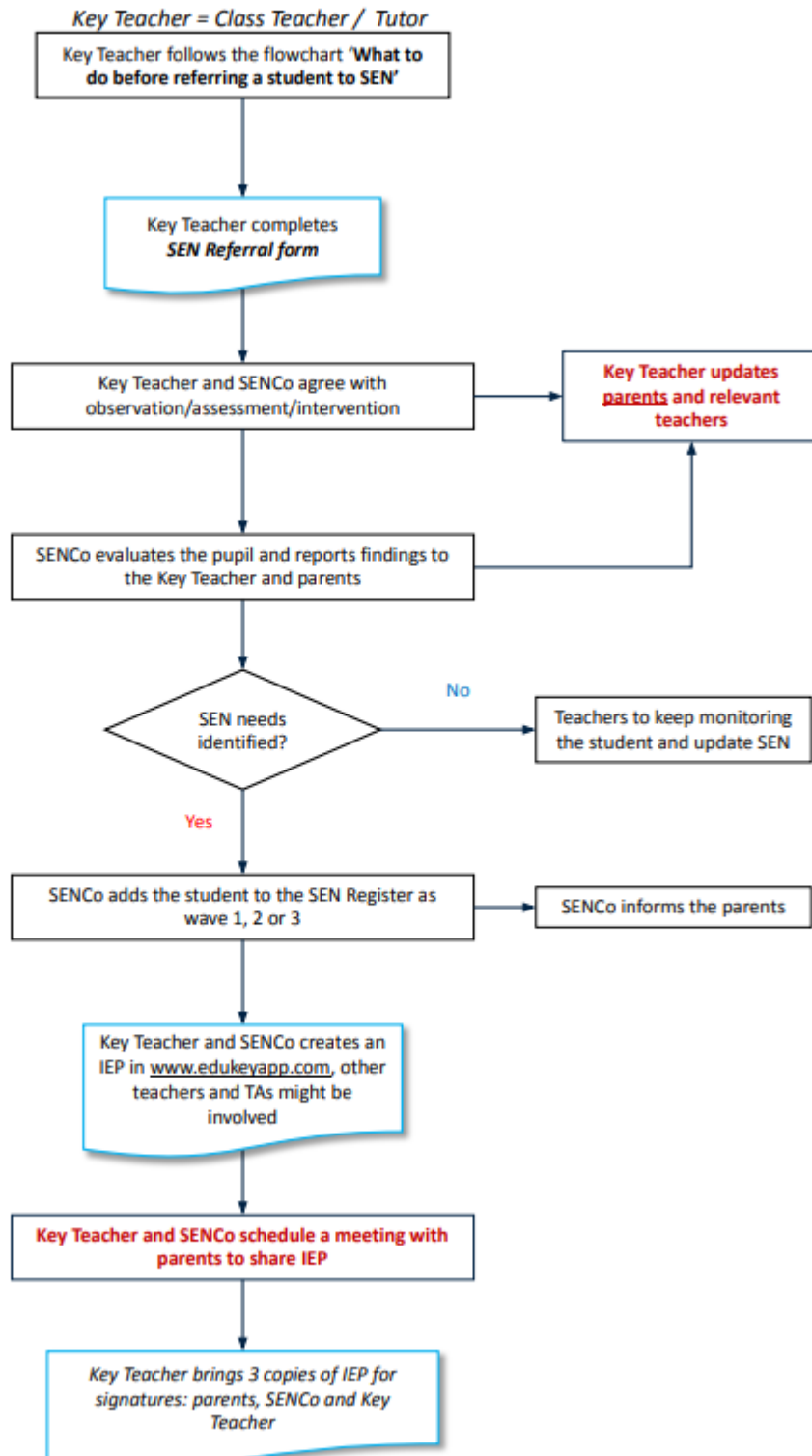
The SEND referral form can be found in the Appendix 1.

What to do before referring a student to SEN

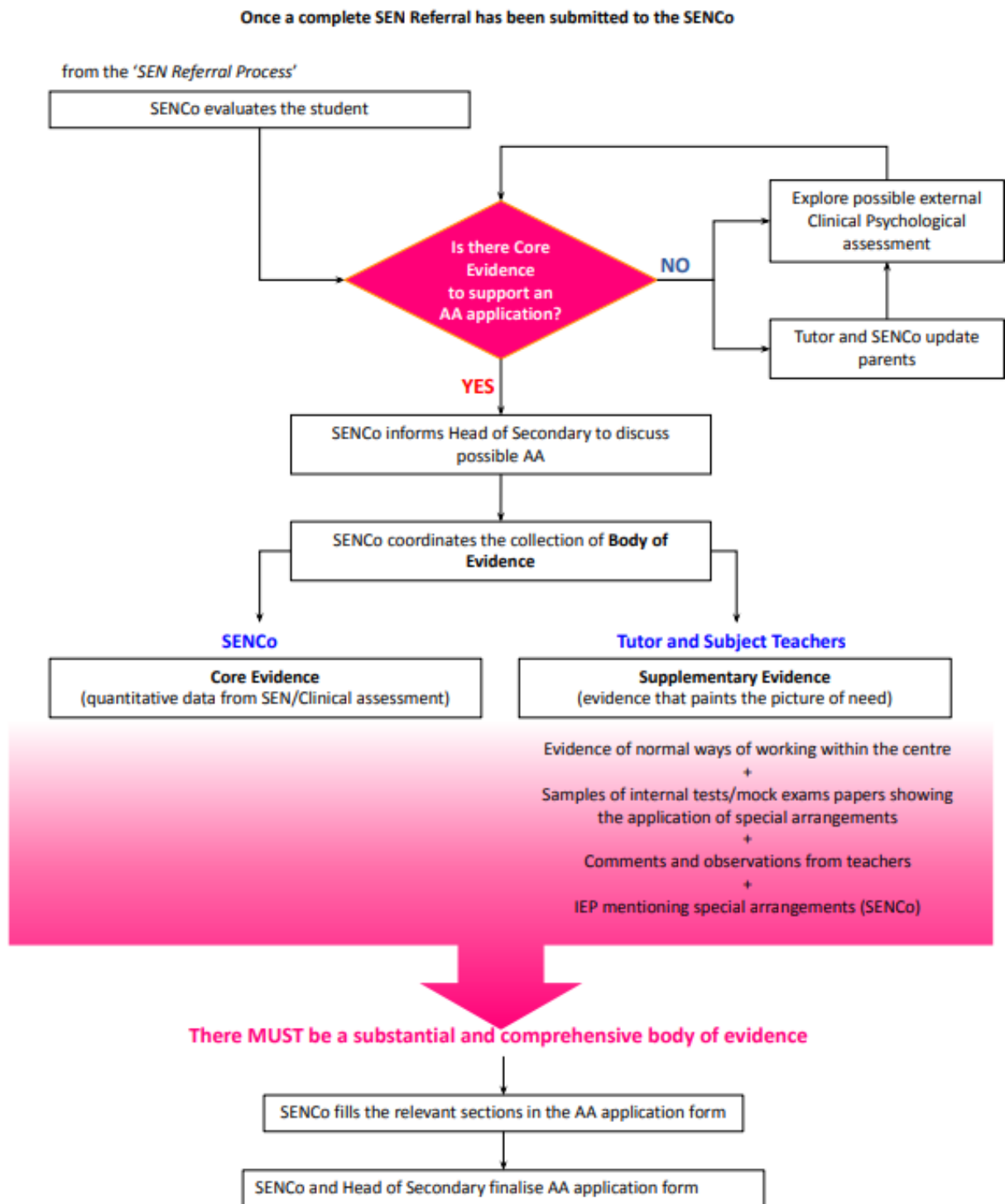
*Key Teacher = Class Teacher / Tutor



SEN REFERRAL PROCESS



Access arrangements procedure



Management tools

SEND register

The SEND register is a list of all the students in the school who have special educational needs (SEN) and/or a disability. Students will be added to this register according to the wave of intervention.

The register takes the form of an excel file, it is periodically updated and shared with the teaching body.

When students in the SEND register show consistent improvement and their needs are no longer an obstacle for achievement and progress, the SEND support will decrease across the waves of intervention until it is no longer necessary. Still and for a period of time teachers directly involved in the support will keep monitoring the students' progress.

Online platform: Edukeyapp.com

In order to be more efficient in responding to the increasing demands of the school as it grows, and to facilitate collaboration from the teaching body, the school uses Edukeyapp.com.

In this platform teachers can access and create the IEPs as well as having an overview of the SEND and EAL provision across the school.

Individual Educational Plans IEP

An IEP is a plan designed for students with SEND to help them reach their full potential. It builds on the curriculum that the student is following and sets out the strategies being used to meet that student's specific needs. The plans are elaborated by the key teachers in liaison with the SEND coordinator (SENCO)

An IEP is a teaching and learning plan with specific, structured targets and action points for the student that are different from or additional to those that are in place for the rest of the class.

The purpose of an IEP is to inform the key teacher (and other staff working with the student) of specific targets for the student and how these will be reached. It allows the school and teachers to plan for progression; monitor the effectiveness of teaching; monitor the provision for additional support needs within the school; collaborate with parents and other members of staff and to help the student become more involved in his/her own learning and reaching targets.

The IEP is a working document and is reviewed regularly, usually two or three times a year, to ensure that it continues to meet the student's needs. When reviewing IEPs we consider various factors, which include feedback from both parents and the student, the progress made by the student, the effectiveness of the IEP, any specific issues that impact on the student's progress, and any amendments made to targets or strategies. After considering the student's current progress, new targets will be set with an aim to achieve these by the next IEP review.

In order to achieve IEP targets, a student may have additional support for part of the day or week individually, in one-to-one sessions or small group sessions in and out of the classroom.

SEND provision

Waves of intervention

Taking into account the students' level of need and in order to plan for provision at BCG we contemplate three different waves of support:

Wave 1 (W1)

Wave 1 involves quality first teaching (QFT) which is high-quality everyday personalised teaching that requires the use of different learning materials, special equipment or an adaptation in the teaching strategy. This is addressed to all students in a regular classroom.

As a school we firmly believe that students' needs are best met in the classroom and provide high quality teaching, differentiation, flexible grouping and TA assistance in the classroom as part of this first tier.

Wave 2 (W2)

This is delivered to students who show difficulties in their learning process when the universal measures in W1 are not sufficient to cater for their needs and there is greater need for additional intervention.

Wave 2 is built upon W1 and adds targeted support for individual and small group of students with similar needs. It involves time-limited interventions for students who need help to accelerate their progress to enable them to work at or above age-related expectations.

Push in/out group work with TA or specific group intervention with the SEND department would fall in W2. Accommodations in class and inclusive arrangements are representative forms of this additional support as well.

SEND support will be scheduled in the student's timetable during school hours, therefore some lessons will be replaced by SEND support. When scheduling support, we will consider the following:

- Nature of need
- Student's academic and pastoral priorities
- Availability of SEND support

Wave 3 (W3)

When all the educational provision required to meet a student's needs cannot reasonably be met by the resources at the school at W1+W2, students in Wave 3 will receive personalised/individualised learning long-term interventions.

SEND TA

The school does not provide one-to-one support to students on an everyday basis but will facilitate families in the employment of SEND TA when this is essential to the child's progress (additional school fees may apply).

SEND TA will work closely with the SEND department under the school's guidelines and principles. In addition to the 'Child Protection Policy', the school reserves the right to refuse admission on non-qualified SEND TA.

SEND TA provides one to one intensive support aimed to help remove barriers to maximise student learning and potential in class. Quality first teaching strategies are used intensively to accommodate student's needs to the existent school provision. SENDTA follow the targets sets on the student IEP. In any case, they do not provide therapy.

Support from external services

In some cases, the school will recommend the parents to seek additional external assessment and/or support from an educational and health professional (Speech and Language Therapist, Occupational Therapist, Educational Psychologist, etc.) Costs for external services are met by the parents. Wherever feasible, the school will facilitate and accommodate access to external therapies (speech and language therapy, learning support remediation, occupational therapy, etc.) to those students who wish to receive it during the school day.

Responsibilities

SENCOs

- To maintain the SEND Register and ensure that the records of all students with SEND are kept up to date. Termly share the register and hold SEND meetings with teaching teams in each phase of the school to review the register.
- To deliver SEND workshops as part of the school's CPD programme to teachers and other support staff.
- To oversee and monitor the operational and strategic development of the SEND Policy.
- To coordinate the provision made to support students with SEN.
- To provide professional guidance to colleagues and work closely with staff, parents and outside agencies in promoting inclusion through facilitating the provision of high quality and differentiated teaching across the age ranges.
- To advise the Senior Leadership Team (SLT) about all current and potential students with SEN, Individual Educational Plans (IEP), internal and external SEND assessments, W1 classroom strategies and further support that could be offered to students with SEND, parents and teachers.
- Secondary: to work with the Head of Secondary for examinations involving AA and to lead on the collation of all documentation required as evidence in identifying students who require AA for external examinations.
- To assess students referred to the SEND department.
- To support teachers with W1 provision for students who have additional educational needs beyond language acquisition.
- To facilitate the creation and review of IEP on a termly basis.
- To coordinate the provision of SEND interventions (withdrawing small groups from class, 1:1 or small group support, in-class support).
- To acquire and maintain SEND resources and assessments.
- To communicate with parents and external services in regards to SEN.

Parents

- Effective support for a student with additional needs relies upon the successful collaboration and engagement of parents with the school. Working in partnership with parents facilitates the student to achieve the best possible outcomes.
- The SEND department has an open-door policy so that parents can ask for an appointment at any time to discuss their child's progress in addition to parents' evenings.

Teachers

SEND Code of Practice 2015, chapter 6, page 99:

6.36 Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.

6.37 High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.

General to all teachers

- To support and advocate for students with their needs, gifts and abilities.
- To discuss students of concern (academic and pastoral) with their Key Teacher (class teachers and tutors).
- To engage and collaborate with the Key Teacher and SEND dept. on the collection of evidence and W1 provision regarding SEND referral forms and AA.
- To make sure that all students are able to access the curriculum and make progress through differentiated teaching, learning strategies and W1 provision.
- To collaborate on the creation of IEPs as needed.
- To implement IEPs as agreed.
- To be aware of students in the SEND Register and make W1 provisions accordingly and consistently.
- To guarantee AA in assignments and examinations. To record the AA for each student in the 'Access Arrangements Sheet'.
- To be aware of their involvement in IEPs and implement IEPs as corresponds.
- Actively seek for W1 provision for the students with or without SEND who they teach.

Class Teachers and Tutors (Key Teachers)

- To be the first point of contact between home and school.
- To coordinate the collection of evidence and W1 provision regarding SEND referral forms and AA evidence of need.
- To create and review IEPs collaboratively with the SEND dept. adding feedback from subject teachers wherever needed.
- To manage the communication of IEPs to the student's teachers.
- To inform and work collaboratively with the Head of Primary/Secondary School and the SEND Co providing information for student's picture of need and normal working practice for examination access arrangements.

Heads of faculties

- To ensure that students in W 1 receive quality first teaching.
- To support and advocate for the students with their gifts and abilities.
- To work with the key teacher in preparing W1 QFT and IEP, gathering evidence and giving advice.

Head of Primary/Secondary School and EYFS/IB Coordinators

- To line manage class teachers / tutors and subject teachers.
- To support teachers in the implementation of W1, when necessary.
- To act as a key piece of communication between all stakeholders
- To inspire and direct the teaching and learning for the phase of the school.
- Secondary/IB Coordinator: to support the applications for AA in the secondary school.

Shared principles with Enrichment policy

The gifted and talented programme (G&T) is an area under development. The G&T programme at BCG aims to tailor learning for those with exceptional skill or potential with the goal of assisting them to reach or exceed this potential. Staff, parents or students themselves can submit names for consideration to this programme. Any names submitted are assessed first or all by their teachers' opinions, academic and effort grades in a particular subject or subject areas and then cross checked with existing data the school has (CAT 4, external assessments and previous results or report statements). A student register has already been created and is regularly updated and shared with the teaching body.

It is important to note that the G&T programme must be founded on evidence and observations from classroom learning. Students must receive differentiated learning and have their potential stimulated in class. Teachers are expected to plan for such differentiated learning needs and can seek support from the Head of Teaching and Learning or the Head of Enrichment should they need advice or suggestions to implement such practice.

Shared principles with Language policy

In our school we do acknowledge that students with English as an Additional Language (EAL) might show some learning difficulties. Difficulties related solely to limitations in English as an additional language they are not SEND they can be shown as inattention, lack of listening and reading comprehension and challenging behaviours.

Identifying and assessing SEND for students whose first language is not English requires particular care. We will look carefully at all aspects of a student's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEND.

Admissions of SEND students

New and prospective students will need to complete the application process as stipulated in the BCG Admissions Policy. All students are evaluated individually to ensure that the school can offer adequate support to each learner.

BCG requires parents to disclose any known SEND at admissions and provide evidence of prior diagnosis, reports and support received in their previous school. This is to allow parents and the school to make informed decisions about whether BCG is well placed to support the individual child.

If once the student is enrolled, evidence arises that a student may have special needs; the school will evaluate what reasonable adjustments within its capacity may be needed in order for the students to thrive.

Communication and review

Policy focus group: Alba Rosas, Laia Boix

This policy should be reviewed as standard a minimum of once every two years.

Date of implementation: January 2020

Date of last review: January 2023

Policy review date: January 2025

Reference List

Department for Education and Department of Health. (2015). Special educational needs and disability code of practice: 0 to 25 years. Available at:

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APPENDIX 1



SEN REFERRAL FORM

| | | |
|---|---|--|
| Student's name: Click here to enter text. | Date of birth: Click here to enter a date. | Year Group: Click here to enter text. |
| Teacher referring: Click here to enter text. | Referral date: Click here to enter a date. | |

Please, complete the form with as much **accuracy and detail** as possible prior to being submitted. Attach **evidence of concerns** like class work and any examples to support the referral.

COMMUNICATION (please make sure you can tick 'YES' to be able to proceed with the referral)

Have the **parents** been informed and met about concerns? [Choose an item.](#)
 Has a meeting about this referral been held with the **Head of School/Phase**? [Choose an item.](#)
 Secondary students only, has the **student** been made aware of this referral? [Choose an item.](#)

LANGUAGE

Mother tongue(s): [Click here to enter text.](#)

English Levels: Listening: [Choose an item.](#) Reading: [Choose an item.](#) Writing: [Choose an item.](#) Speaking: [Choose an item.](#)

Other languages spoken: [Click here to enter text.](#)

STRENGTHS

What is the child good at? (sports, socialising, contributing in lessons, art, kindness, etc.)

NEEDS AND BARRIERS TO LEARNING. Click where appropriate:

| Cognition and learning | Social, emotional and mental health | Physical and sensory | Communication and interaction <i>(difficulties in native language only)</i> |
|--|--|---|--|
| <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Numeracy <input type="checkbox"/> Speech and language <input type="checkbox"/> Attention <input type="checkbox"/> Concentration <input type="checkbox"/> Other: Click here to enter text. | <input type="checkbox"/> Non-compliance with adult directives <input type="checkbox"/> Following instructions <input type="checkbox"/> Easily frustrated <input type="checkbox"/> Mood swings <input type="checkbox"/> Social / peer interaction <input type="checkbox"/> Adaptive behaviour <input type="checkbox"/> Other: Click here to enter text. | <input type="checkbox"/> Coordination <input type="checkbox"/> Balance <input type="checkbox"/> Handwriting <input type="checkbox"/> Difficulties to stay still <input type="checkbox"/> Clumsiness <input type="checkbox"/> Hearing <input type="checkbox"/> Vision <input type="checkbox"/> Other: Click here to enter text. | <input type="checkbox"/> Speech & language <input type="checkbox"/> Linguistic competence <input type="checkbox"/> Problems taking part in conversations <input type="checkbox"/> Words used incorrectly <input type="checkbox"/> Other: Click here to enter text. |

Difficulties accessing the curriculum: [Click here to enter text.](#)

QUALITY FIRST TEACHING

| DO – Actions taken: | REVIEW – What was the impact: |
|---|---|
| Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Click here to enter text. |

Is the student receiving **counselling/well-being/psychological support**? [Choose an item.](#) If Yes, please give details in 'Observations' (since when, where, etc.)

Observations and other relevant information:

[Click here to enter text.](#)

What outcome(s) would you like from this referral?

[Click here to enter text.](#)