



Special Educational Needs and Learning Support Policy

Revised: November 2019

Ratified by the Headteacher and Safeguarding Lead

Review Date: November 2020



INTRODUCTION

The Instituto Español Vicente Cañada Blanch welcomes students with as diverse a range of backgrounds as possible. We provide a comfortable, safe, and welcoming atmosphere where each individual feels valued and can flourish. Promoting equal opportunities is fundamental to the aims and ethos of our School.

The Instituto Español Vicente Cañada Blanch is committed to equal treatment for all. To this end we have created our Special Educational Needs and Learning Support Policy.

Definition of Special Educational Needs and Disability

Children have special educational needs if they have a learning difficulty or disability (as defined by the Disability Discriminations Act 2005 and ERC 2010 Act) that calls for a special education provision to be made for them. The Equality and Human Rights Commission (ERC) guidance (reference F), produced after the 2010 Act came into operation, states that: "A person is a disabled person (someone who has the protected characteristic of disability) if they have a physical and/or mental impairment which has what the law calls 'a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'.

Definition of Learning Difficulty

The Department for Education website (www.education.gov.uk) offers DCSF guidance 'Special Educational Needs (SEN) - A Guide for Parents and Carers' (2015) which defines a learning difficulty as follows: "Children with special educational needs all have learning difficulties or disabilities that make it harder for them to learn than most students of the same age. These students may need extra or different help from that given to other students of the same age."

Children with special educational needs may need extra help because of a range of needs, such as in thinking and understanding, physical or sensory difficulties, emotional and behavioural difficulties, or difficulties with speech and language or how they relate to and behave with other people.

A student is defined as having a learning difficulty if he or she has significantly greater difficulty than the majority of students of the same age or if she or he has a disability preventing or hindering them from making use of educational facilities of a kind generally provided for students of the same age.

Areas of need include:

- Cognitive and learning needs, including specific learning difficulties such as dyspraxia and dyslexia;
- Social, emotional and development;
- Communication and interaction needs,
- Sensorial or physical needs, including sight or hearing impairments;



- Gifted and talented student needs.

Children must not be regarded as having a learning difficulty solely because the language(s) of their home is different to the language(s) in which they will be taught.

SELECTION

The Equality Act permits academic schools lawfully to select on grounds of academic ability, provided that their entrance procedures are not discriminatory. The Instituto Español Vicente Cañada Blanch recognises that they are however, duty bound to make reasonable adjustments in order to avoid placing disabled candidates at a substantial disadvantage.

The regulations make clear that schools need to:

- Increase access for disabled people to the school curriculum and to extra-curricular activities.
- Improve access to the physical environment of schools.
- Make reasonable adjustments to avoid substantial disadvantage to disabled students or students with special educational needs. For example, risk assessments on school trips should include consideration of reasonable adjustments that might permit disabled students to participate.
- Ensure that all students understand that unlawful discrimination, victimisation and harassment of SEND students is prohibited.

BACKGROUND AND ADMISSIONS

The Instituto Español Vicente Cañada Blanch teaches the curriculum set by the Spanish Ministry of Education. As an academically selective school, students are required to have a mean above 7 in their grades, achieved during the previous school year. For those students without this grade, an aptitude test in Spanish, English and Maths will be requested, and a place may be offered conditional on passing this.

An appointment with the Head of School, Head of Studies or School Counselor is required in the case of a student with special needs (or long term illness) to assess whether or not the school would be able to support the student adequately. Copies of any existing documentation (reports from SEN experts: educational psychologists, speech therapists, occupational therapists and special needs statements) should be made available to the Head of School or representative ahead of this meeting.

If the student is accepted into the Instituto Español Vicente Cañada Blanch with a known learning or physical disability, the School will make reasonable adjustments to meet his/her needs. If the student is accepted into the School and their needs become identified at a later stage, the Instituto Español Vicente Cañada Blanch will assess how best to meet those needs in consultation with parents, carers, teachers and any appropriate external agencies. Regular reviews will be conducted to assess whether or not the school can continue to meet



the student's needs adequately or if specialist provision would be necessary. Failure to disclose information regarding SEN or LDD issues; either at the time of application or after, may result in the Instituto Español Vicente Cañada Blanch being unable to offer an adequate level of support.

AIM OF THE SCHOOL'S POLICY

The school aims to enable students with special educational needs (SEN) or learning difficulties and/ or differences (LDD) to achieve their full potential by:

- working with the students concerned to enhance their learning skills and abilities;
- working with the teachers to ensure appropriate adaptations are put in place for each student;
- working with external agencies, where necessary, to allow the best possible progress for each individual.

IDENTIFICATION OF PUPILS WITH SEN/LDD

The Instituto Español Vicente Cañada Blanch uses the following ways to identify students with SEN/LDD or for those for whom learning support would be valuable:

- Through information and reports supplied by parents and carers, a previous school or by an external agency;
- Through concerns raised by class teachers about a student's progress;
- Through in-house assessments with the help of the School Counsellor.

MOST ABLE STUDENTS

AIMS:

- To establish a consistent framework for identification and action.
- To ensure all teachers and subject areas understand how to identify most able and their responsibilities in supporting pupils' learning.

At Cañada Blanch, we consistently strive to meet the needs of our most able students. We identify our most able students by using clear criteria, which is the following:

- A review of individual student progress takes place at the beginning of the school year and at the end of each term.
- A review of individual student progress takes place three times a year when teachers meet to track the progress made by the pupils.
- Teacher recommendation based on classroom observation, subject assessment
- Parental input



Learning Response

- Extracurricular and complementary activities
- Curricular enrichment within the area (in charge: teacher responsible for the area)
- Encouraging for the participation of different external and internal contests of the center
- Creation of specific workshops for these students

STAFF

The School does not have a Special Educational Needs coordinator or a Learning Specialist. The School Counsellor is in charge of communication between teachers, parents and carers in order to assess and serve the specific needs of the student in and out of the classroom. Her job is to coordinate between inside and outside resources, to provide guidance and support on a regular but occasional basis, and to monitor and follow up on assessment and changes as needed. The School Counselor does not provide treatment of students, which must be conducted outside of school under the parents and carers' responsibility.

There are no classroom assistants, class teachers work together closely with the Head of Studies or School Counselor and outside agencies to ensure they are offering SEN and or LDD students the best possible learning opportunities. It is important that all staff are aware of their responsibility to refer concerns to the Head of Studies or School Counselor as quickly as possible so that measures can be put in place without delay.

For students with beginner level or just above beginner level English, there are designated teachers who offers booster classes. There are also teachers who support those students with pronounced communication difficulties in Spanish, who carry out support classes for them.

Special Needs Register

The Special Needs Register records the current status of all those students in the School who have any specific accommodation plan, Education and Health Care plan. The register is reviewed each term and includes the nature of the student's difficulty and also the current plan in place for the student.

SUPPORT FOR STUDENT

Students receive support for their learning at the School as follows:

Concern raised

Concerns may be raised by any member of staff at any stage of the student's time in the School. This would usually be an informal discussion between the staff member and the student's class teachers, or between the class teachers and the Head of Studies or School Counselor. The class teachers would usually arrange a meeting with the student's family to



discuss these concerns.

Observation and assessment

If appropriate, the School Counselor will request that parents/carers take the student for a formal assessment with an external specialist. This will be arranged between the parents/carers and the specialist and will be carried out at the parents/ carers' expense. If necessary, this may take place during school hours.

Preparation of Individual Education Plan

Class teachers in collaboration with the School Counsellor will continue to observe the student's progress carefully and will draw up, depending on the nature and on the severity of the difficulty any specific accommodation plan. Recommendations and findings from formal assessments will be incorporated into the plan. The plan will be reviewed two or three times during the year. Wherever possible, the student will also take part in the review process and will be involved in setting the targets.

The plan will include:

- Short term targets set for the student
- Teaching strategies to be used
- Provision to be put in place
- When the plan is to be reviewed
- Outcomes and new targets to be set at the time of review

Student in Learning Support

Work in class is differentiated to allow students to progress at their own pace. In addition to this, there are opportunities for students to benefit from small ability group sessions. In Primary Level, the Head of Studies is responsible for organising this in their respective year groups to best provide for their specific needs. Examples include:

- To consolidate reading and writing skills, support in Literacy (Spanish) is given to Year 1 students. This support is carried out by the Early Years teachers who were their class teachers the previous year.
- A year group may split offering the possibility of teaching groups of between 4 and 5 students, all of whom are working at a similar level in Literacy or Numeracy.
- While half a class works with a specialist teacher, the class teacher may take care of the other half. Groups are streamed so that teaching can be more targeted to each group's needs.
- Grouping based on the criteria of level of linguistic competence in the areas of English and French. (Secondary level)
- Design of optional subjects based on reinforcement or extensions of the areas of Spanish Language and Mathematics.(Secondary level)

Learning Support considered external to school

Based on the findings of the report conducted by external specialists (speech therapist,



educational psychologist, occupational therapist etc) it may be deemed helpful for the student to attend one-to-one sessions on a twice-weekly/ weekly/ regular basis for a period of time. Where possible, this should be done outside of school hours, although sometimes it will be decided (as a result of limited hours of availability on the specialist's part or due to student's level of tiredness) that the student can be removed from school during teaching hours. If so, discussion between class teachers, the specialist and the parents and carers should aim to ensure that the disruption of the student's learning is kept to a minimum. Sessions with external specialists are done at the parents/ carers' expense. The School is unfortunately not able to give recommendations of specialists.

Support for Teachers

All teachers are supported in their teaching of students with SEN and LDD in the following ways:

- Sharing of information at meetings with School Counsellor, other teachers and other adults involved in a student's learning
- Advice through meetings set up with external specialists

COMMUNICATION WITH PARENTS AND CARERS

The School works closely with parents and carers to ensure they are kept informed regularly of their student's progress. This happens through the academic reports and the parent-teacher meetings. In addition to these, class teachers will arrange to meet parents and carers of SEN/LDD students once a term to provide feedback on the student's progress and offer ideas for ways to further support the student at home. Should class teachers have any specific concerns at any time during the year, they will contact the parents/ carers for an additional meeting.

The partnership works best when it is a two-way process; hence parent and carers are strongly encouraged to contact the class teachers without delay should they have any specific concerns or to pass on reports or feedback from external specialists who are not in direct contact with the School.