

ALMUÑÉCAR INTERNATIONAL SCHOOL



Policy - Inclusion in Conjunction with SEN

Reviewed July 2025 by Marie Carmen Diaz and Fiona Jacobs

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Changes from the previous version are highlighted

LUCTOR ET EMERGO

ALMUÑÉCAR
INTERNATIONAL SCHOOL

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Rationale:

This policy has been created to meet the requirements of the Disability Discrimination Act (1995), the SEN and Disability Act (2001) and the Equality Act 2010. The Equality Act 2010 retains the previous definition of disability: 'A physical or mental impairment which has substantial and long term adverse impact on a person's ability to carry out normal everyday activities'. This has some overlap with the definition of 'special educational needs' in the Children and Families Act 2014 (which includes pupils with significantly greater difficulty in learning than the majority of children of his/her age, or a disability which means that a pupil cannot make full use of the general educational facilities provided for pupils of their age in mainstream state schools) but not all pupils are disabled by their SEN and vice versa. Generally, impairments have to meet the statutory requirements set out in section 6 and Schedule 1 of the Equality Act 2010 and associated regulations.

The Equality Act's definition of disability is usually considered cumulatively in terms of:

- Identifying a physical or mental impairment;
- Looking into adverse effects and assessing which are substantial;
- Considering if substantial adverse effects are long term;
- Judging the impact of long term adverse effects on normal day to day activities.

Almuñecar International School is committed to providing an appropriate and high quality education for all the children that attend our school. We believe that all children have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them all, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school and we will continue to develop an environment where all children can achieve and feel safe.

Almuñecar International School is committed to inclusion. We are always working on improving policies and practices, to ensure that we include all learners. We aim to provide a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. We will respond to learners in ways which take account of their varied life experiences and their particular needs.

The school now has a lift providing access to all levels to ensure that reduced physical mobility is not an issue for providing inclusive arrangements for all students e.g. to the exams area, bathrooms, dining etc.

This policy describes the way we meet the needs of children who experience barriers to their learning. We are particularly aware of the needs of our EY and Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn, our EAL pupils who may not have been in school very long and our new arrivals to school. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Almuñecar International School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

We are able to cater for children who we consider to be up to the equivalent of 'School Action' in the UK system. Unfortunately, we do not have the resources or support network to cater for children considered School Action Plus.

Definitions of terms can be found in Appendix 1.

Objectives

- To ensure equality of opportunity for all pupils
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum through differentiated planning by class teachers and support staff as appropriate.
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils you are not able to meet year group objectives
- To ensure that all pupils are perceived positively by all members of the school community
- To ensure that inclusive provision is positively valued and accessed by teachers, assistants and pupils
- To enable children to move on to Key Stage 3 well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- When appropriate, to involve the children themselves in planning and in any decision making that affects them.
- To ensure that students receive the access arrangements they need to access the curriculum under equal conditions and without disadvantage.

Arrangements for coordinating inclusion provision

- The Head teacher/Key Stage Head will meet with each class teacher to discuss additional needs concerns and to write and review Individual Action Plans.
- At other times, the Head Teacher/Key Stage Head will be alerted to newly arising concerns by class teachers, and any issues will be discussed.

- Where necessary, reviews will be held more frequently for some children.
- Targets arising from Individual Action Plan meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
- The Head Teacher along with the Key Stage Head, will monitor the quality and effectiveness of provision for pupils with SEN through classroom observation.
- SEN support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by the phase leaders, subject leaders, and by teaching assistants throughout the school. The support timetable is reviewed regularly in line with current pupil needs. In addition, SENCO advises primary staff.

Identification and Assessment Arrangements, Monitoring and Review Procedures

The schools system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs. The schools system includes reference to information provided by:

- Baseline assessment results in Early Years
 - Progress measured against the objectives in the Cambridge International curriculum and National curriculum
 - Cambridge Checkpoint at the end of a key stage 2 and 3, IGCSE KS4 and A Levels KS5
 - Standardised screening and assessment tools
 - Observations of behavioural, emotional and social development
 - Information given to us by parents and carers, or previous educational setting
- Assessments conducted by the SENCO or an external specialist service, such as a clinical psychologist, speech therapist or doctor, identifying additional needs.

Based on the schools observations and assessment data and following a discussion between the class teacher, Special Educational Needs coordinator, head of phase and parent, the child may be recorded as having special educational needs or learning difficulties, and a decision will be made as to what level of support the child needs.

Differentiated Curriculum Provision

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

- Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting (AIS). Differentiation will be recorded in the MTP planning by the class teacher and in a document provided by the SENCo.
- Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.
- The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention. **This will be added to the class profile in primary and in the tracker for secondary.**

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, further provision may need to occur.

Further provision would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions
- Additional support is required to develop literacy or numeracy skills
- Additional support is required for emotional, behavioural or social development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs

Where needs are similar, it is appropriate to support these children within a group, focusing on the common needs. The group may be taught by the class teacher or supported by a TA. The responsibility for planning for these children remains with the class teacher.

Monitoring

Monitoring will be carried out on an ongoing basis using the schools standard proforma by all those involved with the child. Significant achievements and difficulties will be recorded. The SENCo will look at the monitoring information on a half-termly basis (evaluation books and grades) and make adjustments to the provision for the child, if appropriate.

Individual Action Plans will be reviewed at least twice a year, although some pupils may need more frequent reviews. The SENCo will take the lead in the review process. Class teachers, SEN teachers and assistants will be fully involved in the process and where appropriate, the child may be involved with target setting. As part of the review process, it may be concluded that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. A decision will be made at this point as to whether any more support can be offered in school or whether there may be a more appropriate setting for the child.

Arrangements for SEN and Inclusion Training

- Relevant teachers will attend any updates or courses offered regarding Special Needs Education and Inclusion.
- Feedback from any updates or courses will be given to the rest of the staff in a staff meeting
- In-house additional needs and Inclusion training is provided through staff meetings
- All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training if they would like to
- Support staff are encouraged to extend their own professional development and also have the opportunity to attend courses and updates when offered
- Staff are encouraged to keep themselves up to date with new initiatives and good practice by reading information provided on the INTERNET. Lists of useful websites can be provided by the Inclusion coordinator or by the head of EYFS/KS1/KS2.
- The head teacher and key stage heads strive to liaise with outside agencies wherever possible, for example: Social Services, Paediatricians, Speech and language therapists, Physiotherapists, Occupational Therapists, Psychologists. Parents/carers are informed if any outside agency is involved.

Arrangements for partnership with parents/carers

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents will be kept informed at all stages. Parents evenings provide regular opportunities to discuss concerns and progress. Parents are able to make other appointments on request.
- At parents meetings we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request. Parents/carers may also be invited to work alongside pupils in the classroom from time to time, where this is appropriate.

- Curriculum workshops are offered for parents/carers to attend at intervals throughout the year
- Regular communication between school and home will ensure that concerns are promptly acted on.



Appendix 1

Definitions of terms - within the context of our school

EAL pupils :

Children who have English as an additional language (EAL) is the expression used to refer to the teaching of English to speakers of other languages. The term bilingual is also commonly used to describe EAL pupils. A newly arrived EAL pupil is assumed to have very little or no English at all. An advanced learner is one whose social English is fluent but who still needs support to develop their cognitive and academic language proficiency.

For the purpose of our Inclusion list, please note down children who have been learning English for less than two years (this does not include Early Years when the majority of children have EAL).

SEN pupils :

The term 'special educational needs' (SEN) refers to children who have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age.

Many children will have SEN of some kind at some time during their education. Help will usually be provided in their ordinary, mainstream early education setting or school, sometimes with the help of outside specialists.

EBD pupils :

These are pupils who are considered to have Emotional or Behavioural difficulties. For the terminology EBD to be used, the emotional/behavioural problems must be quite severe and reoccurring. Children with EBD, owing to an emotional difficulty or disturbance, often refuse or cannot make full use of the educational opportunities offered to them and are consequently difficult or challenging to manage.

G and T pupils :

These are pupils that appear to be gifted or talented in one or more areas of the curriculum. Please can you note down the areas in which the child is considered gifted or talented.

Note :

Children may fit in to more than one category, in which case. Please note down both categories. For example a child with EBD may still be G and T. A child with EAL is not automatically considered as having SEN. An EAL child may be G and T.