



Special and Educational Needs and Disability (SEND) Policy

This policy applies to the whole school, including the EYFS

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Definitions:

“APDR”	Assess, Plan, Do, Review
“DOIP”	Internal document to require an observation from the SEND team.
“ILP”	Individual Learning Plan
“LSA”	Learning Support Assistant
“LTLN”	Long Term Learning Needs
“SEN”	Special Educational Needs
“SENCO”	Special Educational Needs Co-ordinator
“SpLD”	Specific Learning Difficulty



1. Introduction

- 1.1. This policy has been drawn up with regard to the principles outlined in the [SEND Code of Practice 2014](#) and adhering to the guidance provided by the [LOMLOE. Ley Orgánica 3/2020, de 29 de diciembre de 2020](#).
- 1.2. At Alegra we believe that all pupils are unique individuals and should be encouraged to maximise their full potential in a supportive and inclusive environment. In this document, the term 'additional needs' will refer to pupils who have one or more of the following:
 - specific learning differences (e.g. dyslexia, dyspraxia)
 - speech and language difficulties
 - socio-communication difficulties
 - sensory impairment
 - behavioural and emotional problems which affect learning
 - physical disabilities which may affect learning
 - medical conditions which may impair learning
 - pupils whose language impairs learning
 - gifts or talents in any curriculum area which places them in the top 10% of their cohort
- 1.3. Pupils are not deemed as having additional needs based solely on the fact that they have English as an additional language. Only when their understanding and use of English impedes their learning are they deemed to have an additional need.
- 1.4. Pupils identified as low average and below average range are identified by the school and their progress and performance monitored by the class teacher and SENCO. (Please refer to SEN Support Provision Appendix B). The use of a 'Watch List' is an informal, internal monitoring tool that enables Staff to record their concerns about progress which may be used as a pre-emptor for a pupil being considered for the SEN Register. (Please refer to Watch List Appendix D).
- 1.5. Pupils identified as above average in specific subject areas are identified by the school and their progress and performance monitored by class teachers and subject co-ordinators. This cohort generally reflects the top 10% across curriculum subjects, and includes specialist subjects such as Art, Music, Drama, PE and Games. These pupils may also be extended outside of the normal classroom environment through specific projects, outreach and wider learning opportunities.

2. Aims

We believe in providing every possible opportunity to develop the full potential of all pupils who have been offered a place at Alegra. All pupils will have the right to a broad and balanced curriculum, including extra-curricular activities where appropriate, and full access to the curriculum. All pupils within the school community are valued and their self-esteem promoted. We work in close partnership with parents who play an active and valued role in their child's education.

Our aim is that all pupils, regardless of their needs, participate in activities compatible with the efficient education of other pupils and the efficient use of staff and resources.



3. Objectives

- 3.1. Pupils will learn in a nurturing environment, where they will be supported with discretion and sensitivity. See Appendix E to ensure an inclusive learning environment.
- 3.2. Staff will share expertise and resources to provide the pupils with academic targets, in class and for independent study.
- 3.3. All staff will follow an Assess, Plan, Do and Review model when supporting or extending a child. (Please refer to APDR Appendix C)
- 3.4. Where appropriate, pupils will be closely involved in the setting of curricular targets, guided by the SENCO and after discussion with parents and staff, beyond the normal target setting procedures, and encouraged to take ownership of their work at all times.
- 3.5. Pupils will be referred to outside agencies, if it is considered to be in their best interests. (After observations and informal assessments and consultation with appropriate staff and parents and formal screening tests). This procedure will always have to be led by the SENCO team.
- 3.6. Whilst confidentiality will be maintained at all times, the pupils will be encouraged to regard specialist and related intervention as a normal component of their curriculum.
- 3.7. Each pupil will be supported to ensure that their learning needs are met as far as possible given the nature and resources of the school. The needs of the individual pupil will be placed at the centre of any decision making process. Should the school be unable to meet the needs of an individual pupil, the parents will be informed and supported so that they can decide upon the best course of action.

4. Identifying pupils with additional needs

- 4.1. The sole purpose of identification is to make suitable provision to ensure that teaching and learning occurs in an effective manner. After identification of an additional need, where a formal diagnosis of an SpLD exists, an ILP will be created after discussion with the pupil, parents, class teacher, subject teachers and support staff. A meeting will be held each term to review the ILP with parents.
- 4.2. Pupils may be identified by any one, or combination of, the following methods:
 - Information provided through the application process to the school
 - Concerns raised by school staff
 - Analysis of internal assessment data
 - Concerns raised by parents
 - Information provided by external agencies, Educational Psychologists or Specialist Teacher Assessments
- 4.3. Refer to overview (Appendix A)



5. Action to be taken

- 5.1. Discussion between relevant staff, parents and the pupil will result in the determination of the most appropriate course of action. These may include:
- Internal monitoring and support through class teachers
 - Sharing of information with staff to ensure school wide support
 - A period of 1:1 or small group support with a specialist teacher, Teaching Assistant, Learning Support Assistant or SENCO
 - Where all reasonable adjustments have been made to support a pupil through school resources, it may be necessary to employ an additional member of staff to work with the pupil / group of pupils. Charges will be levied to parents where school funding / subsidy does not meet the cost of additional staffing, like outside agencies or other specialists. Whether or not it is appropriate to levy any further fees for additional support for individual pupils will be considered on a case by case basis of what is reasonable.
 - Additional Target setting and review through the Individual Student Action Plan process
 - Referral for formal assessment by a Specialist Teacher/Assessor or Educational Psychologist
 - The implementation of Access Arrangements for examination through the SEN department
- 5.2. Additional needs provision is managed through an inclusive Learning Needs document which lists and details pupils who present with barriers to learning, from the youngest pupils in Nursery to the oldest pupils in Year 6.
- 5.3. The Learning Needs document runs parallel to the APDR Provision Map (Appendix B).

6. Monitoring and review

- 6.1. It is the responsibility of the Head and SENCO to monitor and evaluate the effectiveness of this policy.
- 6.2. This policy will be formally reviewed every two years, however it will be amended earlier if legislation or school procedures change prior to that time.

Signed:

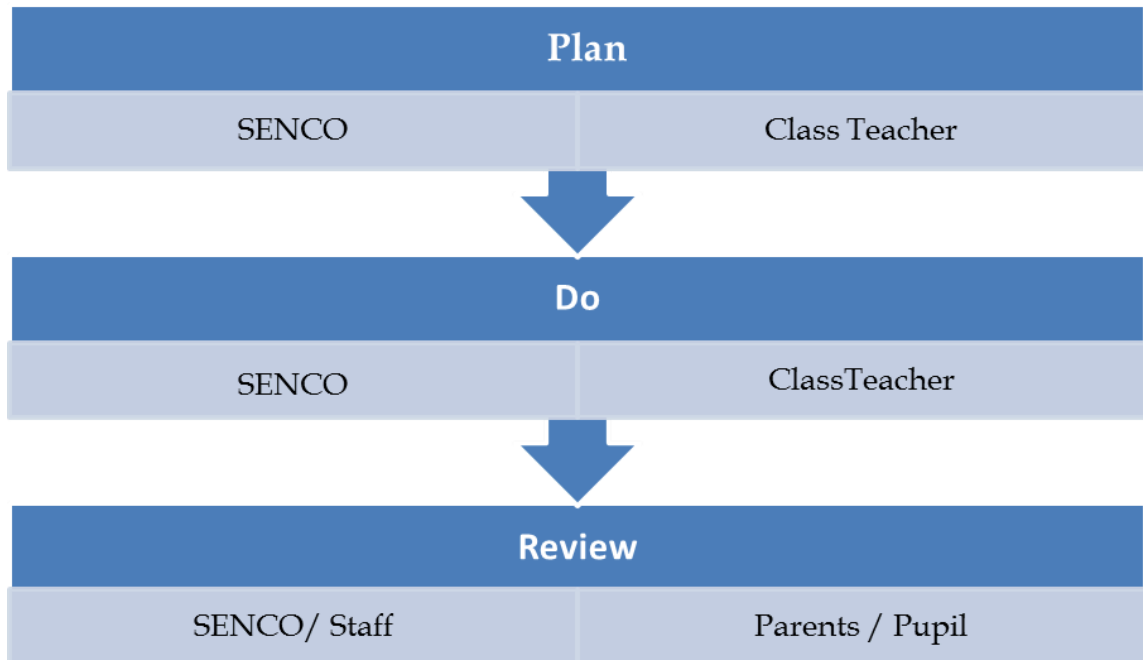
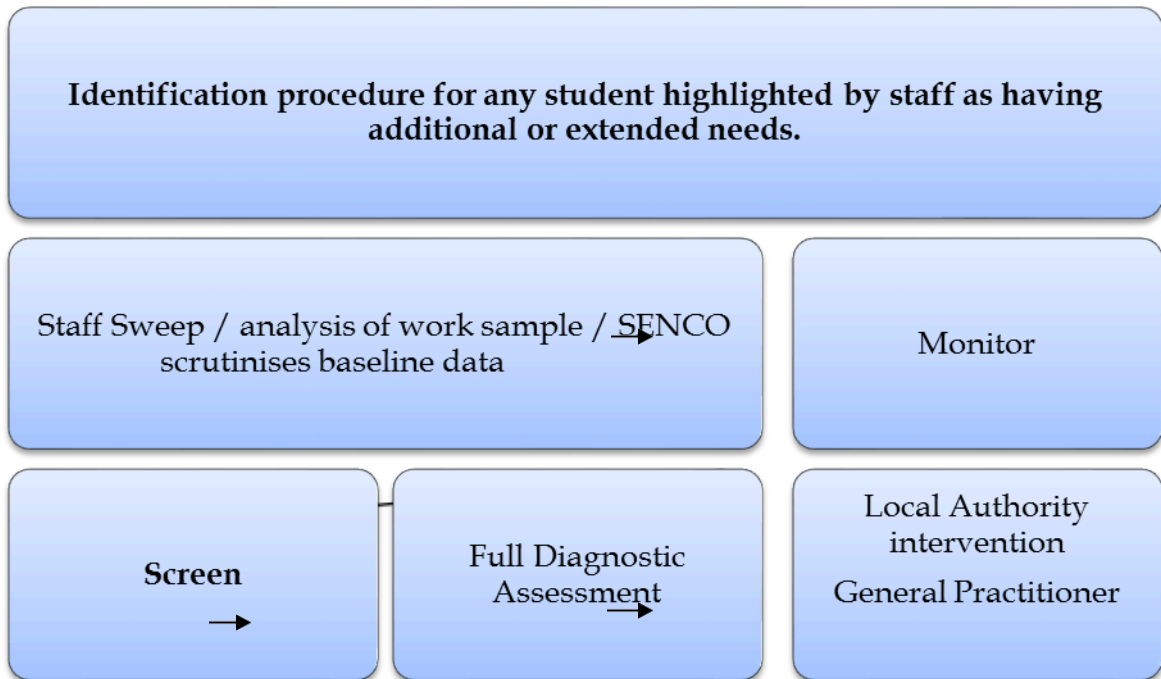
Miss Marta Jiménez de los Galanes - Headmistress
Miss María Álvarez de Toledo - Prep School Headmistress
Miss Maru Herrera - SEN Prep School Coordinator

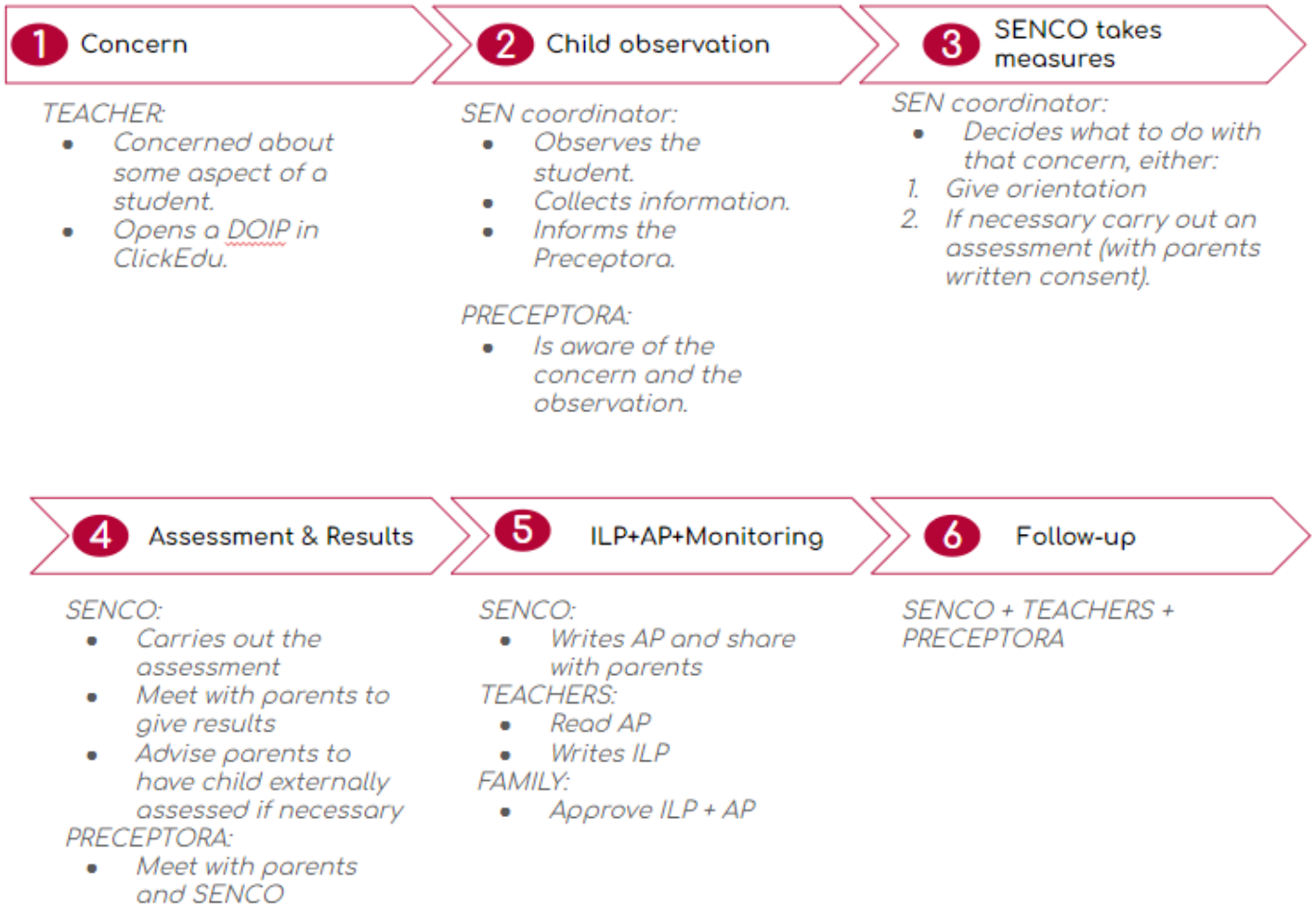
This policy will be reviewed every 2 years	
Title	SEN
Version	2
Date Created	September 2024
Author	MAdeT/SonsolesR/Maru H
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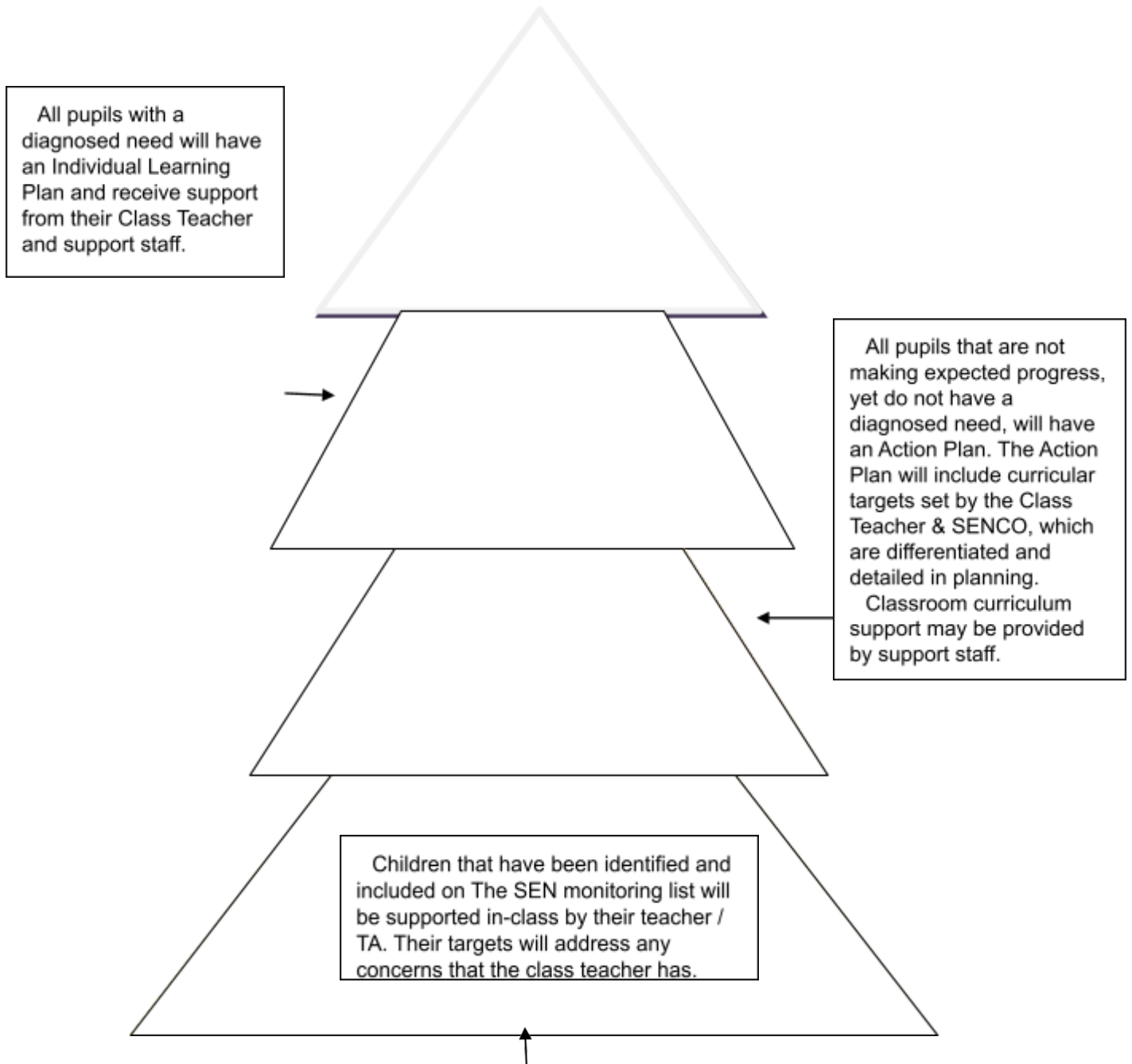
The Place to Grow!

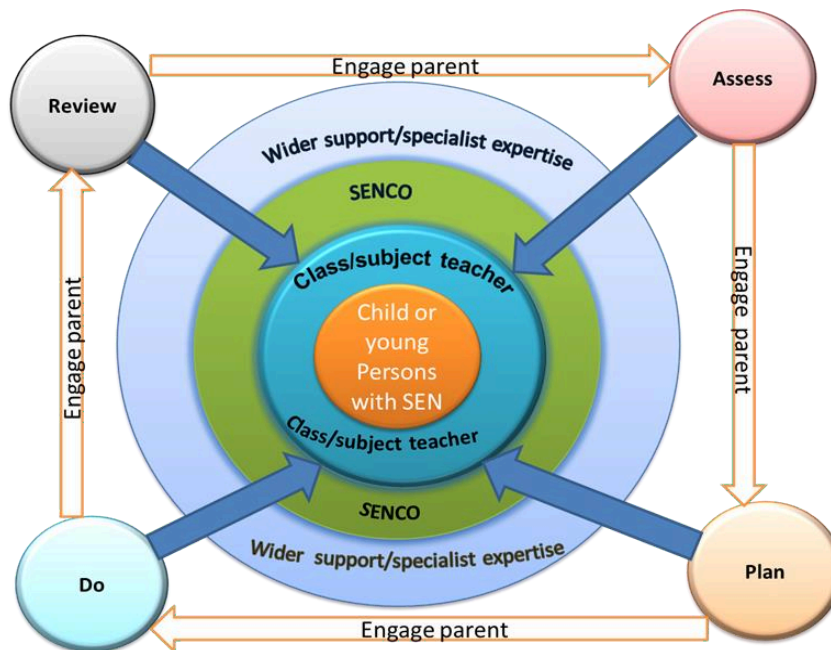
OVERVIEW





SEN Support Provision





Assess:

- Teacher assessment, observation and knowledge of pupil
- Data on the pupil's progress, attainment and behaviour
- Pupil's attainment in comparison with peers
- Parents' views, experience and concerns
- Pupil's views
- Advice from external support services, where applicable

Plan:

- High quality class and subject teaching
- Targeted provision

Do:

- **Teacher:** should remain responsible for working with the child on a daily basis. Where targeted interventions involve group or 1:1 teaching away from the main class or subject teachers, they should still retain responsibility for the pupil
- **SENCO:** should support the pupil with specialist assessment of their strengths and weaknesses, in problem solving, attainment, cognitive processing and underlying ability, advising on the effective implementation of support and providing documentation

Review:

- Are they making progress?
- Have they met their expected progress?
- Are they achieving their targets consistently and independently?
- Are they on track to meet their end of year and Key Stage expectations?
- Is there any improvement in the previous rate of progress?



- Is the gap narrowing or widening (attainment and progress) between pupils with SEN and other pupils



The SENco monitoring list

- All staff (including specialists and TAs) are asked to raise concerns about any pupils who are not making expected progress, as part of normal classroom provision. They are also asked to consider their most able pupils and determine whether they are meeting their full potential.
- Pupils may be nominated for The SENco monitoring list, post summative assessment, where it is considered their score(s) *may* suggest an underlying weakness.
- The SENco monitoring list forms part of the SEN Register and details concerns about pupils who are encountering barriers to learning and are therefore being monitored.
- The SENco monitoring list is updated every term after a Pupil Conference (meeting between class teacher, class mentor, TA & SENCO).
- The SENco monitoring list does not necessarily deem pupils as having a SpLD.
- The aim of The SENco monitoring list is to provide staff with an opportunity to share information about a pupil and discuss strategies across the curriculum that are being adopted to ensure the pupil meets their full potential.
- The implementation of support for pupils on The SENco monitoring list is mainly through the class teacher, class mentor and TA.
- Where The SENco monitoring list reflects a significant need, a pupil may be moved onto an Action Plan, where specific targets are set and support staff will support the pupil (either 1:1 or small group) in addition to the class teacher. Model A applies for diagnosed children. Model B action plan is designed for children who show a learning difficulty, however, that child has not been fully assessed.
- Pupils may be referred for specialist screening or assessment, if they remain on an Action Plan for prolonged periods, not making expected progress, despite class teacher / SEN intervention. Should this be the case the pupil's parents will be asked for their views.
- In the event of a formal diagnosis of a SpLD, an Action Plan will be drawn up in discussion with parent, teacher and pupil.



Classroom Ethos for Inclusive Extended Provision

At Alegra we believe

- that the education of **more able children** is a **whole school endeavour**
- **teachers are central** to providing challenging and enriching educational environments
- **providing for the more able is not about** labelling but about **creating** an appropriate curriculum and **learning opportunities** which allow **all children** to **flourish**
- **ability** can be revealed **across a range of specific domains** e.g. art, music, physical education as well as more traditional areas e.g. maths and literacy
- **ability** is a **fluid** concept and can be **developed** in each and across domains

An effective learning environment

- has **high expectations** for **everyone** in the school community
- makes **explicit** what is to be learned and what learners **need to do** to be **successful**
- **is challenging, engaging** and **inspirational**
- **values curiosity** and
- **encourages questions**
- **offers opportunities** for **collaboration** and **cooperation**
- gives learners a sense of **autonomy** to **think critically, make decisions, take responsibility and manage risks**

To raise awareness and extend everyone in our school community and encourage and underpin role models and positive practice we use the NACE **Five a Day** strategy, presented in green posters and on display in all classrooms and around the school:

1. **Set high expectations for yourself**
2. **Try a more challenging question or task**
3. **Learn something new independently**
4. **Ask others to help you reach your goal**
5. **Find a new way to challenge yourself. How many can you achieve today?**

The school also provides a G&T club once a week for the Juniors students, which the parents choose for the child to attend to or not, with targeted activities to help their abilities and their social skills.