



ALOHA COLLEGE MARBELLA SEN, DISABILITY and MOST ABLE POLICY

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Rationale

Children have special educational needs if they have a *learning difficulty* which calls for **special educational provision** to be made for them. As stated on the SEND Code of Practice, January 2015.

Children have a **learning difficulty** if they:

(a) Have a significantly greater difficulty in learning than the majority of children of the same age.

(b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

(c) Are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Fundamental Principles

Aloha College follows the principles below:

- A child with special educational needs should have their needs met.
- The special educational needs of children will normally be met in mainstream schools or settings.
- The views of the child should be sought and taken into account.
- Parents have a vital role to play in supporting their child's education.
- Children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum.
- The College will always aim to put each young person and their family at the centre of discussions about the support offered. Students with SEND needs at the age of 16 or above will be consulted directly.

All students allocated a star have Individual Education Plans written. These plans are reviewed and shared termly with parents, teachers and students.

Staff Expertise

At present, the secondary section of Aloha College has a member of staff who is responsible for the coordination of learning for students identified with Special Educational Needs (SEND Coordinator). This staff member has studied one academic year of the National Award for SEN Coordination (NASENCO) and is currently studying and attending different webinars and seminars on SEND.

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Categorising Learning Needs

We are required to categorise all types of SEND experienced by children and young people as either difficulties with Cognition and Learning, Behaviour, Social and Emotional, Sensory and or Physical, Communication and Interaction.

All SEND information on students can be found in ISAMS in the SEN section. This information, being highly confidential, can be accessed fully by Heads of Key Stage, Heads of Department and SENCO. Subject teachers have access, through the iSAMS Pupil Profile, to Individual Educational Profiles, provision and all information regarding teaching and learning needs.

Cognition and Learning Needs

EAL- Silver star

Students will be identified and supported if they speak English as a second language and are struggling to access the curriculum due to low literacy levels. Students should be supported in classes as directed by the Head of Key Stage. **Individual Education Plans will not be written for these students.**

Specific Learning Difficulty (SpLD) –Blue Star

Specific learning difficulties is an umbrella term which indicates that students display differences across their learning. Students with SpLD may have a particular difficulty in learning to read, write, spell or manipulate numbers so that their performance in these areas is below their performance in other areas. Students may also have problems with short-term memory, organisational skills and/or co-ordination. Students with SpLD cover the whole ability range and the severity of their impairment varies widely.

A formal report may not have been written for this category and individual education plans are not required unless requested by the Head of Key Stage/SEND Coordinator. In this case, an individual education plan should be written for these students and parents be met at least twice a year to review progress. Staff should refer to Pupil Profile - SEND, in iSAMS and information sent out by the SEND Coordinator for any strategies that should be used.

Specific learning difficulties include:

Dyslexia

Students with dyslexia may learn readily in some areas of the curriculum but have a marked and persistent difficulty in acquiring accuracy or fluency in learning to read, write and spell. Students may have poor reading comprehension, handwriting and punctuation. They may also have difficulties in concentration and organisation and in remembering sequences of words. They may mispronounce common words or reverse letters and sounds in words.

Dyscalculia

Students with dyscalculia have difficulty in acquiring mathematical skills. Students may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.

Dyspraxia

Students with dyspraxia are affected by an impairment or immaturity of the organisation of

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movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. Students may have poor balance and coordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws, etc). Their articulation may also be immature and their language late to develop. They may also have poor awareness of body position.

Further information regarding supporting students with specific needs can be obtained from the SEND Coordinator.

Severe Learning Difficulty (SLD)- Yellow Star

Students with severe learning difficulties have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have associated difficulties in mobility and coordination, communication and perception and the acquisition of self-help skills. Students with SLD will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills.

All students in this category have up to date assessments and reports written by specialists. **An individual education plan should be written for these students and parents be met at least twice a year to review progress.**

Profound and Multiple Learning Difficulty (PMLD)- Red star

Students with profound and multiple learning difficulties have severe and complex learning needs, in addition they have other significant difficulties, such as physical disabilities or a sensory impairment. Students require a high level of adult support, both for their learning needs and also for personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some students communicate by gesture, eye pointing or symbols, others by very simple language. Their attainments are likely to remain significantly below the expected Age related level across the curriculum.

All students in this category have up to date assessments and reports written by specialists.

Aloha College is unable to meet the needs of students in this category. However, the College can advise any parents regarding alternative provision pathways for students who have these needs.

Other SEND Categories

Behaviour, Emotional and Social Development Needs- Star allocated according to severity. If student has been assessed, then this should be yellow or red.

- Behaviour, Emotional and Social Difficulties (BESD)

Communication and Interaction Needs - Star allocated according to severity. If student has been assessed, then this should be yellow or red.

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD) Star allocated according to severity. If

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student has been assessed, then this should be yellow or red.

Sensory and/or Physical Needs

Star allocated according to severity. If student has been assessed, then this should be yellow or red.

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

Responsibilities:

The SEND Coordinator has responsibility for coordinating provision for students with SEND. These responsibilities entail:

- **Ensuring liaison with parents and other professionals in respect of children with special educational needs.**
- **Advising and supporting other practitioners in the setting.**
- **Ensuring that appropriate Individual Education Plans are in place.**
- **Ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated.**
- **Ensuring that external examination provision is provided as requested through any relevant reports.**

Nature of intervention

The SEND coordinator and the child's subject teacher, in consultation with parents, should decide on the *Action* needed to help the child to progress in the light of their earlier assessment. There is sometimes an expectation that *Action* will comprise support in the form of the deployment of extra staff to enable one-to-one tuition to be given to the child. This may not be the most appropriate way of helping the child. The *Action* should enable the student with special educational needs to learn and progress to the maximum possible. The key lies in effective individualised arrangements for teaching and learning. The resources might be extra adult time in devising the nature of the planned intervention and monitoring its effectiveness; the provision of different learning materials or special equipment; some individual or group support or staff development and training to introduce more effective strategies.

Individual Education Plans

Strategies employed to enable the child to progress should be recorded within an Individual Education Plan (IEP); this should include information about the short-term targets set for the child, the teaching strategies and the provision to be put in place, when the plan is to be reviewed, and the outcome of the action taken. The IEP should only record that which is additional to or different from the differentiated curriculum plan that is in place as part of normal provision. The IEP should be crisply written and focus on three or four key targets. IEPs should be discussed with parents and the child.

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Reviewing IEPs

Ideally IEPs should be continually kept 'under review,' and in such circumstances there cannot simply be a 'fixed term' or a formal meeting for reviews. However IEPs should be reviewed regularly and **at least twice a year**. Reviews need not be unduly formal, but parents' views on the child's progress should be sought, and they should be consulted as part of the review process.

Requests for learning need assessment

For a very few children the help given by the SEND systems in the school will not be sufficiently effective to enable the child to progress satisfactorily. It will then be necessary for the SENCO, in consultation with the parents already involved, to consider whether a learning needs assessment should be made through a college approved external assessor. The Secondary Section currently works with a British and Spanish qualified Educational Psychologist, who is able to obtain key information from teachers, observe students in lessons, work with parents and make recommendations for support in school as necessary. This psychologist will also recommend any additional after school support to be provided, such as speech therapy, ADHD support, to parents.

Parents and the school can make a request of a full learning needs assessment.

The SEND coordinator will liaise with the assessor and parents to discuss recommendations based on the report.

Identification

The Senior Section will wish to assess **all** students' current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's primary years.

When a student is admitted to the Senior Section, the school should be in possession of a good deal of useful information about the child, including detailed background information collated by the Primary Section; copies of IEPs/PLPs prepared in support of intervention; and any statements/reports of special educational needs. This information can help to shape curriculum and pastoral planning for the student in the first few months at Senior section.

The Senior section liaises closely with the Primary Section and runs a transition week for transferring students in the summer term. This helps to achieve a smooth and successful transition for all students.

If a student is known to have special educational needs when they arrive at the school, the SEND coordinator will ensure that teaching colleagues should:

- Use previous information about the student to provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on the student's skills and highlight areas for early action to support the student within the class.
- Ensure that ongoing observation and assessment provide regular feedback to all teachers and parents about the student's achievements and experiences, and that the outcomes of such assessment form the basis for planning the next steps of the student's learning.

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- Ensure that appropriate informal opportunities for the student to show what they know, understand and can do are maximised through the pastoral programme.
- Involve the student in planning and agreeing targets to meet their needs.
- Involve parents in developing and implementing a joint learning approach at home and in school.

The continued importance at secondary level of early identification and assessment for any student who may have special educational needs cannot be overemphasized. The earlier action is taken, the quicker appropriate help can be provided without unduly disrupting the organisation of the school, and the more responsive the student is likely to be.

If the student's difficulties prove to be temporary their rate of progress may be temporarily different although the student will be able to learn and progress alongside their peers. If the difficulties are less responsive to the intervention provided by the school, then an early start can be made in considering the kinds of additional help that might be required.

To help identify students who may have special educational needs, schools can measure a student's progress by referring to:

- Evidence from teacher observation and assessment.
- Their performance against the level/grade descriptions at the end of a key stage.
- CAT4 and other external assessments.

Internal Procedures for Educational Psychologists' visits

- The potential visit of an Educational Psychologist to Aloha College must be approved by the Head of Section.
- The sole purpose of the visit is to comply with a full Special Educational Needs assessment.
- The Educational Psychologist must be fully qualified and reference checked.
- The Educational Psychologist will sign a confidentiality agreement with the Human Resources Officer prior to visiting the classroom.
- The Educational Psychologist must be officially signed in, wear a security badge and be accompanied to the classroom by the SEND coordinator or Senior Leader of the appropriate section.
- The Educational Psychologist may visit the school during an agreed date only once.
- The member of staff whose class he/she is visiting must be informed 24 hours in advance.
- The Educational Psychologist must be discreet in the classroom and not talk to or distract other pupils.
- There can be only one Educational Psychologist visiting the college at any one time.
- He/she must be supervised by an appropriate member of staff at all times.
- A copy of the Educational Psychologist report must be given to the SEND coordinator, Head of Key Stage and Head of Section.

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Supporting Students in Class

The SEND Coordinator will ensure that all information regarding needs of SEND students will be shared with staff regularly. In addition, the SEND Coordinator, along with Heads of Department and Senior leaders will drop in on lessons to monitor the effectiveness of staff strategies regularly. The secondary section believes that all SEND students should have equitable access to the curriculum. However, they can also be supported by:

- The use of streaming in CORE subjects.
- Staff using differentiation in lessons.
- A personalised curriculum, agreed with parents, at Key Stages 4 and 5.
- The use of a word processor, if required, in lessons.

Additional Support In External Examinations

If a formal assessment has taken place by an Educational Psychologist and recommendations have been made for additional support in examinations, then the Secondary Section will ensure that this is put into place. This could include:

- Extra time in examinations/assessments
- The use of a word processor
- The use of a reader
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Students are allowed this additional support for end of Year examinations in Key Stage 3, as well as trial examinations, end of Year examinations and external examinations in Key Stages 4 and 5. The examinations' officer liaises with the SEND Coordinator to ensure that all provision is correctly applied for through examination boards.

English as an additional language

It is important to recognise that lack of competence in English must not be equated with learning difficulties. At the same time, when students who have English as an additional language make slow progress, it should not be assumed that their language status is the only reason; they may have learning difficulties. Schools should look carefully at all aspects of a student's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

At an early stage a full assessment should be made of the exposure they have had in the past to each of the languages they speak, the use they make of them currently and their proficiency in them. The information about their language skills obtained in this way will form the basis of all further work with them both in assisting their learning difficulties and in planning any additional language support that is needed.

Continuing Professional Development

The school has a true commitment to developing its staff professionally. It aims to support staff in the area of SEND through:

- In house CPD sessions.
- Encouraging practitioners to develop their own expertise in identifying and meeting the needs of SEND learners.

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- Ensuring that there is regular training for staff.
- Ensuring that the nominated SEND coordinator receives current training from both UK and National institutions.

Policy on Most Able Students

Introduction

At Aloha College, we are distinguished in our concern for each and every learner. We recognise that each one of our learners has talents and skills which we aim to identify and nurture. It is our priority to develop the individual needs of all learners and an important extension of the aims, policies and ethos of the school is to recognise the needs of academically more able learners and develop strategies for the identification, support and challenge of such learners in our community. It is important to note the existence of all-round exceptional ability but we must also acknowledge the greater number of learners who are more able and talented in specific areas.

At Aloha College, we consider *most able students* as those with academic ability which 'places them significantly above the average for their year group'. *Talented students* are defined as those whose abilities in art, music, dance or sport are 'significantly above average'.

The term "Most Able" includes learners who are more able across subjects within the curriculum as well as those who show talent in one or more specific areas such as music, sport and drama.

The term "Exceptionally Able" encompasses the top 2% of learners in a cohort.

There should be flexible provision for learners requiring enrichment and support in order to achieve their full potential. This provision should raise their aspirations and achievement by developing their:

- Ability to learn
- Range of knowledge
- Core skills, e.g. problem solving
- Creativity
- Intellectual curiosity
- Specific talents.

Identification

Identifying Most Able learners is not an easy task and, as a result, a variety of methods will be employed. Each method has its limitations so an open minded approach is essential and the process should be flexible and continuous. The school will take advantage of information about learners from the following sources:

- Teacher recommendations
- Previous schools
- Prior knowledge of learners, particularly KS2-KS3 transition
- Records of effort and achievement, e.g. interim grades and end-of-year reports

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- GL assessment results
- Screening information, e.g. CAT4/GL assessments
- Extracurricular activities
- Formal assessments, including IGCSE results, AS results, IB Trial examinations etc.

Guidelines for Working With Most Able Students

Heads of Departments should identify Most Able Students in their subject.

Data used should be:

- CAT4 assessments
- Internal teacher assessments/GL assessments/ IGCSE results/Trial examination results/PCT data/Reading Ages/Spelling Ages etc
- Teacher recommendations
- Ensure that meaningful and challenging targets are set for each of these students.
- Ensure that staff are aware of these students and use appropriate strategies in their lessons to support, motivate and develop.
- Monitor performance of students. This should be through PCTs/End of Year Examinations/Book reviews etc. Work closely with parents and Heads of Key Stages to review data and achievement.
- Encourage students to participate in extracurricular activities, competitions etc.
- Support Heads of Key Stages to monitor the progress of Key Stage Gifted and Talented Students.

Teachers Should:

- Ensure that they are aware of Most Able students in their classes.
- Use a range of teaching strategies to support, develop and motivate Most Able students.
- Encourage Most Able students to participate in a range of extracurricular activities and competition.
- Work closely with Heads of Department to monitor the achievement of these students.

Curriculum Provision

The provision of challenging activities in the classroom must be at the core of the educational offer that we make to all learners. Every Curriculum Area should develop Schemes of Work which incorporate suitable extension, enrichment and challenge for Most Able learners.

Some key principles to be included in curriculum planning are:

- Differentiation by outcome which allows responses at very different levels to the same initial stimulus: however, this is not enough on its own.

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- Differentiation by task where some materials may be used by the most able only.
- Differentiation by pace where more able learners are given the chance to proceed at a greater speed.
- Ability grouping.
- Extension and enrichment activities.

In order to achieve these objectives, we aim to create a learning culture which:

- Values learners' own interests and styles.
- Encourages independence and autonomy.
- Supports learners in using their own initiative.
- Celebrates achievement through rewards and assemblies.
- Encourages learners to be open to ideas and initiatives presented by others.
- Encourages connections to be made across subjects and aspects of the curriculum.
- Links learning to wider applications.
- Encourages the use of a variety of resources, ideas, methods and tasks.
- Involves learners in working in a range of settings and contexts, e.g. individual, groups, pairs, class, cross year group, cross key stage.
- Encourages learners to reflect on the processes of their own learning and understand the factors that help them progress.
- Supports learners through personalised learning pathways and transition.
- Supports students pastorally through a House and Tutor For Learning system.

Extracurricular Support

The school offers a wide range of experiences in its extra-curricular activities. While many of these activities are not exclusive to Most Able learners, they include many opportunities to offer such learners extra challenge and stimulus. Extra-curricular activities include lunchtime clubs and educational visits. Additionally, some Curriculum Areas offer extension and enrichment activities beyond the normal curriculum.

Monitoring and Accountability

Heads of Key Stages have overall responsibility for all learners. This role includes the following responsibilities:

- Coordinating policy on the Most Able Learners.
- Working with Head Of Departments to monitor the progress of Most Able learners and using data from assessments, reports, external exam results and the professional opinions of teachers in order to identify underachievement.
- Work with Head of Departments to advise teachers on techniques for promoting the learning of the Most Able Learners.
- Liaise with stakeholders, including: learners; parents/carers; outside organisations such as Higher Education institutions.

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- Ensuring that there is regular training for staff.