



SEND and Most Able Policy

ALOHA COLLEGE MARBELLA
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Policy Leader:
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Authorised by:
Board of Trustees



ALOHA COLLEGE MARBELLA

SEND and Most Able Policy

Aloha College Marbella values the contribution that every child makes and welcomes the diversity of culture, religion and learning styles. We are committed to offering an engaging curriculum to ensure the best possible progress for all our pupils. The school seeks to raise achievement by removing barriers to learning and increasing curricular access. All children with SEND are valued, respected and equal members of the school.

Definition of Special Educational Needs and Disability

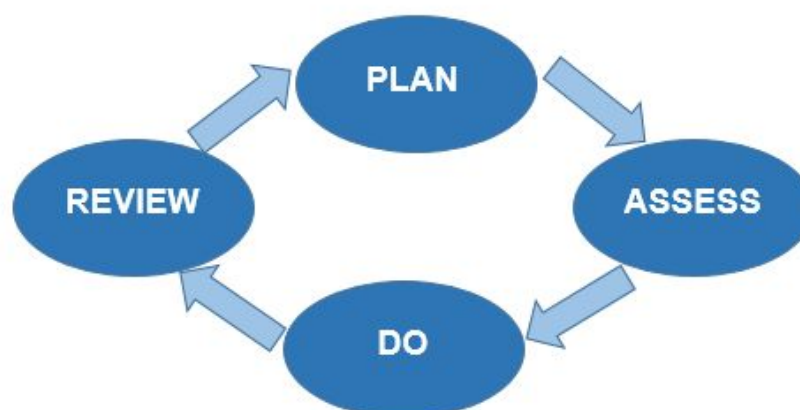
Following the SEND Code of Practice, January 2015, definition: A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Fundamental Principles

Aloha College Marbella follows the principles below:

- A child with special educational needs should have their needs met while they are a pupil at the school.
- 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.
- Aloha College Marbella 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.

Identifying Children's Individual Needs



Aloha College Marbella is committed to early identification of SEND. The school adopts a graduated response to meeting SEND in line with the SEND



Code of Practice, 2015. All children throughout the school are monitored regularly to ensure they continue to access the curriculum successfully and to help the early identification of need. A range of evidence is collected through assessment and monitoring arrangements, as well as regular formal discussions between the Special Educational Needs Coordinator (SENDCO), the Head teachers, the Coordinator of Subjects and the class/subject teachers, depending if the pupil is in the Primary or Secondary Sections. These discussions should seek to identify pupils making less than expected progress given their age and individual circumstances. If evidence suggests that any pupil is not making the expected progress, or their needs have changed, the following protocol will be put in place:

- In Primary, the class teachers will communicate with the subject coordinator and the Head of the Key stage copying in this communication both the Head of Pastoral and the Primary SENDCO, who will meet and discuss further action together with the parents/carers.
- In the Secondary Section, the subject teacher will communicate with the Head of the Department and the Heads of Key Stage, copying in this communication both the Head of Pastoral and the Secondary SENDCO. Parents carers will be invited to school to discuss these additional needs.
- If appropriate, the school will recommend the parents/carers support from professionals such as Educational Psychologists, Speech and Language Therapists or medical professionals.
- During all the process of assessment, the school SENDCOs' will communicate with the family's choice of professionals and will accompany in the process. In Secondary this may include meeting with the pupil who if over 16 will be consulted directly.
- SENDCO will provide professional guidance to colleagues and will work closely with parents/carers and with the pupil.

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 data & other GL assessments.

Aloha College Marbella places the child's individual needs at the forefront of any additional provision. Following this, the subject teacher, Heads of Key Stage, Heads of Department, SENDCO and parents/carers will work together in order to decide if, or how, additional provision is implemented.

Both The Secondary Section and the Primary Section 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. In the



Primary Section new pupils are formally assessed (GL Test) from Yr3 upwards, prior to entry.

When a student is admitted to the Primary and/or Secondary Sections, the school should be in possession of a good deal of useful information about the child. Being this from previous schools or from Primary, including detailed background information, i.e.; copies of IEPs/PLPs prepared in support of intervention; any statements/reports of special educational needs; and so on. This information will help us to shape the curriculum and pastoral planning for the student in the first few months and make the necessary adjustments to meet the pupils' needs successfully. As well, it will be the starting point to, together with the parent/carer, work towards a realistic and challenging educational path towards academic success.

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 together with the subject/class teacher and Pastoral will:

- 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.
- Ensure that appropriate informal opportunities for the student to show what they know, understand and can do are maximised through the pastoral programme.
- Adequate to the age of the pupil, 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 importance at both Primary and Secondary level of early identification and assessment for any student who may have special educational needs is our key objective. The earlier action is taken, the quicker appropriate help can be provided, 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.

Children have a learning difficulty if they:

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

Not every pupil making slower progress has SEND

Teachers should ask whether the pupil's progress is:

- Significantly slower than that of their peers starting from the same baseline
- Failing to match or better the pupil's previous rate of progress
- Failing to close the attainment gap between the pupil and their classmates
- Widening the attainment gap

Identifying and assessing SEND for children or young people whose first language is not English requires particular care. Difficulties related solely to limitations in English as an additional language are not SEND.

Where a pupil is identified as having SEND, the school will take action to remove barriers to learning and put additional provision in place. This graduated approach will involve a four-part cycle: Assess, Plan, Do, Review through which earlier decisions and actions are revised with a growing understanding of the pupil's needs.

If a class/subject teacher at Aloha College Marbella has evidence that a pupil is making insufficient progress despite significant support and intervention, the following protocol, already mentioned above, will be immediately put in place:

- In Primary, the class teachers will communicate with the subject coordinator and the Head of the Key stage copying in this communication both the Head of Pastoral and the Primary SENDCO, who will meet and discuss further action together with the parents/carers.
- In the Secondary Section, the subject teacher will communicate with the Head of the Department and the Heads of Key Stage, copying in this communication both the Head of Pastoral and the Secondary



SENDCO. Parents carers will be invited to school to discuss these additional needs.

- If appropriate, the school will recommend the parents/carers support from professionals such as Educational Psychologists, Speech and Language Therapists or medical professionals.
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- SENDCO provides professional guidance to colleagues and works closely with parents/carers and with the pupil.

English as an additional language

As mentioned, 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.

Internal Procedures for Educational Psychologists' visits

- The potential visit of an Educational Psychologist to Aloha College Marbella must be approved by the Principal.
- 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 always be supervised by an appropriate member of staff.
- A copy of the Educational Psychologist report must be given to the SEND coordinator.

The SEND Code of Practice 0-25, 2015 outlines four main areas of need

Area of need	Definition
Communication and interaction	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.
Cognition and learning	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
Social, emotional and mental health difficulties	Children and young people may experience a wide range of social and emotional difficulties. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with vision impairment (VI), hearing impairment (HI) a multi-sensory impairment (MSI) or a physical disability (PD) will require specialist support and/or equipment to access their learning.
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Aloha College Marbella is unable to meet the needs of students with profound and multiple learning difficulties. However, the College can advise any parents regarding alternative provision pathways for students who have these needs.

Roles and Responsibilities

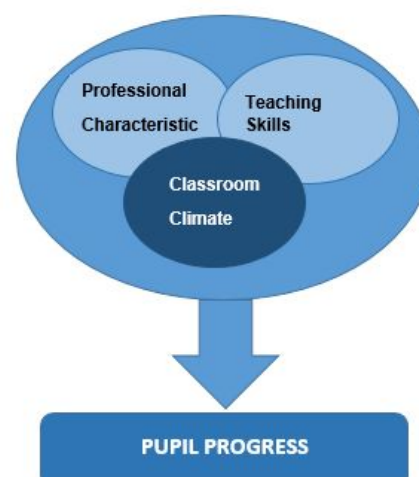


The child and the family are at the heart of the process. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children’s education. Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. Our School will encourage their pupils to participate in all the decision-making processes and contribute to the assessment of their needs, reviews and transition processes.

Class teacher

Every teacher is responsible for every pupil.

“Every teacher is responsible for the progress and development of every pupil in their class. This





includes pupils who have been identified as having SEN.

The first step in supporting all pupils, including those with SEN, is high-quality teaching, differentiated for individual pupils.

The responsibility and accountability for the progress and development of pupils with SEN lies with the class teacher, not with the SENCO.”

(SEND Code of Practice, January 2015)

SENDCO

The SEND Coordinator has responsibility for coordinating provision for students with SEND. In collaboration with the Head teacher, SLT and the Governing Body, the SENDCO plays a key role in determining the strategic development of the SEND policy and provision in the school including:

- Overseeing the day to day operation of the school’s SEND policy.
- Ensuring liaison with parents and other professionals in respect of children with special educational needs.
- Advising and supporting other practitioners in the setting.
- Liaising with and advising teachers and primary teaching assistants alongside SLT.
- Ensuring that appropriate Individual Education Plans are in place.
- Overseeing the records of all children with SEND.
- Ensuring that relevant background information about individual children with special educational needs is collected, safely recorded and updated.
- Ensuring that external examination provision is provided as requested through any relevant reports. The SENDCO will collect all evidence to support the SLT in ensuring external provision is implemented for external examination.

Head teacher

The Head teacher has responsibility for the day to day management of all aspects of the schools work, including approved official exam provision for children with SEND. The Head teacher should keep the governing body fully informed and also work closely with the SENDCO, assisting him/her in the recommendation and authorisation process for the provision of special consideration in external examinations, ensuring that external examination provision is provided as requested through any relevant reports.

Measuring SEND Pupils Progress and Involving Parents/carers

Parents and carers will be informed of their child’s progress and targets throughout the academic year in a variety of ways. These include:

- Informal meetings with teachers



- Meetings with SENDCO and Head of Key Stage if appropriate.
- Parents evenings
- Primary Personal Learning Plan (PLP) or Individual Education Plans (IEP) meetings

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, Coordinators of subjects and Senior leaders will drop in on lessons to monitor the effectiveness of staff strategies regularly. Aloha College Marbella believes that all SEND students should have equitable access to the curriculum, which may be supported by many strategies including:

- Personalised intervention and support when in Primary.
- 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.

Personal Learning Plans & Individual Education Targets

Strategies employed to enable the child to progress should be safely recorded within schools documentation. This should include information about the short-term targets set for the child, the teaching strategies and the provision to be put in place. It also should include when the plan is to be reviewed and the outcome of the action taken. The educational targets should only record that which is additional to or different from the differentiated curriculum plan that is in place as part of normal provision. Educational targets should be written in consultation with teachers, parents and the pupil.

“The effectiveness of the support and its impact on the child’s progress should be reviewed in line with the agreed date. The impact and quality of the support should be evaluated by the practitioner and the SENCO working with the child’s parents and taking into account the child’s views. Parents should have clear information about the impact of the support provided and be involved in planning next steps.”

(Code of Practice 2015)

Additional Support In External Examinations

If a formal assessment has taken place by an Educational Psychologist and recommendations have been made for provision as additional support in examinations, then the SENDCO in collaboration with the examiner officer and the Heads of the Key Stage, will ensure that this is put into place.



Students will be 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 and the Heads of Key Stage, to ensure that all provision is correctly applied for through examination boards.

Transitions

Throughout their academic career, SEND children will make several transitions; this may include moving to a new school, a new Key Stage, to secondary school or to a new class. These changes are inevitable, and the school employs many strategies to ensure they are managed effectively and pupils are sufficiently prepared for such changes, including transition to our secondary school. Strategies include:

- Transition meetings to include parents/carers, class teachers and SENDCO, including the secondary SENDCO if the transition is to Aloha College Marbella secondary school
- Transition week for Year 6 to 7 pupils in the secondary school
- Class handover meetings
- Visits to new settings with familiar staff

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.
- Ensuring that the nominated SEND coordinator receives current training from both UK and National institutions.





The Most Able Students

Introduction

At Aloha College Marbella, 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.

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

When identifying Most Able learners 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 school reports
- Prior knowledge of learners, particularly KS2-KS3 transition
- Records of effort and achievement, e.g. interim grades and end-of-year reports, 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 the Most Able Students



Heads of Departments or Phase Leaders 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

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.

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 the 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 the 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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not-for-profit Educational Foundation**

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