



SEND Policy

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ALOHA COLLEGE MARBELLA
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Introduction

Aloha College Marbella (ACM) 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 students. 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.

Primary barriers will impact students' learning hugely, that is why at ACM, at both Primary and Secondary level, early identification 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.

“Every teacher is responsible for the progress and development of every student in their class. The first step in supporting all students, including those with SEN, is high-quality teaching, differentiated for individual students.”

(SEND Code of Practice: 0 to 25 Years, n.d.)

Learning support embeds all teaching staff, meaning a whole-school approach to inclusion, and demands close coordination and communication with the family and the student. In both Primary and Secondary sections, our SEND coordinators will seek to work closely with parents/carers and with the student in order to remove possible obstacles to learning including bridging the home-school gap.

Throughout the academic career, children will make several transitions. These changes are inevitable, and the school employs many strategies to ensure they are managed effectively and students are sufficiently prepared and supported for such changes, including transition to our secondary school.

The school SEND coordinator will coordinate exam access arrangements together with the examination officer and the Head of the relevant Key Stage and Course coordinator to fully support the student when facing official examinations.

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Principles

- ACM puts the views, wishes and feelings of the child or young person at the centre of the process.
- The child's parents participate as fully as possible in decision making.
- Both the child or young person and the parents are provided with the information and support necessary to enable participation in those decisions in order to facilitate the development of the child and to help them achieve the best possible outcome.
- ACM seeks the early identification of children and young people's needs.
- Parents have a vital role to play in supporting their child's education.

Aloha College Marbella is committed to creating a strong supportive environment for all students, including those with diverse learning needs. We firmly believe in the principle of equal opportunities, and we strive to accommodate a wide range of learning needs within our educational framework which can be largely met within the mainstream classroom and without significant additional adult support. If such a learning need cannot be met, we may recommend exploring alternative educational options that are better equipped to meet those specific requirements.

Our staff are skilled in implementing differentiated instruction strategies, enabling them to address diverse learning styles and provide appropriate support within our existing framework. At ACM we all work to follow the six principles of good practice for promoting equal access:

1. Creating optimal learning environments
2. Affirming identity and building self-esteem
3. Valuing prior knowledge
4. Scaffolding
5. Learning plans
6. Assessment

Definition of Special Educational Needs and Disability

Following the SEND Code of Practice, January 2015: 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.

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.

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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. Both in the Primary and the Secondary sections, 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 of Key Stages, the Coordinator of Subjects, the class/subject teachers and the DSLs. Parents/guardians are informed throughout the process and regular meetings will take place to discuss a support action plan to remove or reduce barriers to learning.

If appropriate, the school will recommend to the parents/carers support from professionals such as Educational Psychologists, Speech and Language Therapists or medical professionals. Throughout the assessment process, the school SENDCOs will be involved.

At ACM, we always consider what is in their best interest for the child, taking into account both their academic needs and their emotional and social well-being. We firmly believe that a balanced approach to education encompasses not only intellectual growth but also the nurturing of their emotional, social, and physical development.

Our dedicated staff members are trained to identify and address any concerns related to a student's well-being. We encourage open communication between parents, guardians and school personnel to ensure that we have a comprehensive understanding of each child's unique needs. By working together, we can create an environment that promotes their happiness, confidence and overall growth. To help identify students who may have additional educational needs, schools can measure a student's progress by referring to:

- Evidence from teacher observation
- Formative and Summative assessment
- Student performance against the level/grade descriptions at the end of a key stage
- CAT4 data & other GL assessments
- In the Primary Section, new students 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 possess a substantial amount of useful information about the child. This information, whether from previous schools or from the Primary Section, should include detailed background data such as copies of IEPs/LPs prepared for intervention, any statements/reports of special educational needs, and so on. This information will help us shape the curriculum and pastoral planning for the student in the first few months and make the necessary adjustments to meet their needs successfully. Additionally, it will serve as the starting point for collaborating with the parent/carer to establish a realistic and challenging educational path for academic success.

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Aloha College Marbella holds the authority to admit or reject applications. Parents must declare any recognised or suspected Special Educational Needs during the application, failure of which may result in withdrawal (please see admissions policy).

The Secondary Section liaises closely with the Primary Section and runs a Year 6 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.
- Depending upon the age of the student, 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 additional 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. We understand that each child is unique, and their well-being is influenced by various factors.

It is important for us to stress that our commitment to the well-being of our students extends beyond the academic setting. We strive to create a safe school community that fosters positive relationships, promotes mental and emotional well-being, and encourages the development of essential life skills. Our support extends beyond the classroom to include guidance on self-care, resilience, and emotional intelligence.

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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.

Teachers should ask whether the student's progress is:

- Significantly slower than that of their peers starting from the same baseline
- Failing to match or better the student's previous rate of progress
- Failing to close the attainment gap between the student 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 student 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 student's needs.

Parents/carers will be invited to school to discuss these additional needs. We value the collaborative partnership between our school and parents, and we believe that working together is crucial to ensuring the success and well-being of every student.

English as an additional language

As mentioned above, 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 additional Educational Needs. 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.

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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.

Barriers to Learning

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

Communication and Interaction: This includes students with speech and language difficulties, those on the autism spectrum, and individuals with specific communication disorders. Support in this area focuses on improving communication skills, social interaction, and understanding.

Cognition and Learning: Students with learning difficulties fall under this category. It encompasses a wide range of needs, including specific learning difficulties (such as dyslexia), moderate learning difficulties, severe learning difficulties, and profound and multiple learning difficulties. Support in this area aims to address individual learning needs, provide appropriate interventions, and promote progress in academic skills.

Social, Emotional, and Mental Health Difficulties: This area includes students who may be experiencing emotional or behavioural challenges, mental health disorders, or difficulties with social interaction. Support in this domain aims to promote emotional well-being, develop coping strategies, enhance social skills, and provide appropriate interventions to support mental health and emotional development.

Sensory and Physical Needs: This category encompasses students with sensory impairments (such as visual or hearing impairments) as well as those with physical disabilities or medical conditions that impact their ability to access education. Support in this area focuses on providing appropriate accommodations, assistive technology, access to specialist services, and adaptations to the learning environment.

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.

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Access and Inclusion

- **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
- Meetings with the Head of Key Stage
- Parents evenings
- Learning Plan (LP)
- Individual Education Plan (IEP)

- **Supporting Students in Class**

The SEND Coordinator will ensure that all access arrangements are shared with staff regularly, including: Learning Plans &/or Individual Educational Plans. Learning support is an ongoing process whose main goal is to remove or reduce barriers to learning.

Our school takes great pride in the commitment and expertise of our teachers. We firmly believe that every teacher is responsible for the progress and development of every student in their class playing a crucial role in creating a positive and inclusive classroom environment. They are dedicated to understanding and addressing the individual needs of each student, ensuring that all learners have the opportunity to thrive academically and personally.

Our teachers receive ongoing professional development to enhance their knowledge and skills in teaching and learning meeting the diverse needs of all students. They are trained in implementing differentiated instruction, adapting teaching methods, and providing appropriate support and accommodations to meet individual learning requirements, always following the recommendations present in the LP/IEPs.

"Teaching staff and members of the senior leadership team must support the SENDCO in identifying, determining and implementing appropriate access arrangements and reasonable adjustments."

(Access Arrangements and Reasonable Adjustments JCQ)

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- **Liaising with external agencies**

Aloha College Marbella offers the opportunity to parents to liaise with professional organisations approved and vetted by the school. Please contact our SEND team for further information on this.

- **Learning Plans & Individual Educational Plans**

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. Educational targets should be written in consultation with teachers, parents and the student.

“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.”

(SEND Code of Practice: 0 to 25 Years, n.d.)

- **Exam Access Arrangements**

“The access arrangements requested for a student must not give that student an advantage in any assessment. All psychological/medical reports must be undertaken within three years of the intended examination that the request relates to and dated accordingly. Hospital-issued medical statements typically do not report psychological scores. In these cases, the IB requires a psychological/medical report with the standard scores to understand the challenge and its Severity. “

(IB Access and Inclusion Policy)

Access arrangements are meant to reduce barriers for candidates with special educational needs, disabilities or temporary injuries/illnesses when confronting summative assessments. They enable candidates with specific needs to demonstrate their knowledge, skills and understanding and must be in line with the eligibility criteria stated in the relevant exam programme policy. Therefore, the family will provide the school the supporting relevant documents as evidence which is a formal educational assessment by a British Chartered Educational Psychologist with exam access arrangements specified and standard scores in the areas that have been identified as challenging for the student. Even

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when the challenge is due to ADHD the school must include standard scores from psychological testing in the application.

The SEND coordinator, in collaboration with the examiner officer and the Heads of the Key Stages, will ensure that this exam provision is put into place during:

- KS3: End of Year Examinations and Cambridge Checkpoint Examinations
- KS4&5: Trial Examinations, End of Year Examinations and External/Official Examinations

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 and will inform the family and the student whether the application has been approved or not.

- **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 students 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 student is about to transition to the secondary section
- Transition week for Year 6 to 7 students in the secondary school
- Visits to new settings with familiar staff
- Taster & Skills days for Y9s, i.e. KS3 to KS4
- Induction days for KS4 to KS5
- Interviews and support for option choices

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

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help them make the most of their education will be ascertained. Our School will encourage their students to participate in all the decision-making processes and contribute to the assessment of their needs, reviews and transition processes.

Every teacher is responsible for every student.

“Every teacher is responsible for the progress and development of every student in their class. This includes students who have been identified as having SEN. The first step in supporting all students, including those with SEN, is high-quality teaching, differentiated for individual students. The responsibility and accountability for the progress and development of students with SEN lies with the class teacher, not with the SENCO.”

(SEND Code of Practice: 0 to 25 Years, n.d.)

The Heads of Secondary and Primary have responsibility for the day to day management of all aspects of the schools work, including approved official exam provision for children with SEND. They 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.

The SEND Coordinator has responsibility for coordinating provision for students with SEND. In collaboration with the Head of SEcondary and Primary, 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.
- 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.

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:

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- 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.

We value the collaborative partnership between our school and parents, and we believe that working together is crucial to ensuring the success and well-being of every student. If you have any concerns or questions regarding your child's specific needs, we encourage you to reach out to us. Our team will strive to provide guidance and assistance to the best of our abilities. Thank you for entrusting your child's education to our institution. We remain dedicated to fostering a learning community that embraces the unique abilities and needs of all students.

Our Team

- Primary SEND: MS. Georgia Lansdowne
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- Whole school SEND: Ms. Laura Puente Guisado
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Appendixes

- **Glossary**

SEND	Special Educational Needs and Disabilities
LP	Learning Plan
IEP	Individual Educational Plan
EAL	English as an Additional Language
IB	International Baccalaureate
CIE	Cambridge International Exam
JCQ	Joint Council for Qualifications

- **Bibliography**

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