



## BCA Inclusion Policy

### **Statement of Intent**

BCA has a strong and unwavering commitment to international-mindedness, global citizenship and diversity (IB PSP 0301-06-0600), and welcomes applications without discrimination by gender, race, ethnicity, sexual orientation, disability, religion, nationality or social background.

BCA will admit any student who we believe will benefit from an education at BCA, and who will thrive in, and positively contribute to, the learning environment of the school. Specifically at the post-16 level, the school wishes to provide access to an IB education for the broadest possible range of students. (IB PSP 0301-01) and to maintain a culture in which all students reach their full potential (IB PSP 0301-02).

Nonetheless, the school's resources and capacity to support students with special educational needs and disabilities is limited. BCA is only able to admit and support those with mild learning difficulties i.e. those who demonstrate the ability to access and benefit from the regular curriculum, with support from the class teacher, teaching assistant, and reasonable assistance from the SEN Department where needed. See Section 5.

The British College of Andorra Inclusion Policy is guided by the mission and values of our school community, and driven by our vision of high quality learning:

### ***BCA Mission***

*The British College of Andorra provides opportunities for all our students to achieve academic, artistic and sporting excellence, lasting physical, spiritual and mental health and to be inspired to accomplish personal and professional success.*

### ***BCA Values***

*We especially value the following in guiding the learning experience and promoting wellbeing at The British College of Andorra:*

- *Communication Skills*
- *Inquisitiveness*
- *Appreciation of Diversity*
- *Ability to Solve Problems*
- *Sense of Responsibility*
- *Commitment to Sustainability*
- *Tenacity*
- *Courage*
- *Self-awareness*
- *Team-working skills*
- *Inventiveness*
- *Compassion*

*(Inspired by the BCA Values v.1 (2018-2021), results of the BCA Community Survey 2022, the IB Learner Profile, and the Round Square Discovery Framework)*

**High Quality Learning** is at the core of the school's practical implementation of inclusion, driven by an aspirational school-wide vision that learning:

*Is encouraged within authentic contexts*

*-Being meaningful and linked to real-world issues and events, and recognizing the power and relevance of an interdisciplinary approach.*

*Is constructivist, and inquiry-based*

*-Involving an active process in which students construct meaning by linking new ideas with prior knowledge. Inquiry may involve play, projects, questioning, discussion or investigation, and involves problem-solving and critical thinking.*

*Is cyclical and progressive*

*-Involving phases of action, feedback and reflection.*

*Is both individualised and collaborative*

*-Recognising and including each student as a unique learner, and developing their interests, skills and potential. Differentiating and providing support as needed. Recognising that collaborative learning and co-construction of knowledge in groups or teams is as valuable as individual endeavour.*

*Fosters student agency*

*-Providing opportunities for student self-determination and leadership, for example in influencing and making decisions affecting their own learning. In this way, learning thrives on a positive student-teacher relationship, and promotes wellbeing.*

*Promotes intercultural understanding*

*-Recognising the school's rich local context and culture, the importance of the British curriculum, values and culture, and the wider international context of students, as young global citizens.*

### **Aim of Policy**

The aim of this policy is to:

- Outline the school's definition of inclusion, special educational needs and disabilities (SEND), and related terms.
- Outline school procedures for identifying and supporting students with SEND.
- Define the principles of fair assessment for all students taking into account the inclusive access arrangements that the school will implement as necessary.

And to:

- Meet IB guidelines for the implementation and review of an inclusion policy (IB PSP 0301-02-0100)
- Meet IB and JCQ guidelines for the identification and provision of access arrangements for IB and IGCSE examinations.

Though recognising the importance of pastoral support arrangements for children with SEND, including for example the prevention of bullying, and of support for improving emotional and social development, these areas are not directly addressed in this policy.

### **Application of Policy**

The primary audiences for this Policy are:

- all staff at BCA who are involved in teaching or assisting the learning of students with special educational needs or disabilities.
- all current and prospective parents, including those currently making an admissions application for their child/children.
- external agencies and specialists, including examination boards, seeking a detailed statement of school policies and procedures regarding special educational needs and disabilities, and access arrangements.

The policy applies at all times and in all situations. There are no special conditions, restrictions or exclusions. Any special situations are covered with the text of the policy itself.

## **Definitions**

### **Access Arrangements (AA)**

Access arrangements seek to meet the particular needs of students with special educational needs, allowing them to access an assessment without changing its demands or affecting the integrity of the assessment. However, access arrangements are not introduced solely for summative assessments, but reflect a student's normal way of working during all classroom activities and assessment. See Section 11.

### **Adverse circumstances**

These are unforeseen circumstances beyond the control of the student, which may be detrimental to their performance. Such circumstances may include medical conditions/illness with onset or occurrence up to three months before examinations such as injury, severe stress/anxiety, exceptionally difficult family circumstances or bereavement.

### **Inclusion**

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers as well as recognising students' exceptionalities. At BCA we use a holistic approach to support all students in developing academic and personal growth by fostering a culture of collaboration, mutual respect, support and problem solving.

### **Inclusive Learning Environment**

An environment in which teachers provide:

- Structured lessons that engage students from the start.
- Active and engaging tasks that guarantee access and encourage all students to participate.
- Teaching and learning strategies that are oral, visual and interactive.
- Subject-specific language skills and conventions of particular forms of writing which are made explicit and demonstrated by the teacher.
- A requirement that students apply learning, supported by group work, before moving to independent activity.

### **Individual Educational Plan (IEP)**

An IEP is a plan developed to ensure that a student who has a formerly diagnosed special educational need or disability, and is attending an educational institution, receives specialised learning support and/or instruction. The IEP contains specific strategies, structured

targets and action points for the student that are different from or additional to the differentiated curriculum plan that is in place as part of normal provision. See Section 8 for more detailed information. See Section 9.

### **Mild learning difficulties**

A child with a mild learning difficulty is usually able to hold a conversation and communicate most of their needs and wishes, but they may need additional support in some areas. In a school setting, they are able to access the curriculum and participate in learning activities unaided, but specific learning support, including access arrangements in formal assessments, must be deployed in order for the child to reach their full potential. See Section 2.

### **Moderate learning difficulties**

Children described as having moderate learning difficulties experience great difficulty in acquiring basic literacy and numeracy skills, despite receiving suitable help. They have a general developmental delay, which means that they reach developmental milestones much more slowly than their peers do, and learn much more slowly. See Section 2.

### **More able and talented (MAT)**

More able and talented students may be rapid learners, have excellent memory and vocabulary skills, have strong curiosity, be intense and have a high degree of perseverance in their interest. However they may also be experiencing challenges in other areas of learning and can display behavioural, social, physical/sensory or specific learning difficulties as well.

The term 'more able' replaces the previous used term 'gifted'.

See Section 10 for more information on the school's MAT policy.

### **Quality First Teaching (QFT)**

Quality First Teaching is a whole-class teaching concept that focuses on high-quality, inclusive instruction for every student in a class. The term is used within the UK-based literature on SEND provision. Quality First Teaching depends on a wide range of learning methods to be effective, such as the use of resources for special educational needs and disabilities (SEND) and differentiated learning. See Sections 3.1 and 8.

### **Special Educational Needs and Disabilities (SEND)**

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 them..

SEND represents a broad range of students' individual learning and assessment needs along a continuum of learning difficulties (mild, moderate, severe), and also including more able and talented (MAT). Those needs would generally be long term for the student. See Section 2.

## **Related policies and guidelines**

This policy has been developed in alignment with the school's Guiding Statements, and with the standards and practises of the taught programmes of the IBDP and Pearson Edexcel IGCSE, and of the NABSS inspection agency.

Related policies:

- BCA Admissions Policy
- BCA Assessment Policy

## **Process**

The Policy was written by the BCA SEN teacher, the IBDP Coordinator, and the BCA Principal. The inclusion policy of The British College of Gavà (the school's sister school) and the input of the group SENCO were major sources. Further key sources were publications of the IBO relating to inclusion, and the UK Department for Education's "*SEND code of practice: 0 to 25 years*". Sources are listed in the references.

## **Publication Information** (IB PSP 0301-06)

This Policy is for both Internal and External publication (BCA website and Parent Portal)

Supersedes and replaces the 'BCA Additional Learning Needs Policy' 2021

Policy approved date: December 2022

Effective: December 2022

Review date: June 2024

Policy approved by: Principal

## **Policy Statement**

### **1. Legal requirements** (IB PSP 0301-02-0200)

In Andorra the legal framework of inclusive provision for students in school is set by the Govern d'Andorra. At the time of writing (December 2022), our obligations in this respect, as a private, international school, have not yet been fully researched. Nonetheless, the school has established the structures and processes for compliance set out in this policy, following UK and international best practice, and is subject to periodic inspection by the National Association of British Schools in Spain (NABSS), as well as authorisation processes for the IB and Pearson Edexcel examination board.

## 2. Broad areas of need

2.1 Students with SEND may be considered as having one or more of the following areas of need:

- **Communication and interaction**, such as speech, language and communication needs, as well as students with autism or autistic tendencies who experience difficulties communicating and interacting socially (for this policy, this excludes students who have English as an additional language);
- **Cognition and learning**, such as dyslexia, dyscalculia and dyspraxia;
- **Social, emotional and mental health difficulties**, such as attention deficit disorder and attention deficit hyperactive disorder;
- **Sensory and/or physical needs**, such as vision impairment, hearing impairment and physical disability.

2.2 Slow progress and low attainment do not necessarily mean that a student has SEND and will not automatically lead to a student being recorded as having SEND. However, they may be an indicator of a range of learning difficulties.

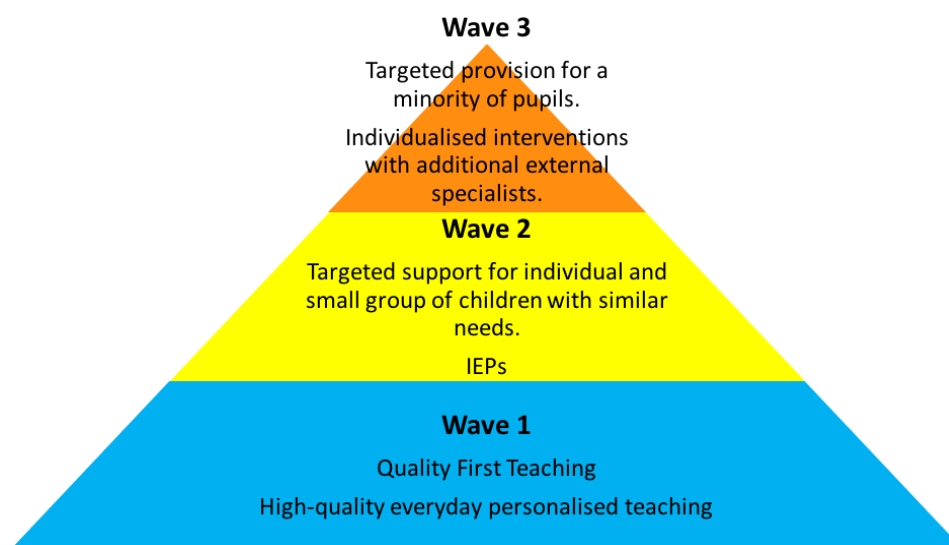
2.3 Equally, it will not be assumed that attainment in line with chronological age means that there is no learning difficulty. Some learning difficulties occur across the range of cognitive ability.

2.4 Difficulties related solely to limitations in English as an additional language are not SEND, these can be shown as inattention, lack of reading and listening comprehension and challenging behaviours. Identifying and assessing SEND for students for whom English is an Additional Language (EAL) requires particular care. The SENCO and teachers will look carefully at all aspects of a student's performance in different areas of learning and development to establish whether lack of progress is due to limitations in their command of English or if it arises from SEND.

2.5 Persistent disruptive behaviours do not necessarily mean that a student or young person has SEND. The school will also be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to students having SEND but it can have an impact on wellbeing.

### 3. Types of Support

To plan for provision at BCA we use the following model, which identifies three tiers, or 'waves' of support:



#### 3.1 Wave 1 (W1)

Wave 1 involves Quality First Teaching which is high-quality everyday personalised teaching that requires the use of different learning materials, flexible grouping, special equipment or an adaptation in the teaching strategy, and perhaps the use of a teaching assistant (TA) in the classroom.

See Section 8 for further information and example strategies.

#### 3.2 Wave 2 (W2)

This is delivered to students who show difficulties in their learning process when the universal measures in W1 are not sufficient to cater for their needs and there is greater need for additional intervention.

Wave 2 is built upon W1 and adds targeted support for individual and small group of students with similar needs. It involves time-limited interventions for students who need help to accelerate their progress to enable them to work at or above age-related expectations.

Push in/out group work with a teaching assistant or specific group intervention with the SEN department would fall in W2. Accommodations in class and inclusive arrangements are representative forms of this additional support as well.



### **3.3 Wave 3 (W3)**

When all the educational provision required to meet a student's needs cannot reasonably be met by the resources at the school at W1+W2, the school will recommend the parents to seek additional external assessment and/or support from an educational and health professional (Speech and Language Therapist, Occupational Therapist, Educational Psychologist, etc.). Costs for these external services are met by parents.

## **4. Procedures**

Key procedures to identify and evaluate SEND and to put in place the appropriate support are set out in a series of flowcharts and checklists for the guidance and use of teachers, which appear within the Appendices to this policy, as follows:

Appendix 1: What to do before referring a student to the SEN department

Appendix 2: Points to document following the meeting with parents.

Appendix 3: The SEN Referral Process

Appendix 4: SEND Referral Form

## **5. Admission of students with SEND**

The following is taken from Sections 1.1 and 1.2 the BCA Admissions Policy.

### Statement of Inclusivity

*BCA will admit any student who we believe will benefit from an education at BCA, and who we believe will thrive in, and positively contribute to, the learning environment of the school. BCA welcomes applications without discrimination by gender, race, ethnicity, sexual orientation, disability, religion, nationality or social background.*

*Access arrangements will be put in place to support a student during any assessments conducted for the purpose of informing an admissions decision. These should reflect the student's normal way of working and align with any current Individual Education Plan (IEP) for that student.*

*The school secures access to an IB education to the broadest possible range of students. (IB PSP 0301-01).*

### Statement of Selectivity

#### *Special Educational Needs and Disabilities*

*Parents of children with special educational needs, physical disabilities, and/or long-term medical conditions must disclose and discuss their child's requirements with the school*

*during the application process. This will enable the school to determine whether the school can offer appropriate support, and access to the curriculum, to ensure that the child can flourish as a learner.*

*Applications are in principle welcomed from all applicants regardless of special needs. Please note, however, that the school's resources and capacity to support students with special learning needs is limited, and BCA is therefore only able to admit those with mild learning difficulties who demonstrate the ability to access and benefit from the regular curriculum, with support from the class teacher, teaching assistant, and assistance from the Learning Support Department.*

*Prior to the Evaluation stage of the admissions process, parents must provide, in confidence:*

- *copies of any psychological or educational evaluations undertaken.*
- *details of any extra academic help or learning support, or individual education plans.*
- *medical information, including certificates, that may have an impact on the student's learning or behaviour.*

*In some cases the school may take advice from external agencies before reaching a decision over admission.*

*The cost of any psychological or educational evaluations is the responsibility of the parent.*

*Where specific provision is required to support a student, parents may be asked to pay an additional charge to meet these needs (staffing and/or resources).*

## **6. Responsibilities (IB PSP 0301-02-0300)**

### **6.1 Special Educational Needs Coordinator (SENCO)**

The SENCO and any delegated assistants:

- Coordinate the provision made to support students with SEND.
- Lead and monitor the operational and strategic development of the Inclusion Policy.
- Provide professional guidance to colleagues and work closely with staff, parents and outside agencies in promoting inclusion through facilitating the provision of high quality and differentiated teaching across the age ranges. Supporting teachers with W1 provision for students who have additional educational needs beyond language acquisition.
- Whenever possible, work with students in the situation most beneficial to them, this may be by withdrawing small groups from class, 1:1, in-class support.

- Provide specific SEND workshops as part of the school's CPD programme to teachers and other support staff.
- Update the SEN register and share it with teachers. Holding SEND meetings with teaching teams in each phase of the school to review the updated registers.
- Facilitate the creation and review of IEPs on a termly basis.
- Communicate with parents and external services in regards to SEND.
- Advise the Senior Leadership Team (SLT) about all current and potential students with SEND, Individual Educational Plans (IEP), internal and external SEND assessments, W1 classroom strategies and further support that could be offered to students with SEND, parents and teachers.
- Work with the Head of Secondary and IBDP Coordinator for examinations involving access arrangements and leading on the collation of all documentation required as evidence in identifying students who require special arrangements for external examinations and process entries in a timely manner.
- Maintain SEND resources and assessments.

## **6.2 Teachers**

- Are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.
- Align their practice to the school's Mission, vision for High Quality Learning and values.
- Support and advocate for students with their needs, gifts and abilities.
- Discuss students of concern with class teachers and tutors (known as 'Key Teachers', see 6.3)
- Engage and collaborate with the collection of evidence and W1 provision regarding SEND referral forms and access arrangements.
- Make sure that all students are able to access the curriculum and make progress through differentiated teaching, learning strategies and W1 provision.
- Collaborate on the creation of IEPs as needed.
- Are aware of students in the SEN Register and make W1 provisions accordingly and consistently.

- Guarantee access arrangements in assignments and examinations.
- Are aware of their involvement in IEPs and implement IEPs correspondingly.

### **6.3 Class Teachers and Tutors (Key Teachers)**

- Are the first point of contact between home and school.
- Coordinate the collection of evidence and W1 provision regarding SEND referral forms and access arrangements.
- Create and review IEPs collaboratively with the SEN dept. adding feedback from teachers wherever needed.
- Manage the communication of IEPs to the student's teachers.
- Inform and work collaboratively with the Head of Secondary School / Primary Coordinator / DP Coordinator and the SEN dept.

### **6.4 Head of Primary/Head of Secondary/IB Coordinator**

- Line manage class teachers / tutors and subject teachers.
- Support teachers in the implementation of W1, when necessary.
- Ensure communication between all stakeholders
- Inspire and direct the teaching and learning for the respective phase of the school.
- Secondary/IB Coordinator: support the applications for access arrangements in the secondary school.

### **6.5 Parents**

- Bring concerns related to their child's learning to the attention of the subject or class teacher, or tutor.
- Communicate with school staff (including attendance at necessary meetings) regarding concerns brought forward either by parents or the school.
- Participate in collaborative decision making with the school, and in implementation of agreed actions.
- Reinforce agreed approaches, including learning strategies, at home.
- Must provide written agreement prior to any intervention from the SEN department.

## **6.6 Other bodies**

The school and parents will at times also work with other bodies, including health and social care bodies (external specialists), local authority support services and voluntary sector organisations.

The school provides a list for parents of locally-based external specialists (e.g. educational psychologists and therapists) who are able to conduct formal assessments (to support the IEP and authorisation of access arrangements for assessments).

## **7. The SEN Register**

7.1 Waves of intervention as well as specific W1 provision and AA are detailed in the SEN Register, which is regularly updated and shared with the teaching staff at BCA.

7.2 Students will be added to the SEN Register following a graduated and cyclical approach:

1. Assess student's skills, needs and attainment.
2. Plan support when a student shows areas of difficulty.
3. Implementation of the support.
4. Review effectiveness of support and its impact on student's progress.

7.3 When students in the SEN register show consistent improvement and their needs are no longer an obstacle for achievement and progress, the SEND support will decrease across the waves of intervention until it is no longer necessary. This may be due to the acquisition of coping strategies from the student or the absence of the need. For a period of time, the SEN dept, Key Teacher as well as any teacher directly involved in the support will keep monitoring the student's progress.

## **8. Quality First Teaching for Wave 1**

As described above (3.1), Wave 1 involves Quality First Teaching which is high-quality everyday personalised teaching that requires the use of different learning materials, special equipment or an adaptation in the teaching strategy. This is addressed to all students in a regular classroom.

To exemplify this approach, the following table links various teaching strategies, which might be thought of as universal, to specific learning disabilities, demonstrating how they might alleviate the challenges faced by the student and provide greater access to the curriculum:

SEN	Common challenges	Teaching strategies in class
<b>ADHD</b> (Attentional Deficit Hyperactivity Disorder)	Hyperactivity and impulsivity	<ul style="list-style-type: none"> <li>• Provide frequent breaks.</li> <li>• Give purposeful tasks in class to allow movement.</li> <li>• Allow the students to stand or scribble when listening.</li> </ul>
	Inattention	<ul style="list-style-type: none"> <li>• Preferred sitting in front row.</li> <li>• Extended time to complete tasks.</li> <li>• Provide time reminders frequently (use timers to stay on task).</li> <li>• Break down tasks to smaller parts.</li> <li>• Use clear, understandable language to give simple instructions.</li> <li>• Make regular checks for understanding.</li> <li>• Set tasks that are realistic and achievable.</li> </ul>
	Organization and planning	<ul style="list-style-type: none"> <li>• Encourage buddy system or peer support.</li> <li>• Use visuals to support organization and planning (timetables, planners, charts, diagrams, checklists, mind maps etc. )</li> <li>• Regular checks to diary and homework.</li> </ul>
	Behaviour in class	<ul style="list-style-type: none"> <li>• Gives immediate and consistent behaviour feedback.</li> <li>• Work on a behaviour plan/contract with the student.</li> <li>• Provide a time-out corner/facility that the students can retire to when arousal levels are high.</li> <li>• Use previously discussed and arranged signals when behaviour needs modifying.</li> </ul>
<b>Dyslexia</b>	Written work	<ul style="list-style-type: none"> <li>• Extended time to complete written tasks</li> <li>• Make regular checks for understanding.</li> <li>• Set tasks that are realistic and achievable.</li> <li>• Use planning structures (graphic organizers or Mind Maps®) to develop writing.</li> <li>• Support and encourage the use of assistive technology.</li> <li>• Provide written photocopied notes of key ideas covered in class.</li> <li>• Accept that spelling is a difficulty.</li> <li>• Mark only key vocabulary when correcting and offer a correct model when wrong</li> </ul>
	Reading	<ul style="list-style-type: none"> <li>• Use simplified text wherever possible.</li> <li>• Divide reading into sections and check for understanding after each section.</li> <li>• Encourage and allow the use of a ruler or paper guide when reading.</li> <li>• Pre-teach or provide subject-specific vocabulary.</li> <li>• Allow extra time for both reading and comprehension.</li> <li>• Reading aloud should be on a voluntary basis.</li> </ul>
<b>Dyscalculia</b>	Understanding & remembering mathematical concepts, rules, formulas and sequences.	<ul style="list-style-type: none"> <li>• Give extra time for completing work.</li> <li>• Provide scrap paper and squared or linear paper to facilitate spatial organization.</li> <li>• In Secondary allow use of calculator when possible.</li> <li>• Link mathematics to real life.</li> <li>• Support multi-sensory learning—write it, talk it through, and explain it back.</li> <li>• Provide teaching notes to circumvent copying.</li> <li>• Offer pre-teaching and post-practice sessions to consolidate new learning. Offer to proofread work to pick up recording and decoding mistakes.</li> </ul>

<b>ASD</b> (Autism Spectrum Disorder)	Social interaction	<ul style="list-style-type: none"> <li>• Reward appropriate behaviours.</li> <li>• Encourage interaction through the use of games, sharing and turn-taking.</li> <li>• Create opportunities to discuss feelings and verbalize the impact of the student behaviours in others.</li> <li>• Make social expectations explicit and clear.</li> <li>• Give a role of responsibility.</li> <li>• Arrange groups previously based on strength.</li> </ul>
	Rigidity of thought	<ul style="list-style-type: none"> <li>• Examine special interests carefully for age appropriateness and safety and use them as a reward</li> <li>• Make constant connections and like of special interests to learning, project based learning works very well for this purpose.</li> <li>• Anticipate transitions, changes in schedule and special events.</li> <li>• Use visual clues to support learning (schedules, checklists etc.)</li> </ul>
	Communication	<ul style="list-style-type: none"> <li>• Create the need to communicate, e.g. asking for time to explore a special interest, request for food or object, etc.</li> <li>• Use simple direct language.</li> <li>• Instead of saying “no” tell the students what it is you want them to do. Reward appropriate responses.</li> <li>• Limit choices; too many choices can cause confusion.</li> </ul>

\*Extracted from “Meeting student learning diversity in the classroom” (IBO, 2013)

## 9. The Individual Educational Plan (IEP)

9.1 An IEP is a plan developed to ensure that a student who has a formerly diagnosed special educational need or disability, and is attending an educational institution, receives specialised learning support and/or instruction. The IEP contains specific strategies, structured targets and action points for the student that are different from or additional to the differentiated curriculum plan that is in place as part of normal provision.

9.2 The purpose of an IEP is to inform the teacher working with the student of specific targets for the student and how these will be reached. It allows the school and teachers to plan for progression; monitor the effectiveness of teaching; monitor the provision for additional support needs within the school; collaborate with parents and other members of staff and to help the student become more involved in his/her own learning and reaching targets.

9.3 As such, adherence to the IEP is mandatory for all those involved in the education of the named student.

9.4 The IEP is a working document and is reviewed regularly, at least three times a year, to ensure that it continues to meet the student’s needs. When reviewing IEPs various factors are considered, which include feedback from both parents and the student, the progress made by the student, the effectiveness of the IEP, any specific issues that impact on the student’s progress, and any amendments made to targets or strategies. After considering the student’s current progress, new targets will be set with an aim to achieve these by the next IEP review.

9.5 IEPs are discussed with parents and the student. 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 three times 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.

## **10. More Able and Talented (MAT) students**

10.1 The principle of Inclusion extends to all students. MAT students are defined above.

At BCA we consider students who have the ability to excel academically in one or more subjects as a more able student (performing above age related average grades or standard scores). A talented student would have the ability to excel in practical skills such as sport, artistic performance or leadership.

10.2 In order to identify these students, qualitative and quantitative data needs to be collected, including test data, results of teacher assessment, rate of progress as well as teacher and parent observations and examples of student's work.

10.3 Differentiation is the first universal measure that allows teachers to pitch class content and delivery according to the needs of all students including sufficient challenge for MAT students. Teachers should provide learning extension areas in which the student's exceptional ability is demonstrated by greater depth, conceptual challenge, project-based learning, and applied research linked to specific topics.

Teachers should also encourage students to participate in external learning activities and competitions based on areas of talent or subjects of choice.

## **11. Access Arrangements**

11.1 The school will seek access arrangements for students with SEND to ensure that the assessment of their performance and learning is fair, accurate and reliable.

11.2 Examination boards require any access arrangements requested to reflect a student's normal way of working and not to be introduced solely for the purpose of the summative assessments. Access arrangements will therefore also be provided, where appropriate, for classroom activities and for internal assessments. Any planned access arrangements will therefore be specified in the learner's IEP and the SEN register.

11.3 At BCA, examination boards comprise Pearson Edexcel (IGCSE) and the International Baccalaureate (Diploma Programme). The aim of access arrangements is 'to remove or reduce barriers that students may face in teaching, learning and assessment' (IBO, 2022).

11.4 The school guarantees access arrangements in internal and external examinations to those students with evidence of SEND. The arrangements provided by the school will follow the procedures set out in the documents *'Access Arrangements and Reasonable*



*Adjustments'* (JCQ, 2022) for IGCSE year groups and '*Access and inclusion policy*' (IBO, 2022) for DP examinations. See also Appendices 5,6 and 7 of this policy.

11.4 The procedure for requesting access arrangements will be led by the Head of Secondary for IGCSE and the Head of DP for the IBDP, in collaboration with the SENCO and with the appropriate consent from the candidate and their parent(s) or legal guardian(s). Where supporting documentation is required, an external psychological, psycho-educational or medical report will be requested, undertaken and dated within three years of the intended examination session in line with requirements stipulated by the examination boards. Additional educational evidence from the school - IEP, summary of arrangements provided to the candidate in order to access learning and assessment, and/or samples of work from candidate's subject teachers - will also be requested where necessary.

11.5 It is the responsibility of the subject teacher to check the SEN register where all access arrangements for each SEND child will be detailed. The SENCO will additionally meet with teachers to ensure these are in place in a timely manner before the day of the assessment. The SENCO will meet with students individually to follow up, and regular coordination will be held with and between teachers to monitor student progress. The SENCO will attend regular subject group DP meetings with DP teachers and the DP Coordinator.

## **12. Confidentiality**

All assessments, reports, individual plans and student's personal and sensitive information are strictly confidential and must not be shared with anyone not directly involved in the student's education.

## **13. Complaints**

Complaints from parents of children with SEND, about the provision made at the school, should follow the process set out in the BCA Complaints Policy.

## **Reference List**

Department for Education; Department for Health (UK Government). *SEND code of practice: 0 to 25 years*. Retrieved November 25, 2022

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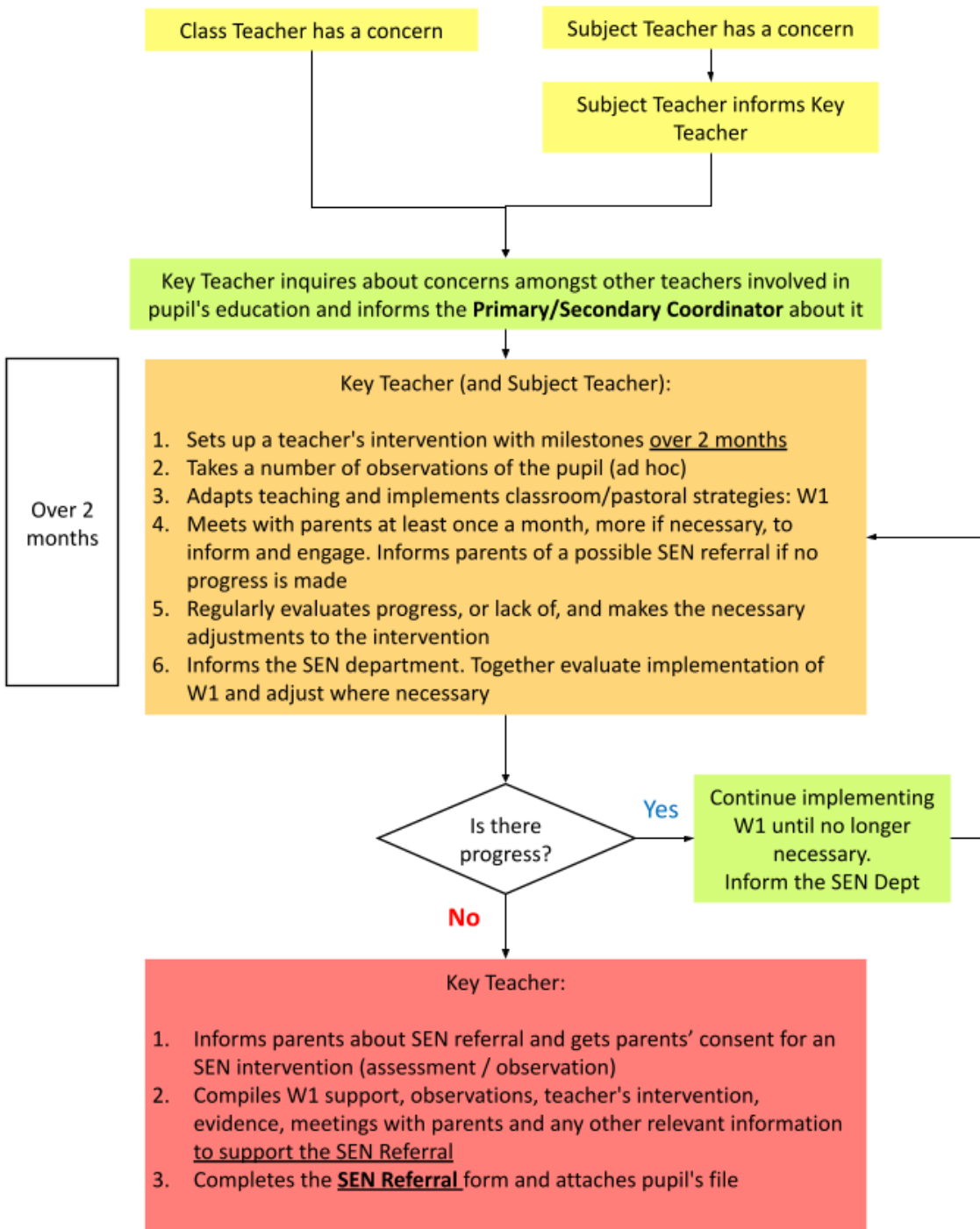
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Appendix 1: What to do before referring a pupil to SEN

## What to do before referring a pupil to SEN

*Key Teacher = Class Teacher / Tutor*



## Appendix 2: Points to document following the meeting with parents

### Points to document following the meeting with parents:

1. Timetable after school and weekends (for example, has the child got an excessive of after school activities?).

2. Bedtime:

- Total hours
- Quality of sleeping
- Where and who sleeps with the child

3. Eating habits:

- when, where and what happens during meals?
- How and who: sitting on table, wandering around, tv on/off, self-feeding, etc.

4. Independent habits at home (chores, dressing up, feeding, etc.)

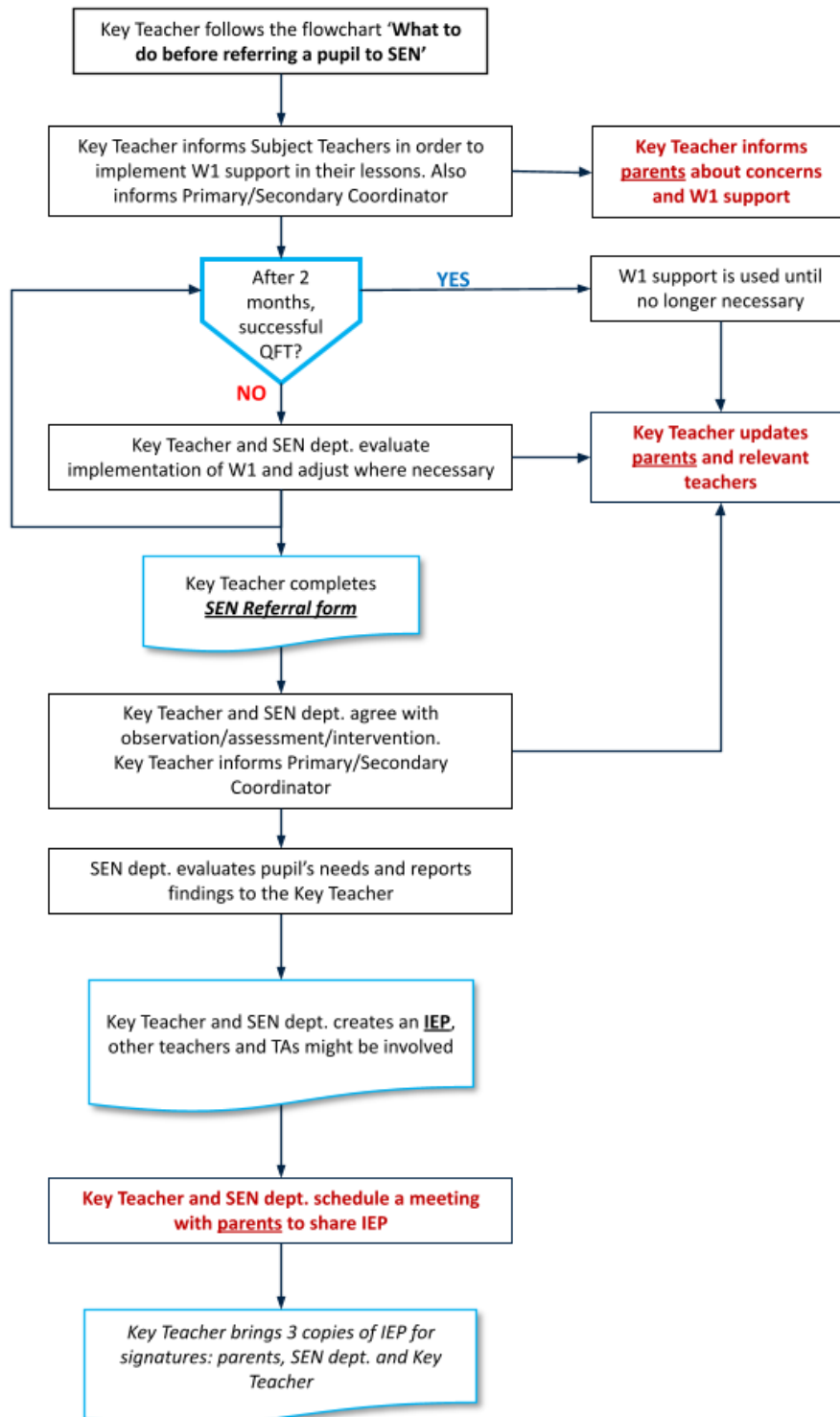
5. Behaviour and disciplinary methods at home. Parenting style (authoritarian, permissive, uninvolved, balanced)

6. Play and leisure time. Describe activities.

7. Screen time

## SEN REFERRAL PROCESS

*Key Teacher = Class Teacher / Tutor*





**SEND REFERRAL FORM**

<b>Student's name:</b>	<b>Date of birth:</b> dd / mm / YYYY	<b>Year Group:</b>
<b>Teacher referring:</b>	<b>Referral date:</b> dd / mm / YYYY	

Please, complete the form with as much accuracy and detail as possible prior to being submitted. Attach evidence of concerns like class work and any examples to support the referral.

**COMMUNICATION**

Have the **parents** been informed and met about concerns? Yes  No

Has your **Primary/Secondary Coordinator** been made aware of your concerns? Yes  No

**LANGUAGE**

**Mother tongue(s):**

**English Levels (Basic, Intermediate, Advance):** Listening:                      Reading:                      Writing:

Speaking:

**Other languages spoken:**

**STRENGTHS**

What is the child good at? (sports, socialising, contributing in lessons, art, kindness, etc.)

**NEEDS AND BARRIERS TO LEARNING.** Click where appropriate:

<b>Cognition and learning</b>	<b>Social, emotional and mental health</b>	<b>Physical and sensory</b>	<b>Communication and interaction (difficulties in native language only)</b>
<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Numeracy <input type="checkbox"/> Speech and language <input type="checkbox"/> Attention <input type="checkbox"/> Concentration <input type="checkbox"/> Other:	<input type="checkbox"/> Non-compliance with adult directives <input type="checkbox"/> Following instructions <input type="checkbox"/> Easily frustrated <input type="checkbox"/> Mood swings <input type="checkbox"/> Social / peer interaction <input type="checkbox"/> Adaptive behaviour <input type="checkbox"/> Other:	<input type="checkbox"/> Coordination <input type="checkbox"/> Balance <input type="checkbox"/> Handwriting <input type="checkbox"/> Difficulties to stay still <input type="checkbox"/> Clumsiness <input type="checkbox"/> Hearing <input type="checkbox"/> Vision <input type="checkbox"/> Other:	<input type="checkbox"/> Speech & language <input type="checkbox"/> Linguistic competence <input type="checkbox"/> Problems taking part in conversations <input type="checkbox"/> Words used incorrectly <input type="checkbox"/> Other:

Difficulties accessing the curriculum:

**W1 Provision**

W1 support provided to address barriers to learning?

<b>DO – Actions taken:</b>	<b>REVIEW – What was the impact:</b>

Is the student receiving **counselling/well-being/psychological support**?

Yes  please add details (since when, where, reason, etc.)

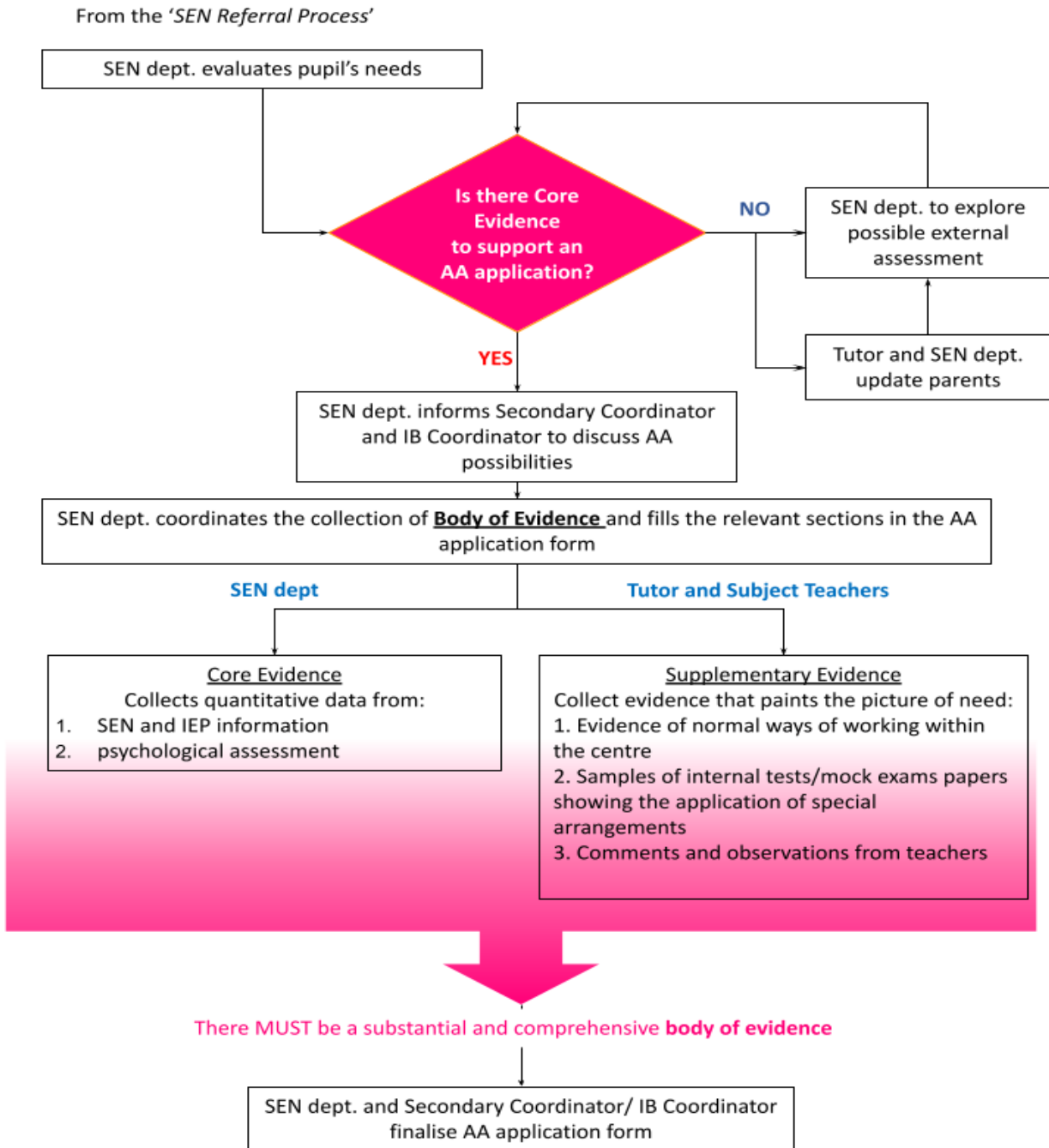
No

**Observations and other relevant information:**

**What outcome(s) would you like from this referral?**

# Access Arrangements

*Pre-examination adjustments for candidates based on evidence of need and normal way of working*





Appendix 6: Access Arrangements for IGCSE Examinations

Access Arrangements which must be processed online	Access Arrangements which do not need to be processed online
<ul style="list-style-type: none"> <li>● Bilingual dictionary <b>with 10% extra time</b></li> <li>● Computer reader/reader</li> <li>● 25% extra time</li> <li>● Extra time over 25%</li> <li>● Practical Assistant</li> <li>● Scribe/speech recognition technology.</li> </ul>	<ul style="list-style-type: none"> <li>● Amplification equipment</li> <li>● Bilingual dictionary</li> <li>● Braille transcript</li> <li>● Braille readers</li> <li>● Closed Circuit Television (CCTV)</li> <li>● Colour naming by the invigilator for candidates who are colour blind</li> <li>● Coloured overlays</li> <li>● Communication Professional (for candidates using Sign Language)</li> <li>● Examination on coloured/enlarged paper</li> <li>● Fidget toys and stress balls</li> <li>● Live speaker for pre-recorded examination components</li> <li>● Low vision aid/magnifier</li> <li>● Non-electronic ear defenders/ear plugs</li> <li>● Optical Character Reader (OCR) scanners</li> <li>● Prompter</li> <li>● Read aloud (which can include an examination reading pen)</li> <li>● Separate invigilation within the centre (sitting the examination outside of the main examination hall/room, e.g. a room for a smaller group of candidates)</li> <li>● Squared paper for visual spatial difficulties</li> <li>● Supervised rest breaks</li> <li>● Word processor.</li> </ul>

(JCQ, 2022)

## Appendix 7: Access Arrangements for IBDP Examinations

Flexibility in duration of examination, course or deadline	Authorization required?
Access to additional time	Yes
Extra time (for additional language learners)	Yes
Rest breaks	No
Deferral	Yes
Extensions	Yes
Extra opportunities to retake examinations	Yes

Flexibility in examination location	Authorization required?
Separate room	No
Seating	No
Alternative venue	Yes

Flexibility in presentation of the examination or input	Authorization required?
Access to modification in presentation	Yes
Access to reading	Yes
Reader (for additional language learners)	Yes
Communicators	No
Sign language interpreters	Yes
Aids	No
Clarification of examination directions	No
Colour naming (for students with colour blindness)	No

Flexibility in method of response	Authorization required?
Word processor (for additional language learners)	Yes
Access to writing	Yes
Access to speech and communication	Yes
Access to a calculator	Yes

Use of human assistance	Authorization required?
Care assistant	No
Prompter	No
Communicator	No

Use of human assistance	Authorization required?
Practical assistant	Yes
Reader	Yes
Scribe	Yes
Designated person to clarify examination directions	No
Designated person to name colours (for students with colour blindness)	No

Non-standard flexibility for an individual student	Authorization required?
Access to reasonable adjustment	Yes

(IBO, 2022)