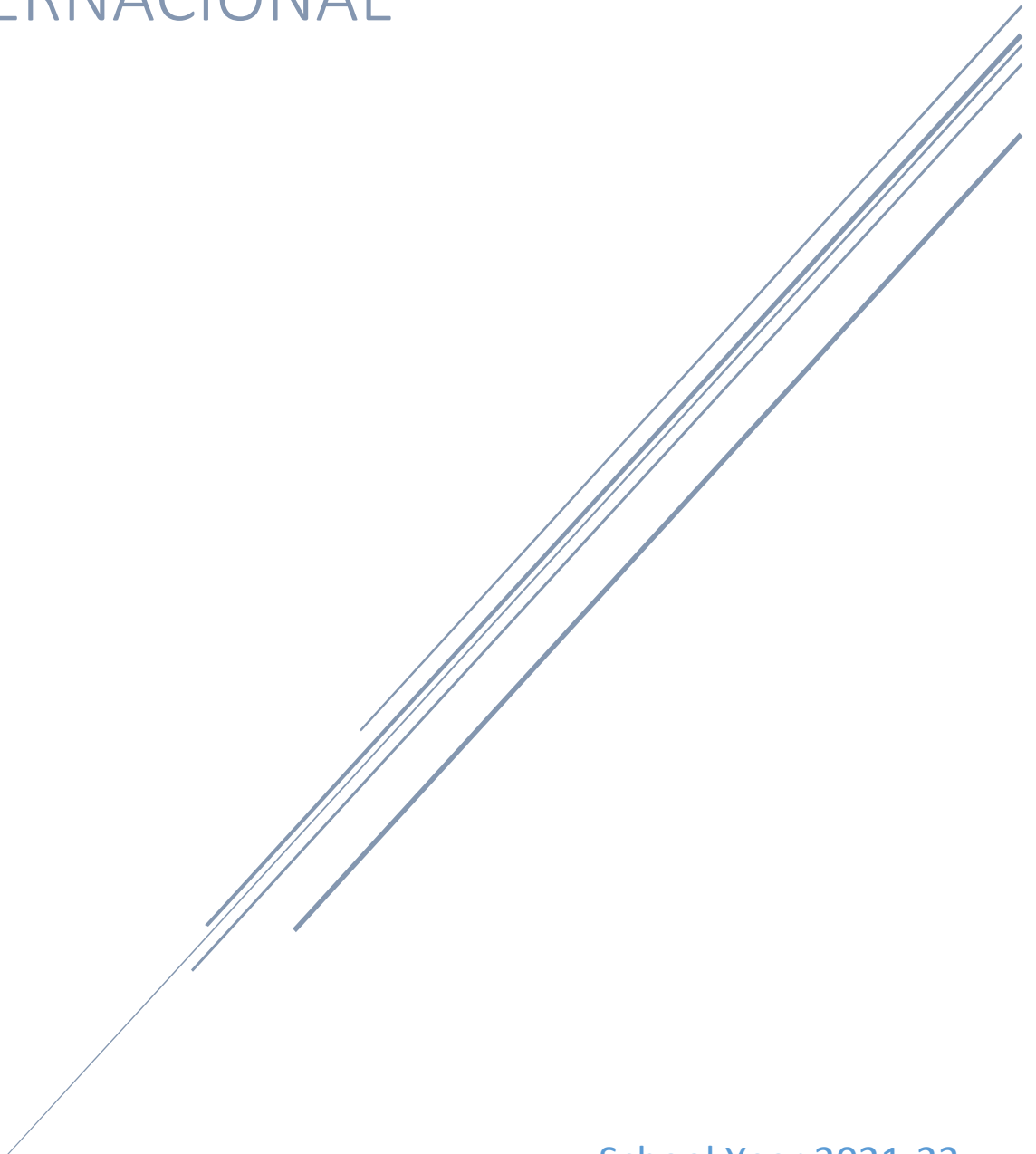


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SPECIAL EDUCATIONAL NEEDS POLICY

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1. Introduction

Diversity is a reality in educational establishments that must be addressed by all teaching staff. Attention to diversity aims, through the application of different measures in the school and in the classroom, to eliminate barriers to learning, harmonizing the response to the educational needs of students with the achievement of the objectives of each of the educational stages.

The appropriate educational response to all pupils is conceived on the basis of the principle of inclusion and normalization, on the understanding that this is the only way to guarantee their development, favour equity and contribute to greater social cohesion.

Attention to diversity is a need that covers all educational stages and all students. In other words, it is a matter of considering the diversity of pupils as a principle and not as a provision corresponding to the needs of a reduced group of pupils, as is reflected in the normative developments that regulate the organization and curriculum of the different educational stages in the Autonomous Community of the Canary Islands.

In this way, measures and actions for the attention to diversity (including specific educational support needs) must be adjusted, among others, to the principles of standardization of services, flexibility in the educational response, prevention in actions from the earliest ages and personalized attention.

This document on Special Educational Needs Policies contains the intervention measures developed by the Arenas Schools and forms part of the Schools' Educational Project, in accordance with both the National Programme and the International Programmes that are taught (PYP, MYP and IB's Diploma).

Objectives

The main objectives of the Special Educational Needs Policy, derived from the Educational Project of the Arenas Schools are:

- Contemplate general and specific measures to prevent difficulties and provide appropriate responses to pupils' needs.
- To guarantee the coordinated action of the teaching staff for the correct application of the measures for attention to diversity.
- To provide pupils with an appropriate, quality educational response that will enable them to achieve the greatest possible personal and social development.
- Specially adapt this educational response to pupils with specific educational support needs.
- Plan educational proposals of organization, procedures, methodology and evaluation adapted to the needs of each student.
- Establish channels of collaboration between all teachers who work with pupils with specific educational support needs.
- To organize the personal and material resources of the school in order to provide an adequate educational response to all pupils and, fundamentally, to those with specific educational support needs.
- Encourage the participation of families and involve them in the educational process of their children.
- Establish coordination with professionals, institutions or organisations outside the Schools.

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2. Specific Educational Support Needs in the Arenas Schools

Specific educational support needs are defined as the following:

- Special educational needs.
Those presented by pupils who require, during a period of their schooling or throughout it, certain support and specific educational attention derived from intellectual, motor, hearing or visual disabilities, severe behavioural disorder or autism spectrum disorder.
- Specific learning difficulties.
Those presented by pupils who have difficulties in the processes involved in reading, writing or arithmetic calculation with relevant implications for their school learning.
- Attention deficit disorders with or without hyperactivity.
When the pupil presents specific educational support needs characterised by persistent inattention, hyperactivity or impulsivity, or a combination of these, which has a negative impact on their participation in school activities and their relationship with others.
- Late entry into the education system.
Those presented by pupils who have entered the education system late for whatever reason and who have difficulties in following the curriculum in comparison with their peers.
- Special personal conditions or school history.
When the pupils show difficulties in the acquisition of the objectives and competences foreseen for their reference group due to an inadequate or insufficient schooling, socio-cultural limitations, temporary or chronic illness or health problems, or cognitive functional performance difficulties.
or neuropsychological impairments, which, without being a disorder or disability, influence school performance and create difficulties in curricular progress. These pupils may have communication, language or speech difficulties resulting from one or a combination of several of the above reasons.
- Communication and language difficulties.
Those difficulties, acquired or congenital, that pupils have in the field of communication and language and which are relevant to their school development or learning.
- High intellectual abilities.
When the student manages and relates multiple and varied cognitive resources simultaneously and effectively, or excels exceptionally in one or more of them. In addition to mainstream education, these pupils should be provided with the specific resources they require, in part or throughout their schooling, to identify and minimise barriers to learning and participation.

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3. Identification of pupils with specific educational support needs

The Counselling Department, as well as the agents of the educational community, will promote the early identification of pupils' educational needs. The aim of this is to favour curricular progress and develop preventive programmes aimed at the pupils' success during their schooling. In this way, these actions will facilitate the overcoming of the barriers detected and the development of inclusive educational measures for those who do not overcome them.

From the Counselling Department, we understand early detection as a process that will cover any moment of the student's school life, attending to the changes, transitions or contextual barriers that may pose a difficulty for them to achieve the full development of their competences and, therefore, success and continuity at school.

The purpose of early identification will be to intervene and respond immediately to the difficulties detected and the help that needs to be offered. To this end, schools will make the necessary organisational, methodological or any other kind of adjustments and changes to meet the needs of all pupils.

The identification and assessment of students' educational needs will be carried out by the Counselling Department.

The necessary information may be gathered through collaboration with other agents and Administrations with powers for prevention, detection and intervention with the school population, promoting action plans with the health and social services for the promotion of personal autonomy and care in order to provide a coordinated response to the needs detected, each within their area of competence.

In this process, teachers, the family and any other professionals involved will collaborate.

When, in the first years of schooling, pupils are identified as having limitations in academic-functional skills which, without presenting a disability or other specific educational support needs (SEN), affect to their curricular development and the acquisition of basic learning, and require specialised attention from the professionals, a proposal will be made for their preferential intervention in their class-group environment. This priority will be established taking into consideration the specialised attention needs for students with SEN at the school and the opinion of the Counselling Department professionals.

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4. Diversity Attention Measures.

Actions envisaged to meet specific educational support needs.

In accordance with the provisions of Decree 25/2018 of 26 February, attention to diversity will focus on the identification and elimination of barriers to learning and the participation of all students, with the aim of planning improvements in educational cultures, practices and policies.

The personal and specific resources for the attention to the specific educational support needs or difficulties existing in the pupils should tend towards new forms of organisation and integration in the ordinary classroom through collaborative action with the classroom teacher responsible for the area/subject/subject, so that specialised interventions outside the class group are carried out only for absolutely necessary cases.

The measures to cater for the diversity of the student body will be mainly the following following:

- **Ordinary measures**: those aimed at promoting the full and balanced development of the competences explicit in the objectives of each of the stages, through modifications in the educational context referring to changes in the organisation of teaching or in the interactions that take place in this context.
- **Extraordinary measures**: these refer to adaptations to the means of access to the curriculum, adaptations to the different elements of the curriculum or adaptations that require its extension or enrichment.

Curricular Adaptations

The curricular adaptation of a subject is an **extraordinary measure** to respond to the needs of pupils. As far as possible, and as a guarantee of inclusion, teachers must maintain a common learning framework in which the participation of all pupils in the activities programmed for their reference group is allowed and encouraged.

Curricular adaptations involve the adaptation of methods, procedures and resources, depending on the type of need that the student may present. On those occasions when the ordinary curriculum does not respond to the needs of the students, various strategies may be established which may consist of the adaptation, extension, modification or elimination of certain prescriptive elements of the curriculum, based on the **learning situations** proposed for the student's class group.

Curricular adaptations must be proposed in the corresponding **psycho-pedagogical reports** drawn up by the Counselling Department. They will be drawn up on the basis of the recommendations contained in the corresponding report, as a result of the conclusions reached after the assessment process.

In the Psycho-pedagogical Pre-report and in the Psycho-pedagogical Report and its respective Updates carried out by the Counselling Department, the type of response necessary to respond to the educational needs of the pupils and the resources necessary to carry it out (type of adaptation; professionals who intervene with the pupils, etc.) are established.

At the beginning of each academic year, and after the initial assessment, the necessary meetings will be held between the teachers involved to establish the curricular objectives and assessment criteria, and to coordinate the areas of intervention between all the teachers involved. Likewise, a **report** will be drawn up **to inform** about the level

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of competence or curricular reference of the pupils in all the areas/subjects. This report will be signed by all the teachers of the area/subject/subject that teach the students.

Once the initial assessment has taken place, the tutor will inform families about the adaptations to be made in the different subjects, the organisational and methodological measures planned, the level of curricular competence expected to be reached at the end of the school year and the consequences of the application of this measure at the different levels in terms of assessment, promotion and qualification.

These indications must be included in writing by the tutor in the "**Previous information document on the evaluation of curricular adaptations**", which can be given to the family at the beginning of each school year, with acknowledgement of receipt and attached to the document of the curricular adaptation of the pupil.

It is the responsibility of the tutor and/or specialist teachers of each subject in secondary education, with the advice, where appropriate, of the Counselling Department, to prepare, apply and evaluate the curricular adaptation (CA or ACUs) carried out, as well as its qualification.

With regard to this section, the following aspects should be highlighted:

- The document containing the CA or ACUS is called "**Document of the curricular adaptation**", and must include at least the general data of the student; data and signature of the professionals involved in its preparation and development; programming of the areas or subjects adapted and of the previous or transversal areas; organisation of the response; adaptations in the context of the school and classroom; monitoring and assessment calendar, and accompanied by the supporting documents. For its preparation, it will be necessary to start from the information gathered in the guidelines proposed in the psycho-pedagogical report, the current curriculum and the classroom programme in which the student is enrolled. The CA or ACUS document will be drawn up or updated and will begin to be applied before the end of October of each school year, and parents, guardians or legal tutors will be able to see it if they request it from the school.
- In Pre-school and basic education, the tutor will be responsible for coordinating the preparation of the curricular adaptations and their monitoring, when there are several adapted areas or subjects, developing the common sections of the "Curricular adaptation document". The area or subject teacher will be responsible for planning and preparing the curricular adaptation with the collaboration of the Counselling Department and other professionals who have a bearing on the educational response of the pupils in that area or subject.
- The CA or ACUS will be developed for a school year by the corresponding area or subject teacher in basic education, by the tutor in Infant Education. In addition, the tutor must have the participation of the Head of Studies for the appropriate organisational decisions. **The management teams** of the schools **will ensure the safekeeping of** the "Curricular Adaptation Document" of the pupils enrolled, sending it to the receiving school in the event of the pupil's transfer.
- This adaptation will be monitored at least once every term, with the last term being the end-of-year monitoring. These follow-ups, which will be coordinated by the tutor with the participation of the teachers of the adapted areas or subjects,

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and other participating professionals, will allow the family to be informed of the evolution of the student's learning with respect to their CA or their ACUS.

- The final monitoring report will become part of the "**Document of the curricular adaptation**" and will allow decisions to be taken for the following year, being signed by the tutor, by the Counselling Department, by the rest of the professionals who have participated, and with the Vº.Bº. of the school's management.
- It will be the tutor who coordinates the preparation and is responsible for the completion of the termly and final monitoring report, the content of which will include at least the sections referred to in the document.
- The assessment of the adaptation will be the responsibility of the teaching staff involved in its development and implementation and will be included in the quarterly and final monitoring. The grades obtained, as well as a qualitative assessment of the progress of each student in his or her curricular adaptation, will be reflected in a document such as the one proposed, which is called "**Report on the assessment of the curricular adaptation**". The assessment of subjects with CA or ACUS will be based on the assessment criteria established in the curricular adaptation itself. In the official assessment documents for students with SEN with CA or ACUS, reference should be made to the assessment criteria set out in the CA or ACUS itself, and a positive grade does not in any case imply the passing of the area or subject corresponding to the level the student is studying, but rather the passing of the assessment criteria of the CA or ACUS itself, indicating progress in the latter.
- **In the Baccalaureate**, adaptations may be made which imply modifications to the ordinary curriculum, but which do not affect the abilities expressed in the objectives essential to achieve the corresponding qualification.
- The coordination meetings of the teaching staff who carry out the CA or ACUS will be held in the monitoring sessions and assessment meetings. Likewise, the determination of the procedures for its implementation through the flexibility of the organisation or other strategies will also be included, with the head of studies overseeing compliance.
- When the modifications foreseen with respect to the previous year are not relevant or numerous at the discretion of the tutor and the teaching staff of the adapted areas or subjects, the same document may be kept, adding an annex with the modifications. This appendix must contain at least the student's details, the changes or modifications and the tutor's signature. After three school years have elapsed since the first document was drawn up, a new one must be drawn up.
- In the case of **newly assessed students**, the curricular adaptation document must be formalised within one month, counting from the day after the date on which the psycho-pedagogical report has been signed.
- In order to initiate the process of carrying out the curricular adaptations of students with SEN who require it, the Head of the Schools or the member of the management team delegated by him/her, at the proposal of the tutor, will convene a meeting to be attended by the teaching staff whose area or subject is the object of curricular adaptation and the counsellor who intervenes in the School or case.

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Personalised Education Programmes (PEPs)

CAs or ACUS of a domain/area or subject will be developed through tailor-made educational programmes.

A PEP is a set of temporary activities, sequenced and adapted to each student who presents difficulties in the achievement of one or more objectives or curricular content, and aims to reduce the problems that interfere in the adequate development of their learning.

The activities which make them up must be developed in a methodological context which is adapted to the individuality of the pupil for whom they are intended.

The aim of these programmes is for pupils to acquire skills, reasoning, basic aptitudes, adaptive and functional behaviour, etc., prior to or across the different areas/areas or curricular subjects, as well as the acquisition of curricular objectives.

The educational needs of students with SEN will be addressed through different PYPs which, as a whole, will make up the development of the CA or ACUS.

Some characteristics of the PEPs are as follows:

- The PEPs will be aimed at the acquisition of certain objectives, competences or curricular content, strategies and resources for accessing the curriculum, or at achieving skills, reasoning, basic aptitudes, adaptive and functional behaviour, etc., prior to or transversal to the different curricular areas or subjects, the latter being the priority task of the specialist SEN support teachers (if they exist at the school).
- Each PYP should specify its link with the CA or ACUS, where appropriate, describing what aspect of it it develops and its justification in terms of the characteristics of the students. For each PYP, the objectives, key competences, contents, assessment criteria, methodology, resources and activities, the number of sessions and their duration should be indicated, specifying, in each case, what the specialist SEN support teacher (if there is one at the school), the teachers of the adapted field/area or subject and/or the participation of other professionals or the family, where appropriate, will work on.
- Although the PEPs are preferably aimed at developing CA and ACUS, they may also be used in cases prescribed by the psycho-pedagogical report completed in the psycho-educational guidance proposal, the psycho-pedagogical pre-report, or as a reinforcement strategy for pupils who need it. The application of PEPs for pupils identified by the Counselling Department as having dyslexia or dysgraphia, by means of a psycho-pedagogical report, who present difficulties in orthographic processing will be carried out, preferably, by the teachers who teach the area or subject of Spanish Language and Literature or other teachers considered by the Pedagogical Coordination Committee.

Personalised educational programmes may include, among other things:

- The improvement of executive functions and different types of attention, memory, planning strategies and fluency, or cognitive flexibility.
- The improvement of contextualised reasoning in the curricular domain/area or subject such as logical, mathematical, verbal, sequential or inductive reasoning.

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- The improvement of perceptual management and spatial aptitude related to the areas or subjects.
- Improving linguistic communication skills, phonological awareness, reading and writing processes, and mathematical calculation skills.
- Training in self-instruction and behavioural control.
- Stimulation of creativity.
- Social skills training.
- The improvement of conceptual, practical and social adaptive skills.
- The improvement of self-esteem or curricular reinforcement for pupils with SEN in basic education.

Different, closely related and complementary aspects of the numbered aspects can be planned in the same personalised educational programme and, if possible, around a theme of interest to the pupil.

The timeframe for developing a personalised educational programme should preferably be between one and three months.

Psycho-pedagogical evaluation

The professionals of the Counselling Department of the Arenas Schools are responsible for the evaluation and identification of the specific educational support needs of the pupils. For this purpose, the contributions made by the teachers, the family or the pupil's legal representatives and any other professional involved in the assessment and response to these pupils will be taken into consideration.

The main objective of the psycho-pedagogical assessment is to determine the most appropriate organisational, methodological and curricular aids, resources and measures to enable inclusive attention to student diversity.

The psycho-pedagogical assessment must be carried out, **after informing the parents** or legal guardians, when any of the following circumstances apply:

- When it is foreseen that the pupil needs curricular adaptations or significant curricular adaptations in one or more subjects.
- When assessments or reports from other public bodies or services are provided which indicate some type of disability, disorder or difficulty that interferes with the evolution of their learning. These must be considered by the professionals of the Counselling Department in order to establish, if necessary, a more appropriate educational response.
- By decision of the professionals of the Counselling Department or by referral from the Education Team, with the prior knowledge of the Head of the Schools of the students who may have clear signs of SEN.

In order to prepare the psycho-pedagogical assessment, the teaching team, coordinated by the tutor, will provide the professionals of the school's Counselling Department with all the relevant information about the student that is available to them regarding his/her **competence and curricular reference, socio-emotional competence, learning style, classroom, school and family context**.

Given our reality as private schools not supported by public funds, requests for new psycho-pedagogical evaluations and updates by the professionals of the Regional Ministry of Education to respond to students who may foreseeably present SEN and who may require a significant curricular adaptation, must be sent by the school management to the local Education Inspectorate **before 31 October of** each school

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year. To this end, the provisions of the order of 1 September 2010 and the resolution of 31 August 2012 must be considered, in addition to the provisions of the regulations governing attention to student diversity in the field of non-university education in the Canary Islands. If this procedure is favourable, it will be sent to the Directorate General for Educational Planning and Innovation before the following 15 November.

0.1.1. Pre- Psycho-pedagogical Report

All pupils with SEN should have a psycho-pedagogical pre-report (hereinafter, PIP) for individualised attention. This will be drawn up by the professionals of the Counselling Department of the Centres, informing parents or legal guardians beforehand. It will include the conclusions of the detection and pre-identification process at an early stage or at any time during their schooling, according to the procedure established for each of the circumstances that generate SEN.

This PIP should gather sufficient information to guide the intervention of the teachers who teach these students. Other teachers may participate in the intervention. The psycho-pedagogical assessment will be completed during the academic year in which it has been detected, and at the latest in the following year, and will be concluded in a psycho-pedagogical report, if necessary.

The PIP will be the starting point for the psycho-pedagogical report, which will be prescriptive, in all those cases in which the need to establish a curricular adaptation (CA) or a significant curricular adaptation (ACUS) is foreseen, in one or several areas or subjects.

It will not be necessary to carry out the PIP and the assessment and preparation of the psycho-pedagogical report will be carried out directly, in cases where material and personal resources that are difficult to generalize are required, or exceptional schooling in COAEP, AE or CEE is foreseen.

When it is necessary to refer pupils for assessment by other authorities, e.g. health authorities, the PIP will be referred to as the **Educational Referral Report**.

The PIP will be initiated when there are indicators that the student has a possible SEN and that, in addition, there is a mismatch of at least one year in their curricular reference level at the level of skills, in the evolution of their learning and in the acquisition of the objectives and basic competences.

This report should include at least a synthesis of information from learners on the following:

1. Pupil's details.

1.1. Personal data.

1.2. Health and socio-family conditions, if necessary.

1.3. Reason for the evaluation (at whose request and why).

2. School history (academic development of the pupil, inclusive or other responses to the educational needs of the pupil, measures taken by the school and results, justification and assessment of these measures by the teaching team).

3. Data on the level of competence.

3.1. Curricular competence.

3.1.1. Academic achievement of objectives for each area or subject and degree of development or acquisition of basic competences.

3.1.2. Academic competence based on the processes underlying reading, writing and arithmetic, where there is a lack of proficiency in the areas or subjects most closely related to these processes.

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- 3.2. Cognitive competence.
- 3.3. Socio-emotional competence, if needed.
- 3.4. Communication and language competence, if necessary.

4. Conclusions and guidelines for planning the educational response: personalized educational programmes to be developed.

0.1.2. Psychopedagogical Report

The result of the psycho-pedagogical assessment shall be set out in a report containing an **opinion or a proposal for psycho-educational guidance**. This report must include, at least, a summary of the pupil's information relating to the following:

1. Pupil's details:

- 1.1. Personal data.
- 1.2. Reason for the assessment.
- 1.3. School history.

2. Personal health conditions and observations on medical-health measures

3. Data on the level of competence:

- 3.1. Curricular competence: academic achievement and academic competence.
- 3.2. Cognitive competence.
- 3.3. Socio-emotional competence.
- 3.4. Learning style.
- 3.5. Communication and language.

4. Data on the teaching-learning process in the school context:

- 4.1. Classroom context.
- 4.2. School context.

5. Socio-family context.

6. Relevant documents:

- 6.1. List of standardised and non-standardised instruments or tests used in the scanning.
- 6.2 If there are other psycho-pedagogical pre-reports or reports, they shall be outlined, including the Communication and Language report.
- 6.3. Updates to the psycho-pedagogical report, if any.
- 6.4 Other documents, if any.

7. Opinion/Proposal

The psycho-pedagogical report will conclude in an **opinion** when:

- a) Once the psycho-pedagogical assessment has begun, it can be foreseen that students with SEN will require curricular adaptations or significant curricular adaptations and extraordinary personal or material means during their schooling, which are difficult to generalise, and when they no longer need these measures.
- b) The personal situation of the pupil is significantly modified, and curricular adaptations or significant curricular adaptations or exceptional personal or material means are necessary during their schooling, which are difficult to generalise or when they no longer need such measures and means and when they no longer need these measures.
- (c) The needs of the pupil necessitate an exceptional form of schooling or a change from mainstream to exceptional forms of schooling and vice versa.
- d) When the student has high intellectual abilities.

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In the event that the psycho-pedagogical report concludes with an **opinion**, the following sections shall be completed:

7.1. Personal data.

7.2. Conclusions of the psycho-pedagogical assessment process. General development of the pupil.

7.3. Identification of the type of SEN the student has.

7.4. Guidance on the psycho-pedagogical proposal, on organisational and methodological aspects, and on the type of personal and material support, taking into account the resources available:

7.4.1. Type of CA/ACUS and areas or subjects adapted.

7.4.2. Guidance for developing CA/ACUS and SPPs

7.4.3. Type of personal and material support.

7.5. Minutes of the family information meeting.

7.6. Reasoned proposal for schooling.

7.7. Time limit for review of the schooling proposal, if applicable.

When it is concluded that none of the measures and resources in the previous section are necessary, the report will be replaced by a proposal for psycho-educational guidance which will not require the approval of the coordinator of the Team or of the corresponding Inspector or Inspector of the area.

In the event that the psycho-pedagogical report ends in a **proposal for psycho-educational guidance**, the following sections shall be completed:

7.1. Conclusions of the psycho-pedagogical assessment process. It should include, if applicable, the identification of the SEN presented.

7.2. Guidance for the psycho-pedagogical response that best meets their needs.

7.3. Minutes of the family information meeting.

7.4. Deadline for revision of the proposal.

0.1.3. Psychopedagogical Assessment Update

The psycho-pedagogical report must be updated when two school years have passed since its date of issue or its last update, and always in the sixth year of Primary Education, unless the first report or its last update was carried out in the 5th year of this level and the 6th year is not repeating it. In ESO, the update shall be carried out at least once between the ages of 12 and 15. Likewise, it will be carried out whenever there is a substantial modification of any of the circumstances that led to it being carried out.

All psycho-pedagogical reports that include as a response the curricular adaptations in the areas or subjects that require it, as well as those other support and reinforcement measures that require an evaluation and psycho-pedagogical report in order to participate in them, will be updated.

The psycho-pedagogical report and its updates reflect the current evolutionary and educational situation of the pupil in the different developmental or educational contexts and specify their abilities, disorders and difficulties and the educational needs they present. The orientations, measures and programmes proposed to help organise and direct the curricular, behavioural and family or other types of response of the pupil, as well as the characteristics of the help they may need during their schooling in order to facilitate and stimulate their progress, will be very relevant and form a major part of the report.

These guidelines for action must have the maximum consensus with the members of the educational team who are going to develop them, as well as with the

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family as far as they are concerned. The guidelines must contemplate their timing and monitoring and the indicators for their evaluation and success.

5. EDUCATIONAL PROPOSALS FOR THE ATTENTION TO DIVERSITY

General

- Starting from the students' level of development and prior learning.
- Respect students' learning pace.
- To make students aware of their learning difficulties.
- Ensure meaningful learning by relating prior knowledge to the knowledge being acquired.
- To promote student autonomy in learning.
- Encourage learning situations that require reflection and argumentation of their actions.
- To guarantee students with SEN a learning "PROCESS" in which more manipulative and graphic learning strategies are used to enable them to better develop all their abilities in order to achieve the educational objectives.
- Combine individualised work with cooperative work (in pairs or small groups). The former to consolidate basic learning and guarantee better assimilation and understanding, and the latter to favour their socialisation process.
- Use positive reinforcement strategies and promote those actions that facilitate self-regulation of their own behaviour in the classroom.
- Structure the activity in steps, graduating the level of complexity from the simplest for the learner to the most complex.
- Use a variety of interactive applications to facilitate learning.
- Diversify assessment instruments, establishing different levels of complexity.

Of a curricular and didactic nature:

Departments include in their programmes the measures they use to cater for diversity in their respective fields/areas/subjects. It is recommended that a bank of adapted materials and resources be created in each department. In addition to the different bibliographic and didactic resources of the different departments.

6. ADVICE AND GUIDANCE FOR TEACHERS AND FAMILIES

Faculty

The Counselling Department of Colegio Arenas will promote the participation and collaboration of tutors and the rest of the educational community in the process of identifying problems and educational needs, and in preventive and educational actions, especially in the implementation of activities of personal and social autonomy, which develop the basic skills of these students.

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School teachers receive basic training during the school year in order to provide them with information, strategies and tools that result in an educational response tailored to the needs of this type of pupil.

Family

The Counselling Department will promote the participation and collaboration of parents or legal guardians in the process of identifying problems and educational needs, and in preventive and educational actions, especially in the implementation of personal and social autonomy activities, which develop the basic competences of these students.

Likewise, parents or legal guardians of these pupils will be provided with individualised advice and information to help them in their education. Furthermore, it will encourage the initiation of programmes and actions that facilitate communication and the exchange of information between the family and the school, as well as family training.

Family training is carried out on an ad hoc basis, sending them, by means of a circular or informative note, information about courses that may be of interest to them. Families will also find useful information on the SITE created where they can find resources, guidance and information of interest.

The accompaniment of families by tutors and Counselling Department professionals in making academic decisions can also be considered part of the training and information provided to them.

7. Assessment of pupils with Specific Educational Support Needs

The teaching team must adapt the assessment instruments established in general for the assessment of these students, taking into account the difficulties derived from their specific needs. This assessment shall be governed by the principle of inclusion and shall ensure non-discrimination and effective equality in access to and permanence in the education system.

The assessment of pupils with specific educational support needs with curricular adaptation due to a difference in their reference point will be based on the assessment criteria established in this adaptation. In the official assessment documents, as well as in the documentary information provided to the parents of the pupils, or to the persons legally representing them, there will be information regarding the adapted areas/areas or subjects that the pupil has, mentioning the curricular reference level and that their positive grade in the areas refers to the passing of the assessment criteria included in their adaptation and, therefore, **does not mean the passing of the assessment criteria of the year in which they are enrolled**. In this sense, the teaching team, having heard the school's counsellor, where appropriate, may adopt **the measure of non-promotion** if it is considered that this may favour the development of the student's competences.

In the **assessment of the competences of SEN students** with curricular adaptation due to a delay in their reference, the level of achievement Adequate will be recorded in the highest year of the stage in which they have reached that grade. In the event that one or more of the competences are at a level of development corresponding to the year in

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which they are enrolled, the qualifiers Adequate, Very Adequate or Excellent will be used, as appropriate.

For pupils with a curricular reference in the Infant Education stage, the degree of development of the corresponding competences from the first year of the Primary Education stage will be recorded.

In order to facilitate the maximum possible development of competences and the achievement of the objectives of the stage for pupils with special educational needs, the appropriate procedures will be established for making adaptations that deviate significantly from the content and assessment criteria of the curriculum, or that eliminate some prescriptive elements of the curriculum of certain areas/areas or subjects.

8. Communication and confidentiality

In accordance with the DATA Protection Act

9. Links between the Special Needs Education Policy and other documents

The Special Educational Needs Policy is aligned with the following institutional documents included in the Educational Project of the Schools:

- Diversity Attention Plan (P.A.D)
- Annual General Programming (A.G.P.)
- Tutorial Action Plan (P.A.T)
- Coexistence and Equality Plan (PCC)
- Data Protection Plan

10. Responsibilities in the implementation, evaluation and review of the Special Educational Needs Policy.

The development and review of the Special Educational Needs Policy involves all stakeholders. It is reviewed and approved by the Counselling Department, the Coordinators of the three Programmes (national, PAI and PD), and carried out with the participation of management and teachers in order to have a shared vision of the expectations and practices that are appropriate for the context of the School.

The Special Educational Needs Policy is reviewed annually to adapt to changes in the educational context and to anticipate the financial challenges of its implementation. The components of the Department are responsible for detecting these possible needs and for leading the appropriate changes in the Policy.

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11. Bibliography

- INTERNATIONAL Baccalaureate, *The Middle Years Programme: from principles to practice*, International Baccalaureate Organisation, Cardiff, 2014.
- INTERNATIONAL Baccalaureate, *The Diploma Programme: from principles to practice*, International Baccalaureate Organisation, Geneva, 2015.
- INTERNATIONAL Baccalaureate, *Access and Inclusion Policy*, International Baccalaureate Organisation, Cardiff, 2018, updated 2021.
- INTERNATIONAL Baccalaureate, *Planning for Access and Inclusion Accommodations during the COVID-19 pandemic: Access accommodations for students with mental health problems*, International Baccalaureate Organisation, Cardiff, 2020.

- IB. (5 September 2020). *The Primary School Curriculum: from principles to practice*. Retrieved from <https://resources.ibo.org/pyp/resource/11162-52819/?lang=es>

GENERAL RULES

- **Organic Law 8/2013, of 9 December, for the improvement of the quality of education (LOMCE)** which amends **Organic Law 2/2006, of 3 May**, on Education.
- **Canarian Law 4/2016, of 25 July**, on Non-University Education.

At the level of ORGANISATION AND FUNCTIONING OF EDUCATIONAL INSTITUTIONS

- **Decree 81/2010, of 8 July**, approving the Organic Regulations of the non-university public schools of the Autonomous Community of the Canary Islands (BOC no. 143, of 22 July).
- The **Order of 9 October 2013**, which implements Decree 81/2010, of 8 July, which approves the Organic Regulations of the non-university public schools of the Autonomous Community of the Canary Islands, with regard to their organisation and operation. (BOC No 200, 16 October).
- **Resolution of 21 of 23 June 2020**, by which instructions are issued for the organisation and operation of non-university public schools in the Autonomous Community of the Canary Islands for the academic year 2020/2021.

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At the level of CURRICULUM AND ORGANISATION OF THE DIFFERENT EDUCATION SYSTEMS

- **Decree 183/2008, of 29 July**, which establishes the organisation and curriculum of the 2nd cycle of Infant Education in the Autonomous Community of the Canary Islands (BOC no. 163, of 14 August).
- **Decree 89/2014, of 1 August**, which establishes the organisation and curriculum of Primary Education in the Autonomous Community of the Canary Islands (BOC no. 156, of 13 August).
- **Decree 315/2015, of 28 August**, which establishes the organisation of Compulsory Secondary Education and the Baccalaureate in the Autonomous Community of the Canary Islands (BOC n.o 169, of 31 August).
- **Decree 83/2016, of 4 July**, which establishes the curriculum for Compulsory Secondary Education and the Baccalaureate in the Autonomous Community of the Canary Islands (BOC n.o 136, of 15 July).

At the level of EVALUATION OF THE DIFFERENT TEACHINGS

- **The Order of 5 February 2009**, which regulates assessment in early childhood education and establishes the official assessment documents at this stage (BOC no. 037, 24 February).
- **The Order of 21 April 2015**, which regulates the assessment and promotion of students in Primary Education.
- **The Resolution of 13 May 2015**, which establishes the rubrics of the assessment criteria for the second cycle of Infant Education and Primary Education to guide and facilitate the objective assessment of students in the Autonomous Community of the Canary Islands (BOC no. 100, of 27 May).
- **The Order of 3 September 2016**, which regulates the assessment and promotion of students in the stages of Compulsory Secondary Education and the Baccalaureate, and establishes the requirements for obtaining the corresponding qualifications, in the Autonomous Community of the Canary Islands (BOC No 177, of 13 September)
- **The Resolution of 24 October 2018**, which establishes the rubrics for the assessment criteria for ESO and Baccalaureate, to guide and facilitate the objective assessment of students in the Autonomous Community of the Canary Islands (BOC No 218 of 12 November)

At the level of ATTENTION TO DIVERSITY

- **Decree 25/2018, of 26 February**, which regulates attention to diversity in the field of non-university education in the Autonomous Community of the Canary Islands. (BOC no 46, 6 March).
- **The Order of 13 December 2010**, which regulates the attention to students with specific educational support needs in the Autonomous Community of the Canary Islands. (BOC No 250, 22 December).
- **Resolution of 9 February 2011**, issuing instructions on the procedures and deadlines for the educational care of students with specific educational support needs in schools in the Autonomous Community of the Canary Islands. (BOC No 040, of 24 February).

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- The **Order of 7 June 2007** regulating the measures of attention to diversity in basic education in the Autonomous Community of the Canary Islands (BOC No 124, 21 June 2007).

At the level of ORGANISATION AND FUNCTIONING OF EOEPs and PUPIL PSYCHOPEDAGOGICAL ASSESSMENT

- **Decree 23/1995, of 24 February 1995**, regulating educational guidance in the Autonomous Community of the Canary Islands. (BOC No 034 of 20 March).
- The **Order of 1 September 2010**, which develops the organisation and functioning of the educational and psycho-pedagogical guidance teams in the area and specific teams in the Autonomous Community of the Canary Islands. (BOC No 181, of 14 September).
- The **Resolution of 31 August 2012**, of the Directorate General for University Students of the Autonomous Community of the Canary Islands, by which complementary instructions are issued to the Order of 1 September 2010, which develops the organisation and operation of the area and specific educational and psycho-pedagogical guidance teams of the Autonomous Community of the Canary Islands and the Order of 13 December 2010, which regulates the attention to students with specific educational support needs in the Autonomous Community of the Canary Islands.
- **Resolution 726, of 2 September 2020**, of the Director General of Educational Planning, Innovation and Promotion, by which instructions are issued on the organisation and operation of the Educational Counselling and Psycho-pedagogical Teams of the area and specific teams of the Autonomous Community of the Canary Islands.
- The **instructions of 4 March 2013** of the Director General for Educational Planning, Innovation and Promotion for the assessment, care and educational response to students with high intellectual abilities.
- The **instructions of 23 January 2019** of the Directorate General for Educational Planning, Innovation and Promotion for the psycho-pedagogical assessment of students with SEN due to ASD in the Autonomous Community of the Canary Islands.

At the level of GUARANTEE OF THE RIGHTS AND PROTECTION OF PUPILS

- **Decree 114/2011, of 11 May**, which regulates coexistence in the educational environment of the Autonomous Community of the Canary Islands. (BOC No 108. 2 June).
- **Organic Law 3/2007 of 22 March 2007** on the effective equality of women and men (BOE No 71 of 23 March).
- **Law 1/2010 of 26 February 2010** on Equality between women and men (BOC No 45 of 5 March 2010).
- **Law 8/2014, of 28 October**, on non-discrimination on grounds of gender identity and recognition of the rights of transgender people (BOC n.o 215, of 5 November).

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- **Organic Law 1/1996 of 15 January 1996** on the Legal Protection of Minors, partially amending the Civil Code and the Code of Civil Procedure (BOE No 15 of 16 February 1996).
- **Law 1/1997, of 7 February 1997**, on Comprehensive Care for Minors (B.O.C. 23, of 17 February).
- **Law 12/2019 of 25 April 2019**, which regulates early care in the Canary Islands (BOE No 140 of 12 June).
- **Resolution 1736 of 13 November 2019**, of the Director General of Planning, Innovation and Quality of the Regional Ministry of Education, Universities, Culture and Sports of the Government of the Canary Islands, which publishes the protocol on gender violence in the Educational Centres of the Autonomous Community of the Canary Islands.