



ST. GEORGE
MADRID



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SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY



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Paul Crouch (Headteacher)
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Statement of Entitlement

At St George Madrid, we aim to enable all students with Special Educational Needs and Disabilities (SEND) to reach their full potential and to be fully included in the life of the school community. We acknowledge that all teachers are teachers of students with SEND and that teaching such students is a whole school responsibility.

Although some students may arrive at St George having been identified as having a special educational need, we realise that some students may have unidentified special educational needs and that a special need may arise at any time, so we acknowledge that this process is an ongoing one.

Children have SEND “if they have a learning difficulty which calls for special educational provision to be made for them”. Children have a learning difficulty if they “have a significantly greater difficulty in learning than the majority of children of the same age” or they “have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority”. We recognise that students must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

Aims of the policy

- To raise achievement by ensuring that students with SEND enjoy their education and achieve their full potential.
- To identify at the earliest opportunity those students who have SEND.
- To guarantee full inclusion for SEND students by ensuring they can access a broad, balanced and differentiated curriculum so that they can fulfil their potential and enhance their self-esteem.
- To enable SEND students to access extra-curricular activities and develop as valuable members of the community.
- To offer appropriate forms of support by the most effective use of staffing and resources.
- To ensure that SEND students are safe in the school.



- To review regularly the interventions in place for a student in order to assess their impact, the student's progress, the view of the student, parents and teachers.
- To ensure there is close co-operation between all agencies concerned.

Context

This SEND policy details how the school will ensure that the necessary provision is made for any student who has special educational needs and that those needs will be made known to all who are likely to teach them. The school will take action to ensure that teachers in the school are able to identify and provide for students who have special educational needs in order to allow them to access the full range of school activities, so far as is reasonably practical and compatible with the efficient education and safety of the students.

The school will ensure that parents will be fully involved in discussions and decisions regarding their child, and are notified if SEND provision is considered necessary for their child. The school recognises that partnership with parents is important in enabling children and young people with SEND to achieve their potential and that parents have knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting them. All parents of children with special educational needs and disabilities will therefore be treated as partners and supported to play an active and valued role in their child's education.

The school also recognises that children and young people with SEND often have a unique knowledge of their own needs, and their views about what sort of help they would like to help them make the most of their education will be ascertained.

Objective

The School will support the aims of the policy by:

- identifying and assessing students with SEND through liaison with parents about prior assessment or internal assessment, and using a graduated approach;
- ensuring that class and subject teachers, supported by the Additional Learning Needs (ALN) Department, take responsibility for all pupils in their care who have SEND;
- involving parents and other staff in the identification, assessment and delivery of SEND and promoting liaison between all agencies concerned;
- supporting all staff in meeting the needs of students with SEND;
- the ALN Department offering advice to all teachers on promoting Quality

First Teaching, employing differentiated teaching methods and resources so that they can make appropriate provision for students with SEND;

- the ALN Department ensuring that our students' special educational needs and disabilities are known to other schools to which they may transfer;
- ensuring that safety is addressed when allocating resources, particularly in science, art and physical education;
- encouraging students to develop independent learning through care for themselves and others, and to take into account the demands of changing environments;
- class and subject teachers, together with Key Stage coordinators and the ALN Department identifying underachievement related to learning needs or disability and implementing appropriate intervention strategies.

The Graduated Approach

The School will place students on the ALN register – under the care and guidance of the Head of ALN and Key Stage Coordinators, if they have a learning difficulty or disability and require additional intervention at some time during the academic year. The school uses three waves in relation to learning support:

Wave 0 (Blue) - There are some SEND concerns and the student will be monitored. They will have access to Quality First Teaching. results and outcomes will be assessed through classroom progress, observations, discussions between teachers and parents.

Wave 1 (Grey) - The student has had some form of external test or assessment for SEND (not necessarily a full diagnosis). However, can be supported in class with Quality First Teaching.

Wave 2 (Yellow) - The student requires some form of additional intervention, often in class to help the student back on track to meet age-related expectations.

Wave 3 (Red) - Specialised or personalised interventions are required to be in place to help the student keep up and narrow the attainment gap. An Individual Learning Plan (ILP) will be created for each of these pupils. This will be produced by the ALN Department and relevant outside agencies and the information shared with teaching staff as appropriate.

All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school.

These students may :

- show signs of difficulty developing literacy or mathematical skills that result in poor attainment in some curriculum areas.
- present persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school.
- have sensory or physical problems and continue to make little or no progress despite the provision of specialist equipment.
- have communication and/or interaction difficulties and continue to make little or no progress despite the provision of a differentiated curriculum.
- have dyslexic tendencies and be eligible for exam access arrangements.
- have emotional or behavioural difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised behaviour management programme.
- have sensory or physical needs and require additional specialist equipment or regular advice or visits, providing direct intervention to the pupil or advice to the staff, by a specialist service.
- have ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND

As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school. Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.

All lesson planning seeks to address the learning needs of all pupils in the class. When senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive. Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classrooms. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

Arrangements are also made to consult parents of children with SEND and to involve them in their child's education;

Partnership with Parents

- The school aims to work in partnership with parents. We do so by:
- working effectively with all other agencies supporting children and their parents;
- giving parents opportunities to play an active and valued role in their child's education;
- making parents feel welcome;
- encouraging parents to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing;
- instilling confidence that the school will listen and act appropriately focusing on the child's strengths as well as areas of additional need;
- allowing parents opportunities to discuss ways in which they and the school can help their child;
- keeping parents informed and giving support during assessment and any related decision-making process.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning;
- identify their own learning needs;
- (for some pupils with SEND) monitor their success at achieving the targets on their ILP.

Counselling

At St George Madrid a counselling service will be available to students. This service will help pupils with their academic needs, social problems and mental health issues. It will give our students an opportunity to talk about their problems and thoughts in a safe space. This will be led by a qualified School Counsellor. Before sessions start, a referral will be made, either by the student or teacher, and parental consent given. A student may be referred if they have:

- **Academic Concerns**
 - Low Grades
 - Lack of Focus
 - Homework Completion Issues
 - Testing Anxiety
 - Underachievement

- **Behavioural Concerns**

Disruptive Behaviour
Withdrawn/Isolated
Difficulty with Authority
Aggression/Conflict with Peers
Bullying (As Victim or Aggressor)

- **Emotional Concerns**

Anxiety
Depression
Stress
Grief/Loss
Self-Esteem Issues

- **Social Concerns**

Difficulty Making Friends
Peer Pressure
Family Issues
Substance Use/Abuse
Adjustment Issues (New Student, Family Changes, etc.)

Sessions will be planned for; what the child and counsellor want to achieve in the sessions, strategies to help with this and a timeframe given, or number of sessions outlined, when possible.

These sessions will be confidential in nature with the exception of information relating to safeguarding concerns. They will follow the school's Child Protection and Safeguarding Policy. The School Counsellor will:

- ensure they are familiar with and follow the policy and all other safeguarding related documents e.g., Codes of Conduct, guidance for safe working practice;
- be subject to safer recruitment processes and checks prior to starting at the school/organisation (unless an action plan/risk assessment is in place to ensure the employee is supervised until all checks are completed, this must be authorised by the Group Health and Safety Director before employment begins);
- be alert to signs and indicators of possible abuse;
- listen to and take seriously the views and concerns of children, knowing what to do if a child tells them they are being abused, exploited, or neglected;
- know how to manage the requirement to maintain an appropriate level of

confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or a deputy) and children's social care in their area. Employees should never promise a child that they will not tell anyone about a report or any form of abuse, as this may ultimately not be in the best interests of the child;

- be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse. Nor should a victim ever be made to feel ashamed for making a report.
- record any concerns and report these to the Designated Safeguarding Lead (DSL) on the school's concern form;
- be aware of who the Designated Safeguarding Lead is in the school they are working in and how they can be contacted;
- follow the procedures when/if concerned about any child;
- support students, employees or other adults who have concerns, or who are the subject of concerns, to act appropriately and effectively in instigating or cooperating with any subsequent process of investigation;
- undertake appropriate child protection/safeguarding and safe recruitment training (and refresher training as required by ISP);
- recognise that if their behaviour inside or outside the workplace breaches the ISP code of conduct and/or the guidance for safe working practice, this may be considered a disciplinary or even criminal matter.

The School Counsellor will understand their limitations and when an issue presented is beyond the scope or expertise. When this is the case, an external referral will be made. This situation could occur if a student has:

- housing problems.
- financial difficulties.
- law related problems.
- medical issues.
- a mental health issue that prevents the establishment of psychological contact.
- substance misuse or addiction.
- experience of child abuse.
- a high risk of harm to themselves or others.

The School Counsellor will create a list of available services before it is needed so that they are prepared in the event of an emergency.