

ND Policy 2026/27

Reviewed by	ND/SEND Team: Anita Pestaña / Florencia Ávila
Date of review	September 2027



1. Introduction

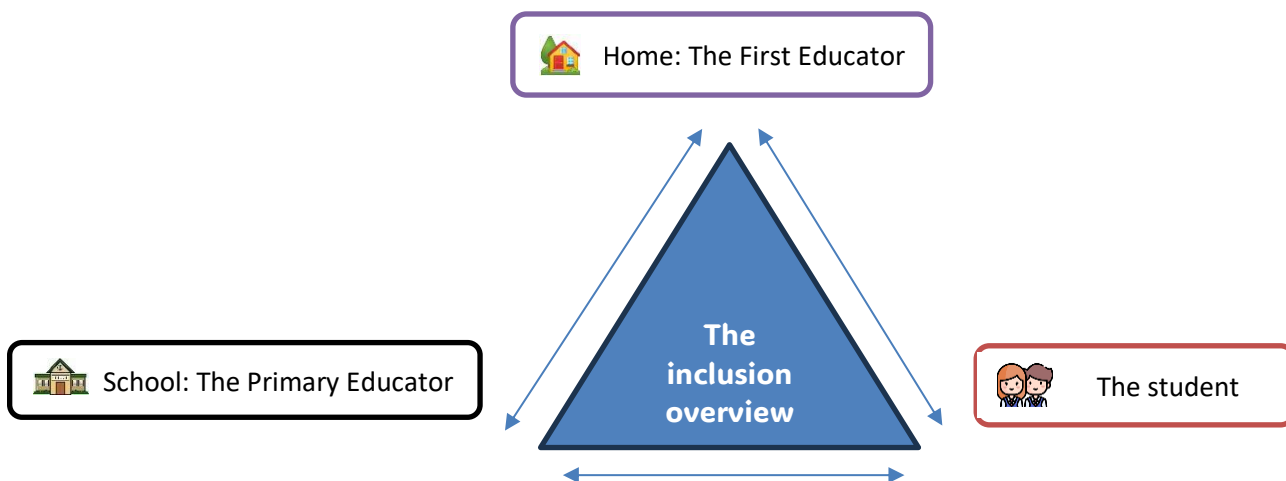
1.1. The vision statement of our school encompasses the philosophy:

**“Every Student
Matters”**

At *British School of Tenerife*, we are committed to giving all our students every opportunity to achieve highest standards. This policy is intended to ensure that this happens for all students in our School regardless of their age, gender, attainment or background.

The *British School of Tenerife* is not subject to the statutory requirements of the Special Educational Needs and Disability Regulations 2014, or other SEND legislation applicable in England, and, as an international school, cannot comply with these requirements in full. However, this policy has been prepared with reference to the Special Educational Needs and Disability Regulations 2014 and the SEND Code of Practice: 0–25 years (2015), adapted appropriately to the School’s international context.

Inclusion at the *British School of Tenerife* is a collaboration between parents, the first educator, the School, the primary educator, and the learner. Without this collaboration progress becomes limited.



We believe that our students, including neurodivergent (ND/SEND) students or those identified as having ‘additional needs’ have a common entitlement to a broad and balanced academic and personal, social development and that they should be fully included in all aspects of school life.

We pay particular attention to the provision of each learner. Every family undergoes a provision meeting where specific and be-spoken provision is created that will meet the specific and unique needs of the learner. Students’ needs can fall into several different categories:

- English as an Additional Language Learner (EAL)
- Low Achievers



- ND/SEND students
- More Able
- Gifted and Talented

Specially trained members of staff who can provide in-class or group intervention to help students maintain attention, break down the learning into manageable sizes:

- ND/SEND Lead
- ND/SEND Deputy at Primary
- School Counsellor

2. Aims and objectives

2.1.

The *British School of Tenerife* is inclusive and develops an environment where all students can flourish and feel safe. We recognize that students learn at different rates and that there are many factors affecting achievement, including ability, emotional stage, age, and maturity. We identify these needs as they arise and provide teaching and learning methods that enable every student to achieve by:

- Continually monitoring the progress of all students, to identify needs as early as possible and to provide support, while maintaining the balance of the mainstream class.
- Facilitating access to the curriculum through differentiated planning spoken programs, collaboration with class/subject teachers, ND/SEND team as appropriate in conjunction with the Student Passports which provide classroom strategies and reasonable adjustments for support and progress of the learner.
- Meetings with teachers and the ND/SEND team to discuss the specific learning needs of students and how to best support and challenge them.
- Providing specific input, matched to individual needs, in addition to differentiated classroom provision, either within class or through the ND/SEND department, for those students recorded as having additional needs.
- Promoting positive perceptions of students with additional needs within the school community, so that inclusive provision is positively valued and accessed by peers, staff, and parents/carers.
- Enabling students to move on from us as well equipped as possible in the basic skills of literacy, numeracy, and social independence to meet the demands of life and learning.
- Forming strong partnerships between all stakeholders so that the student's learning and emotional well-being are optimally supported.
- Giving the students where possible a voice in planning and in decisions that affect them.
- Having an open-door policy in support of staff and parents.
- Making information on additional needs available to staff and parents.
- Enabling them to be independent and self-reliant.
- Arranging regular meetings with parents and teachers when needed.



This means that equality of opportunity must be a reality for our students. We make this a reality through the attention we pay to the different groups of students and each and every student within our school.

2.1

The *National Curriculum and Early Years Development Matters* documents are our starting point for planning a curriculum that meets the specific needs of individuals and groups of students. We do this through:

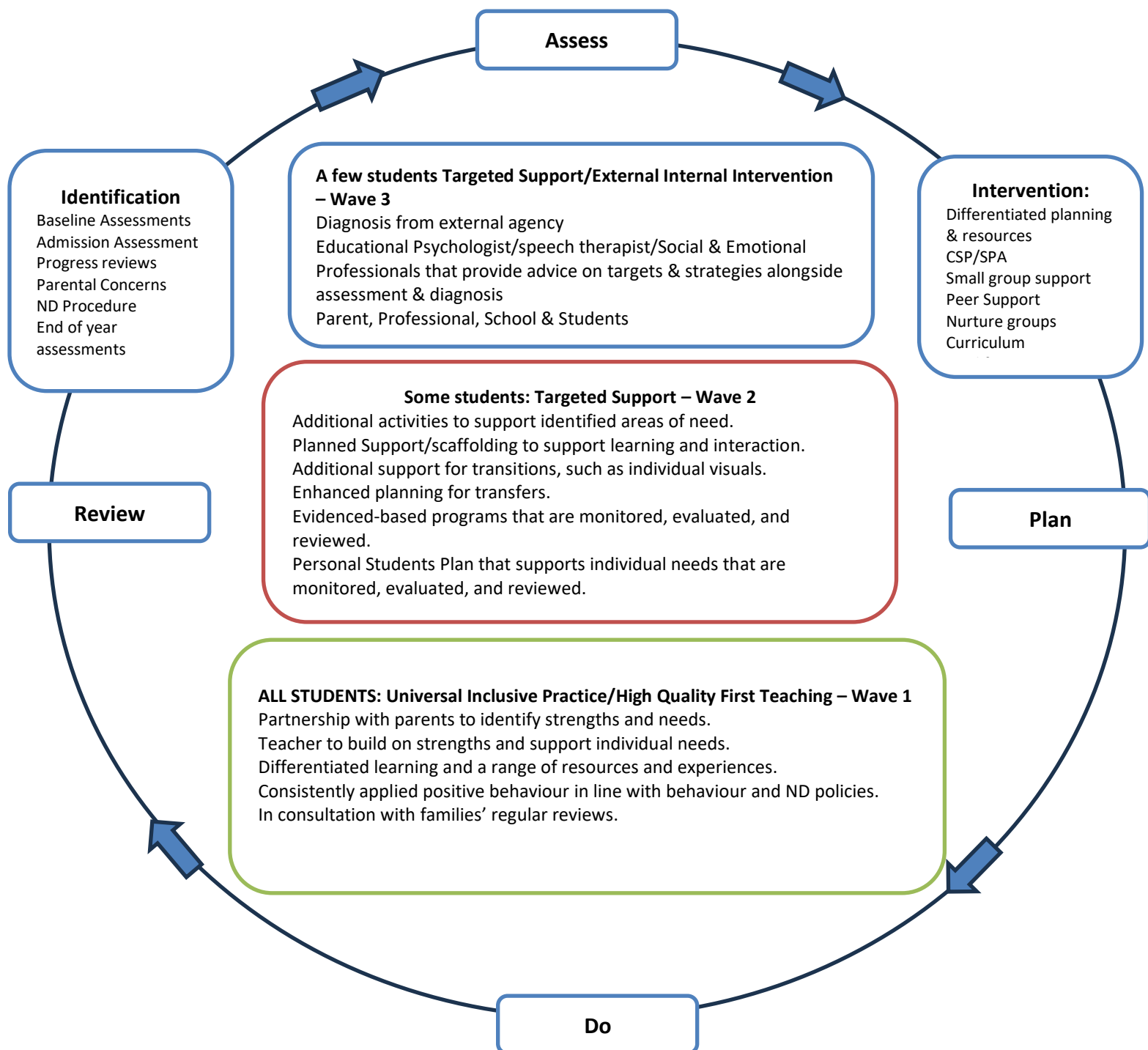
- Creating a baseline to show progress and respond to students' diverse learning needs;
- Setting suitable learning challenges;
- Overcoming potential barriers to learning and assessment for individuals and groups of students;
- Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of students;
- Providing a broad, balanced and relevant curriculum, which may be modified to meet the needs.
- Develop a close partnership with the whole school community;
- Providing a healthy, safe and happy environment with celebrations, support, guidance and work opportunities;
- Accommodations and external examination exemption in cases where learner can benefit from additional learning time for subjects of interest or ability.

2.2

We achieve our inclusive provision by continually reviewing what we do, by asking ourselves these key questions:

- Do all our students achieve as much as they are capable of?
- Are there differences in the achievement of different groups of students?
- What are we doing for those students who we know are not achieving their best?
- Are our actions effective?

The *British School of Tenerife* operates a graduated approach to Learning Support which is based on the principles of Assess, Plan, Do, Review. In our School, we aim to offer excellence and choice to all our students, whatever their abilities or needs. We aim to achieve this through the removal of barriers to learning and participation. Thus, lowering the barriers, not the bar.





3. Learning and Teaching styles

3.1

We aim to allow all our students to maximize their potential to achieve and succeed. When planning their work, teachers consider the abilities of all students. All teachers use high quality-first strategies for all students. This, in conjunction with high-performance learning, ensures all students are supported yet challenged to reach their full potential.

Teachers use internal assessment data and International Benchmark assessment data to support their planning using identified strengths and areas to develop and recommended strategies.

3.2

When the attainment of a student is significantly below the expected level, teachers enable the student to succeed by planning work that is in line with that student's individual needs and providing appropriate challenges.

3.3

Where the attainment of a student significantly exceeds the expected level of attainment, teachers extend the breadth of work within the area or areas for which the student demonstrates a particular aptitude.

3.4

Teachers and staff ensure that students:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- are taught in groupings that allow them all to experience success;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed;
- are encouraged to participate fully, regardless of disabilities or medical needs.
- manage their behaviour and emotions to take part in learning effectively and safely;
- have appropriate support in all their learning and experiences.
- know what steps to take to make progress in their learning.

4. Inclusion Provision

Senior and Middle Leaders alongside the ND/SEND team across the whole school promote inclusion for all students through:

- Low Achievers - Target Group (supported by respective class/subject teachers)
- English as an Additional Language (EAL teachers)
- More Able Group – challenge and independent learning opportunities by respective class/subject teacher
- Gifted and/or Talented – enriched, extended, accelerated program
- Behavioural management strategies



Neurodiversity/Special Educational Needs and Disabilities

For students with ND/SEND:

4.1

We are committed to meeting the needs of all groups of students within our school. At *British School of Tenerife*, we are committed to providing, an environment within its resources such as change of classrooms, ramps, and/or easy access to all areas of schools.

Health and Safety consideration, which allows ND/SEND students full access to all areas of learning. At Primary, all classroom entrances and designated school entry points are fully accessible for wheelchair users. At the Secondary level, accessibility adjustments are made as needed to accommodate individual requirements. For students with non-physical disabilities, we review school routines and the curriculum to ensure that students and adults are not placed at a disadvantage.

Risk assessments, Personal care plans, and Personal evacuation plans are put in place where required and are completed with the family and the Health and Safety Team to ensure compliance.

4.2

Teachers modify teaching and learning as appropriate for these students. For example, they may give additional time and other accessibility tools to ND/SEND students to complete certain activities. In their planning, teachers ensure that they allow these students to develop skills in practical aspects of the curriculum and make provisions to best meet their learning styles and needs.

4.3

Teachers ensure that the work for these students:

- takes account of their pace of learning and the equipment they use;
- takes account of their effort and concentration needed in oral/written work;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- uses assessment techniques keeping in mind their individual needs and abilities when applying accommodations.

5. Identification and Assessment arrangements

The school's system of graduated approach includes regular observing, assessing, and recording the progress of all students to identify which students are not progressing satisfactorily and who may have additional/advanced learning/language needs.

The schools' system includes reference to:

- Baseline assessment.
- Progress measured against development matters and the Early Learning Goals where appropriate.
- International Benchmark, Assessments-Base, Progress Tests, CATs, etc.
- Progress measured against National Curriculum descriptors at the end of a key stage or equivalent.



- Observations of behavioral, emotional, and social development.
- Standardised screening and assessment tools.
- Assessments by the ND/SEND team or external agencies recommended by the ND department.

Referral procedure:

The procedure of identification of the student's learning profile is outlined in the Annex attached to this policy:

- Annex I – Phase 1
- Annex II – Phase 2 & 3
- Annex III - Secondary
- Annex IV – Protocol for ASD students

Categories of ND/SEND

Wave 1 – Universal Provision (Low achievers + EAL)

Personalised work to meet needs in class and home learning. This support may be short-term or long-term depending on needs and focused approach by all involved; the students, parents and subject teachers. EAL support is given by EAL teachers.

Wave 2 – Targeted Support

Class Support Plan (Primary): In-class support or small group withdrawal support by ND/SEND team.

Wave 3 – Specialist Support

ND/SEND students with diagnosis or diagnosis pending.

Class Support Plan (Primary), Student Passport and ND/SEND intervention, 1:1 with LSA.

Bespoke timetable.

6. Identifying the students' ND/SEND and other possible learning needs in basic language and math skills.-

- 6.1. If the student's additional needs are related to their reading and/or, writing skills, their results in the PTE will be strongly considered to decide if intervention is needed in Primary. At Secondary, the subject teachers are advised to implement the classroom strategies and reasonable adjustments that apply to their subject to support the student accordingly.

In case of support needed in arithmetic skills, the results of the PTM will also be considered to include the student into the intervention groups at Primary and at Secondary the same procedure as described above will be followed to include any provision needed in their Student Passports for all the subject teachers involved in the students' learning.



- 6.2. The parents of students with emerging learning needs will be recommended to seek external evaluation after the protocol has been put in place by the ND/SEND staff and sufficient evidence has been collected.
- 6.3. In any case, the first external professional to be recommended should preferably be the paediatrician or the GP, in case for older students, who parents should consult first for further advice, though in Spain, the specific learning disorders are not considered to be competence of the health system. If parents would like to get the school's advice to confirm or discard the teachers' concerns about their son/daughter, the ND/SEND Lead and the ND/SEND Deputy at Primary will be the person in charge of making these referrals. Parents will be asked to sign a form to acknowledge that the school has recommended doing so, if needed. The final decision as to where to take their student will always be made by the parents and the school will not make any commitment with any of the external professionals.
- 6.4. If parents decide not to take their son/daughter for further assessments outside school, they will be asked to sign a form to express that this is their wish, if necessary.

7. Special arrangements in academic assessments. -

- 7.1 Students who have an external report or the results of internal assessment procedures (WIAT-UK-T, Exact) confirming their additional needs will be entitled to special arrangements at school. Should they have a specific learning difficulty in their basic literacy skills they will be allowed to use a text reader software program and/or a word processor (at Primary and in KS3, a keyboard connected to their iPad might be enough.).

These students will be issued a Student Passport including the provisions in assessments. Parents will be accordingly informed and asked for their consent with this procedure when signing the SPA. If parents have handed in an external report to the School, the ND/SEND staff will inform about implementing the protocol to address their son/daughter's needs.

Students with difficulties in fine motor skills (possible dyspraxia and/or dysgraphia) — including those with illegible handwriting, severely affected spelling that impedes communication, or handwriting speed well below average — will be entitled to use an iPad with a keyboard or a laptop. On occasion, it may also be necessary for a member of staff to act as a reader or scribe.

- 7.2 Individual cases regarding any other special arrangements in assessments will be agreed by the class teacher/tutor and the ND/SEND staff informing the Primary Deputy and HOP accordingly.



- 7.3 Students with other neurodevelopmental disorders like ADHD/ADD (Attention Deficit Disorder with or without Hyperactivity/Impulsivity), will be entitled to have rest breaks in assessments and might, at times, need to complete their assessments in different sessions and/or different days, if possible.
- 7.4 ND/SEND students with difficulties in maths skills at Primary will be allowed to use manipulative resources. However, these students need to have been introduced previously to the use of these resources, so that they can become their normal way of working.
At Secondary, especially in KS3, similar provisions like using a multiplication grid and/or a number square should be granted.
- 7.5 At the end of the academic year in Primary, during the PTE and PTM assessments, ND/SEND staff will support students with ND/SEND, if needed. This support may include offering additional time or breaking tasks into separate sessions, to ensure that time constraints do not negatively impact their performance.

8. Students with ND/SEND and possible learning needs.-

- 8.1 Students with ND/SEND or possible learning needs will be registered on the document *ND/SEND Students Primary 2026/27* by the ND/SEND staff and at Secondary by the ND/SEND Lead, who will keep the list updated throughout the year and share it with all staff.
- 8.2 It will be the ND/SEND team's responsibility to recommend the parents to start assessment of their son/daughter with a health professional if needed (more information see *point 6*).
- 8.3 Once the student has been assessed by an external professional and received an official report about their specific needs, this report needs to be handed over to the ND/SEND team who will proceed as follows:
- a) Inform the Head of Primary, the Deputy at Primary, the class teacher/tutor, subject teachers, the Academic Director about the student's learning profile and needs.
 - b) The assessment report will be kept in the file in the ND/SEND department and in the school file, if needed.
 - c) The ND/SEND team will be in charge to update the document *ND/SEND Students Primary 2026/27* of the and will share it with all the teachers involved in the student's learning progress on the internal system on *Teams*.
 - d) At the beginning of each academic year, classroom teachers/tutors and subject teachers must refer to the document of the *ND/SEND Students Primary 2026/27* to acknowledge the learning profile of their students and have all information about their students' needs. All teachers are welcome at any time to ask any further information to the ND/SEND staff.



- 8.4 All students whose specific needs have been identified and confirmed internally and/or externally will be issued a *Student Passport (SPA)* that will include all relevant information about the student, their needs and strengths, the provisions in internal and external assessments and the classroom strategies and reasonable adjustments needed to address their students' needs divided into four categories: *Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health, and Sensory and Physical* needs according to the four areas of needs included in the Code of Practise 2015.

This SPA will be issued in each Phase 1 & 2, KS3, KS4 and KS5 and revised yearly with the student. In Early Years the document will be issued in collaboration with the EY Lead. Teachers will be informed accordingly and will have access to all SPAs on Teams in the ND/SEND folder. To ensure alignment with the Code of Practice, staff will be kindly asked to confirm their awareness of the needs of their neurodivergent/SEND students via a form distributed by the ND/SEND Lead.

- 8.4 At the end of each academic year at Primary, the ND/SEND Lead will ask Year 6 class teachers, Spanish teachers and the ND Deputy to provide updated feedback about their ND/SEND students and possible learning needs to inform the following Year 7 teachers about the students' profile.
- 8.5 At the start of the academic year, the ND Deputy at Primary will meet with class teachers, and Spanish staff to share information about their students' needs, and any other relevant background that may support their learning. At the Secondary, the ND Lead will be responsible in informing all tutors and subject teachers accordingly.

9. Feedback to the ND/SEND team.-

If the ND/SEND team is unable to attend a meeting concerning a student with ND/SEND or other possible learning needs, they must be notified of any outcomes or discussions relevant to the student's ND/SEND provision or targeted support.

10. Report from the ND/SEND department.-

Upon request, the ND/SEND team may provide a report outlining the student's learning profile, strengths and areas of need, the support and interventions implemented by the school, and the student's progress over time. Such reports may be prepared to support referrals to the Canary Islands Health Service (Servicio Canario de Salud), to share relevant information with external professionals or agencies involved in supporting the student, or to facilitate a smooth transition when a student transfers to another educational setting.

11. Parental Involvement.-

Parental involvement in the education of students with ND/SEND is actively encouraged. Consultation Days throughout the year provide opportunities for parents to discuss reports, assessments, and learning plans with staff. Additionally, parents may request meetings with ND staff, class teachers/tutors, or subject teachers at any time by appointment. Information regarding the school's ND/SEND Policy, available support, confidentiality of records, and assessments is available for discussion upon request.



12. Staff Development: INSET.-

While attending courses or conferences in the UK may be impractical, the ND/SEND Lead may recommend external specialists from the mainland, Canary Islands, or abroad to deliver staff training sessions and online training courses about Neurodiversity/Special Educational Needs and Disabilities. At the start of each academic year, the ND team will run induction days as part of teachers' training. As part of this, the ND/SEND Lead will also meet with new staff to introduce the learning profiles of ND/SEND students and share effective support strategies. The ND/SEND department remains committed to staying up to date with current trends in curriculum development through government updates, official publications, and educational resources.

13. Resources

At the *British School of Tenerife* an annual allowance for resources is awarded on an equal basis with the other classes.

Monitoring and review

This policy has been discussed and agreed by *British School of Tenerife* leadership teams for implementation.

Signed :

Appendices

The Four Areas of Need the SEND Code of Practice: 0–25 years (2015) sets out four broad areas of Neurodiversity/Special Educational Needs and Disabilities that include a range of difficulties and conditions:

1. Communication and Interaction (C&I)
2. Cognition and Learning (C&L)
3. Social, Emotional and Mental Health (SEMHD)
4. Sensory and Physical (P&SN)

At *British School of Tenerife* our Neurodiversity/SEND department is organised to cater for early identification and provision of four areas of ND/SEND needs.

Students will be identified by their primary area of need. The purpose of identification is to work out what action the school needs to take, not to fit a learner into a category. In practice, individual students or young people often have needs that cut across all these areas and their needs may change over time, this will be reflected in their Student Passport (SPA).

The code states that:

“Many students and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their needs may not be clear at the outset.”

1. Communication and Interaction

Some of the aspects of difficulty included in this area are related to the autism spectrum disorder/condition.

ASD/ASC is a relatively new term that recognises there are several sub-groups within the spectrum of autism. Students with ASD find it difficult to:

- Understand and use non-verbal and verbal communication;
- Understand social behaviour, which affects their ability to interact with students and adults;
- Think and behave flexibly, which may be shown in restricted, obsessional, or repetitive activities;
- Students with ASD cover the full range of abilities and the severity of their impairment varies widely. Some students also have learning disabilities or other difficulties, making diagnosis difficult. Students with Asperger's syndrome should be recorded in this category. These students share the same triad of impairments but have higher intellectual abilities and their language development is different from most students with autism.
- At the *British School of Tenerife* students with ASD who require individual support from a therapist will need to be provided by a Learning Support Assistant by their parents. The school will be supportive by finding an adequate professional, if possible.

- If a student who is new to our school displays features of possible ASC/ASD, parents will be asked by the ND/SEND Lead or Head of Primary or Academic Director to look for professional help in the health system who will confirm or discard that ASD/ASC is present.
- In case the student's diagnosis confirms the presence of ASD/ASC and the impact of their ND/SEND requires the support of an LSA, parents will be asked to proceed as mentioned before.
- In an agreement reached with the Head of Primary, the Academic Director, and the ND/SEND Lead, a Protocol for students with ASD/ASC has been added to this ND Policy with more specific guidelines (see Annex I).

Further information can be found on the [National Autism Society](http://www.autism.org.uk) website.

Speech, Language and Communication Needs (SLCN)

Students and young people may have a range of difficulties with speech and language, some of which may resolve as the learner develops. For some students, such difficulties may be confined to their production of speech. For others, it may be hard to find the right words or to join them together meaningfully in expressive language. They may have problems in communicating through speech and may find it hard to acquire language and express thoughts and ideas. They may experience difficulties or delays in understanding or responding to verbal cues from others, or in understanding and using appropriate language for social interaction. The fact that a student or young person may understand and speak English as an additional language does not in itself constitute a speech and language difficulty. It is important to note, however, that different languages have different structures/phonologies (sound systems) which can sometimes cause initial short-term difficulties.

Further information can be found on [Aphasia Support](http://www.aphasia.org.uk) website.

2. Cognition and Learning

Of the aspects of ND/SEND included in this area are:

2.1. Attention deficit disorder (ADHD/ADD)

Attention Deficit Disorder with hyperactivity/impulsivity is a complex condition that can seriously affect a student's concentration, behaviour and learning. A student with ADHD will often feel easily bored, may be distracted by unimportant sounds and sights, be impulsive, and find it hard to sit still. This impacts their learning as they can find it very hard to concentrate for the periods needed to complete tasks. Consequently, the work that they produce may not necessarily reflect their true ability.

Further information can be found at: www.addiss.co.uk

Students with ADHD or ADD (predominately inattentive, predominately hyperactive, predominantly impulsive and/or combined) are entitled to get rest breaks during assessments and should also be allowed to have short breaks during lesson time, if necessary, as stated in their Student's Passport (SPA). If needed and whenever possible, they might need to complete any assessments in different sessions and, in some cases, be assisted by the class teacher/tutor and/or the ND/SEND Deputy at Primary and, at Secondary, by the ND/SEND Lead.

2.2. Moderate Learning Difficulty (MLD)

Students with MLDs will have attainments significantly below expected levels in most areas of the curriculum despite appropriate interventions. Their needs will not be able to be met by normal differentiation and the flexibility of the National Curriculum. They should only be recorded as MLD if additional educational provision is being made to help them to access the curriculum. Students with MLDs have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts.

They may also have an associated speech and language delay, low self-esteem, low levels of concentration and underdeveloped social skills.

2.3. Profound and Multiple Learning Difficulty (PMLD)

Students with profound and multiple learning difficulties have complex learning needs. In addition to very severe learning difficulties, students have other significant difficulties such as physical disabilities, sensory impairment or a severe medical condition. Students require a high level of adult support, both for their learning needs and for their personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some students communicate by gesture, eye pointing or symbols, others by very simple language.

2.4. Severe Learning Difficulty

Students with Severe Learning Difficulties have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have difficulties in mobility and coordination, communication and perception, and the acquisition of self-help skills. Students with severe learning difficulties will need support in all areas of the curriculum. They may also require the teaching of self-help, independence, and social skills. Some students may use signs and symbols, but most will be able to hold simple conversations.

2.5. Specific Learning Difficulty in academic abilities:—

A student with a Specific Learning Difficulty (SLD) will have difficulty with one or more aspects of learning. This includes a range of neurodiversity such as:

- SLD in reading and spelling skills (dyslexia);
- SLD in arithmetic skills (dyscalculia)
- SLD in writing skills (dysgraphia);
- SLD in fine and/or gross motor skills (dyspraxia).



2.5.1. SLD in Reading and Writing (spelling) skills - Dyslexia

Students with dyslexia have a marked and persistent difficulty in learning to read, write and spell due to a lack of written language processing skills. They may have poor decoding skills, affecting reading fluency and accuracy having an impact on their reading comprehension, handwriting, and punctuation. Further information can be found at the [British Dyslexia Association](#) webpage.

2.5.2. SLD in arithmetic skills - Dyscalculia

Students with dyscalculia have difficulty in acquiring mathematical skills due to a lack of number awareness. They may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers, and have problems learning number facts and procedures.

Further information can be found on the [Dyscalculia Information Centre](#) webpage.

2.5.3. SLD in writing skills - Dysgraphia

People with dysgraphia are affected by extreme difficulty with fine motor skills and can have trouble organizing letters, numbers and words on a line or page. This can result partly from:

- Visual-spatial difficulties: trouble processing what the eye sees.
- Language processing difficulty: trouble processing and making sense of what the ear hears.

Further information can be found on the [Neurodiversity](#) Support website.

2.5.6. SLD in fine/gross motor skills - Dyspraxia

Students with dyspraxia are affected by the impairment or immaturity of the organization of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. Students may have poor balance and coordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws, etc). Their articulation may also be immature and their language late to develop. They may also have poor awareness of body position and poor social skills.

Further information can be found on the [Dyspraxia UK](#) website.

All students with Specific Learning Difficulties may also have difficulties in their executive functions which will revert into their concentration, organization, planning, working memory and attention skills.



2.6. AGT (Most Able, Gifted and Talented)

(This section needs to be read in conjunction with the Policy for AGT and Most Able students.)

Some students may be assessed by health professionals before the age of 13 as having high abilities or being gifted and talented (AGT), based on an exceptionally high IQ or notable talent in specific areas. As development can change over time, the ND/SEND Lead may recommend a reassessment at age 13 to confirm the AGT profile. If confirmed, their ND/SEND will be recorded as AGT.

If an AGT profile is not confirmed by the expected age and GL assessment results fall within the average range, a Student Passport (SPA) will no longer be issued, as there is no evidence of ongoing learning needs requiring differentiated support.

Students identified as HA/AGT will be appropriately stretched in academic subjects where their strengths are evident. In Primary, the class teacher will provide a Class Support Plan with targeted learning objectives and in-lesson differentiation. In Secondary, subject teachers will implement strategies outlined in the student's SPA to provide appropriate academic challenge.

It is important to note that, although these students may have exceptional cognitive potential, they still require clear instruction before completing differentiated tasks, as they may not have prior exposure to the content.

Further information can be found on the [Mensa UK](https://www.mensa-uk.org/) website.

3. Social, Emotional and Mental Health (SEMH)

Students with emotional difficulties include those who may be withdrawn or isolated, hyperactive and lack concentration; those with immature social skills and those presenting other difficulties arising other complex needs. Some students may have emotional needs and/or social problems that interfere with their own ability to learn effectively. In some instances, the difficulties they experience may cause disruption to the learning of other students or young people.

Social difficulties, in this context, occur when students have problems managing interactions with others in school effectively and appropriately. They may have difficulty making the necessary adjustments to conform to the expectations of others in a variety of settings. The process is known as socialisation. Either difficulty may impact substantially on the student's ability to learn.

Some of the aspects of difficulty included in this area are:

3.1. Adjustment Disorders

A student suffering from an adjustment disorder may have witnessed a stressful event or had a big change in their normal lifestyle. This could then have an adverse reaction to their emotional health and/or behaviour.

➤ **Anxiety Disorders**

A student suffering from an anxiety disorder may be prone to frequent panic attacks. Here the student may complain of physical symptoms such as headaches or stomach aches. The student may also display inappropriate emotional responses, such as outbursts of laughter or crying out of context.

➤ **Obsessive-Compulsive Disorder (OCD)**

A student suffering from EBD (Emotional Behaviour Disorder) may also have an obsessive-compulsive disorder (OCD). Here the student can display recurrent and persistent obsessions or compulsions. Behaviours may include repetitive hand washing, praying, counting, and repeating words silently.

For further information please visit the [OCD UK](#) website.

4. Sensory and/or Physical

Some of the aspects of difficulty included in this area:

4.1. Hearing Impairment (HI)

Students with an HI range from those with mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, students are regarded as having an HI if they require hearing aids, adaptations to their environment, and/or teaching strategies to access the concepts and language of the curriculum. Some students with HI also have an additional disability or learning difficulty. Hearing loss may be because of conductive or sensorineural problems and can be measured on a decibel scale. Four categories are generally used: mild, moderate, severe and profound. Some students with a significant loss communicate through signs instead of, or as well as, speech.

Further information can be found on the [British Deaf Association](#) website.

4.2. Visual Impairment (VI)

Visual impairment is generally defined as an eyesight problem that cannot be corrected by wearing glasses or contact lenses or by surgery. The terms partially sighted, low vision, legally blind, and blind are used in the educational context to describe students with visual impairments.

They are defined as follows:

- *Partially sighted* indicates some type of visual problem has resulted in a need for special education.
- *Low vision* applies to all individuals with sight who are unable to read the newspaper at a normal viewing distance, even with the aid of eyeglasses or contact lenses. They use a combination of vision and other senses to learn, although they may require adaptations in lighting or the size of print, and, sometimes, Braille;



- *Legally blind* indicates that a person has less than 20/20 vision in the better eye or a very limited field of vision (20 degrees at its widest point); and
- *Totally blind* students learn via Braille or other non-visual media.

Further information can be found at the [RNIB](#) webpage.

4.3. Multi-Sensory Impairment (MSI)

Students with MSI have a combination of visual and hearing difficulties. They are sometimes referred to as deafblind but may have some residual sight and/or hearing. Many also have additional disabilities but their complex needs mean it may be difficult to ascertain their intellectual abilities. Students with MSI have much greater difficulty accessing the curriculum and the environment than those with a single sensory impairment. They have difficulties in perception, communication, and in the acquisition of information. Incidental learning is limited. The combination can result in high anxiety and multi-sensory deprivation. Students need teaching approaches that make good use of their residual hearing and vision, together with their other senses. They may need alternative means of communication.

4.4. Physical Disability (PD)

There is a wide range of physical disabilities and students cover the whole ability range. Some students can access the curriculum and learn effectively without additional educational provisions. They have a disability but do not have a special educational need. For others, the impact on their education may be severe. In the same way, a medical diagnosis does not necessarily mean a pupil has a special educational condition. It depends on the impact the condition has on their educational needs. There are several medical conditions associated with physical disability that can impact mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, and muscular dystrophy. Students with physical disabilities may also have sensory impairments, neurological problems, or learning difficulties. Some students are mobile but have significant fine motor difficulties that require support. Others may need augmentative or alternative communication aids.

4.5. Medical Needs

A medical diagnosis or a disability does not necessarily imply having a neurodiversity or SEND. It may not be necessary for the student or young person with a diagnosis or a medical condition to have any additional form or educational provision at any phase of education. It is the student's special need rather than a diagnosis that must be considered. Some students may not require school-based provision, but they have medical conditions that, if not properly managed, could hinder their access to education.

Students and young people with medical conditions will include those with asthma, diabetes, arthritis, epilepsy, severe allergies, incontinence, eczema, cystic fibrosis tracheotomy, colostomy and ileostomy. In such cases, school staff will work with the parents, and their local doctor and school clinic in meeting or adjusting needs as required if necessary.



Above all, our approach to supporting all students is underpinned by the following principles:

- Promote and reward positive behaviour
- Boost self-esteem
- Manage challenging behaviour in an assertive, non-confrontational and positive way
- Ensure fairness and encourage consistency of response to both positive behaviour and behaviour incidents
- Promote early intervention
- Enhance teaching and learning
- Develop a sense of self-discipline in students and an acceptance of responsibility for their own actions
- Ensure that every member of the school community feels respected and valued
- Enable all members of the school to live and learn together in a positive, supportive way, promoting an environment where we are all safe and happy
- Ensure that all members of the school community will fully understand the consequences of failing to meet their responsibilities to others.

To be reviewed in September 2027.

ANNEX I – PHASE 1 & 2



Phase 1

1. Before Reception, if a teacher is concerned about a student's development, they should refer to the Head of Department, Head of Primary, Deputy Head of Primary, Academic Director and/or to the ND/SEND team.
2. If the ND/SEND team is involved, the class teacher will be asked to fill out an *Enquiry form* where all the areas of concern are held. The ND/SEND Lead will send the *online Referral form* that should be filled out by the student's teachers. The ND/SEND team will assess if enough evidence has been allocated that may point to a neurodiversity/SEND profile.
3. Phase 1 class teacher together with the Head of EY will draw up a *Class Support Plan (CSP)* and provide the ND/SEND department with a copy.
4. The Head of EY will pass on a list of students that are *Cause for Concern* to the ND team. Any changes on the *Cause of Concern list* will have to be reported to the ND team for possible changes and to be informed accordingly.

Phase 2

1. The teachers from Phase 2 will draw up a *Class Support Plan (CSP)* and provide the ND/SEND department with a copy. This CSP will be reviewed throughout the year by the class teachers in consultation with the ND/SEND Deputy at Primary.
2. The ND/SEND team will meet with teachers from Phase 2 to discuss the students who are cause for concern.

A copy of the CSP forms should be kept in the ND file; if a student has got a report from an external source, the ND team needs to be informed accordingly, and a copy of the report should also be filed in the ND/SEND department.

1. Process of Identification.-

- 1.1 When a class teacher or any of the Spanish teacher raises concerns about a student with the ND/SEND team and after having discussed it with their Phase Lead —following prior communication with the student's parents— the ND/SEND team will consult with the Spanish department to gather information on the student's performance and attainment in Spanish.
- 1.2 The class teacher/Spanish teacher will complete the *Enquiry Form*, outlining the specific skills or areas of concern. Upon receiving the completed form, the ND/SEND team will initiate the identification process, which includes scheduling an observation within the school environment (e.g., classroom or playground).



- 1.3 The ND/SEND Lead will send out the *Referral Forms* according to the class teacher's concerns that should be filled out by all the members of staff involved in the student's learning (class teacher, Spanish teacher and/or Teaching Assistant).

2. Process of Evaluation.-

- 2.1 The information from the questionnaires will be summarised by the ND/SEND Lead in a *Preliminary Report (PR)* that will show whether there are indicators that suggest a potential risk of ND/SEND according to the teachers' observations.
- 2.2 The ND team and the class teacher will meet to discuss the outcome, and another meeting will be arranged with the parents to:
- inform them about the information included in the *Preliminary Report* and
 - recommend them to an outside agency, if necessary.

The Spanish teachers will be informed accordingly.

3. CSP/SPA – Support Plan /Student Passport in Phase 2.-

- 3.1 The *Class Support Plan (CSP)* will outline the differentiated learning objectives developed by the class teacher, in collaboration with the Teaching Assistant (TA), to support the student within the classroom setting. A copy of the CSP will be shared with the ND/SEND team.
- 3.2 For students with autism spectrum disorder (ASD) with individual support, the Learning Support Assistant (LSA) will collaborate with the class teacher to contribute to the development of appropriate learning objectives.
- 3.3 Students with an external diagnostic report will be issued a *Student Passport* by the ND/SEND team. This document will outline strategies to support the student's specific needs and targeted/tiered support, as well as any necessary provisions for assessments. If the student has needs related to emotional well-being, appropriate recommendations will be included, and the Well-being Practitioner will be informed and involved in the support process as needed.
- 3.4 *Reviews:* The *Class Support Plan* will be reviewed termly by the class teacher in collaboration with the ND/SEND Deputy and a copy will be passed on to the ND/SEND department.
The *Student's Passport* will be reviewed in the first term of each academic year.
Parents will be informed about the CSP/SPA and invited to contribute in any way they might consider important for the support of their child. They will also be asked to support their son/daughter as suggested in the CSP/SPA.



Teachers and parents will be asked to formally acknowledge receipt and understanding of their child's *Student Passport (SPA)* through a digital confirmation form.

3.5 All students with ND/SEND and with other learning needs who have been provided with a *Class Support Plan* and/or a *Student Passport* will be included in the ND/SEND List at Primary by the ND/SEND Team.

4. Support at Phase 2 (Year 1, 2 & 3).-

4.1 The support in Year 1 and 2 will be delivered by the teaching assistant (TA) in accordance with the class teacher, the Phase 2 Lead, the Deputy Head and/or the Head of Primary.

4.2 The ND/SEND team may hold meetings with the TA to support their expertise giving them strategies to address the specific needs of the student if needed.

4.3 Parents will be asked to sign the CSP/SPA as well as the *Student's Passport (SPA)* if the child has been issued one.

4.4 In Year 3, students start receiving support from the ND/SEND team for English and Maths skills if needed. The support can be inside or outside the classroom depending on their needs.

5. ND students' assessments in Phase 2.-

5.1 Students will sit the GL Assessments in English and Maths at the end of the academic year. Where results indicate attainment significantly below that of their peers, the option of targeted support will be considered

5.2 The student's progress and needs will be monitored by the class teacher, Spanish teacher and Phase Lead.

5.3 Where a student's progress is a cause for concern, the ND/SEND team must be notified.

ANNEX II – Phase 3



Phase 3

1. Identification:

- 1.1 The class teacher raises concerns about a student to the ND/SEND team and completes the *Enquiry Form*, available in the ND folder in Teams. Before the identification process begins, the class teacher must have communicated these concerns to the student's parents in previous meeting held. The ND/SEND team will also consult with the Spanish teachers to gather information regarding the student's attainment in Spanish.
- 1.2 Once the class teacher has completed the *Enquiry form* the ND/SEND Lead will send the *Referral Forms* electronically that must be filled out by all the members of staff involved in the student's learning (class teacher and the Spanish teacher) with their observations. The ND/SEND team will schedule a meeting to observe the student in their school environment (classroom/playground).

2. Process of Evaluation.-

- 2.1 The information from the questionnaires will be summarised in a *Preliminary Report (PR)* by the ND/SEND Lead that will show the additional needs according to the teachers' input.
- 2.2 The ND/SEND team, together with the class teacher if appropriate, will meet with the parents to share the information gathered to date and explain the internal support procedures. If deemed necessary, the parents may be advised to consider an external assessment for their child. While early identification is essential for providing targeted support, the decision to proceed with a full evaluation—and the choice of professional or learning centre—rests entirely with the parents.

3. CSP/SPA – Class Support Plan/Student Passport. –

All students requiring support will be provided with a *Class Support Plan (CSP)*. In addition, students whose ND/SEND has been externally confirmed will also be issued a *Student Passport (SPA)*.

- 3.1. The class teacher, in collaboration with the ND/SEND Deputy, will prepare the *Class Support Plan (CSP)*, setting out the learning targets to be implemented in the classroom. Where appropriate, these targets may also be incorporated into objectives of the students' ND/SEND support sessions to insure a consistent and coherent approach.

In addition, the ND/SEND team will set specific targets for the student's support sessions, tailored to their identified needs. These targets will be recorded in the Support Record, which documents the focus of each



support session, the strategies implemented, and the outcomes achieved. The Support Record serves as an ongoing tool to monitor progress, evaluate the effectiveness of interventions, and inform future planning.

The CSP will be issued and signed by all teachers involved in the student's learning and the parents.

The ND/SEND Deputy at Primary will issue a *Student Passport* (SPA) if an external assessment is available.

- 3.2. Students with Autism Spectrum Disorder (ASD) and/or an identified disability will be issued a *Student Passport* (SPA). The ND team will be creating the SPA, and if the student is supported by a Learning Support Assistant (LSA), the document will be developed in collaboration with the LSA to ensure consistency and relevance of support strategies.
- 3.3. The *Student Passport* (SPA) will include specific information about the student, the level of support required, and recommended strategies for all teachers involved in the student's learning. These strategies are to be implemented within the classroom setting and will also outline any special arrangements needed during assessments.
- 3.4. The ND team will meet with the class teacher if provisions are needed to address additional areas of concern such as behaviour, emotional regulation, attention, or organisational skills. These concerns will be reflected in the *Student Passport* (SPA). Where emotional well-being or behavioural issues are identified, the Well-being Practitioner will be involved as appropriate to support the student's needs.
- 3.5. If a student has been assessed by an external professional and a diagnosis of ND/SEND —such as any specific learning difficulty (SLD), Autism Spectrum Disorder (ASD) or an Able, Gifted and Talented (AGT) profile—has been confirmed, the class teacher will prepare a *Class Support Plan* (CSP) as outlined in section 3.1, and the ND team will issue a *Student Passport* (SPA).
- 3.6. For students receiving in-class support, the *Class Support Plan* (CSP) will be discussed by the class teacher with the student's parents. The ND team will be informed of the outcomes of this discussion. Parents will be invited to share any insights they feel may support their child's learning and will be encouraged to reinforce the strategies outlined in the *Student Passport* (SPA), if one has been issued.

4. ND/SEND Support in Phase 3 (Year 4, 5 & 6).-

The support in Phase 3 will be adapted for the current academic year as follows:

- 4.1. Support will be delivered inside and outside the classroom, depending on the needs of the students with ND/SEND or any learning needs. To facilitate this, the class teacher will share their termly planning with them. Any changes to the planning must be communicated in advance to allow sufficient time for adjustments.

- 4.2. Students who are significantly below age-related expectations and continue to struggle to meet learning objectives—despite in-class differentiation—may receive support outside the classroom. This support will focus on developing reading and/or arithmetic skills, depending on the student’s individual needs. Sessions will take place once a week and will be scheduled in coordination with the class teacher by the ND/SEND Deputy. Comprehensive planning at the start of the academic year—carried out in collaboration with the class teacher, Support Teachers, Deputy at Primary, Head of Primary, Academic Director, and ND/SEND team—must ensure that students do not miss essential content or assessments.

In cases where missed content is unavoidable due to support sessions, it is the class teacher’s responsibility to provide the student with opportunities to cover that material at an alternative time, either with the class teacher or the teaching assistant. Under no circumstances should a student be assessed on content they have missed because of attending support sessions.

- 4.3. If a student demonstrates that additional support is no longer required, parents will be asked to sign a confirmation form agreeing to the discontinuation of the support provision.
- 4.4. Once support has started, any meeting with parents concerning the *Student Passport* that has been issued by the ND/SEND team, should include any of the ND team members to ensure accurate communication and continuity of provision.
- 4.5. EAL (English as an Additional Language) learners may be included in support groups, if this does not compromise the provision required by students with ND/SEND or other learning needs. Inclusion of EAL learners will depend on available space within the support schedule. The learning objectives for these sessions will remain aligned with those set for students receiving targeted support.
- 4.6. Students with ND/SEND or other learning needs will receive support and, where necessary, sit their assessments outside the classroom. During GL assessments, the ND/SEND Deputy at Primary will assist class teachers in managing these provisions. The ND team must be informed in advance to allow for appropriate planning, in coordination with the Deputy at Primary/Head of Primary, including the deployment of ND staff and required resources.
- 4.7. If the ND team deems external intervention beneficial for a student with ND/SEND or other learning needs, parents will be advised accordingly. They will be asked to sign an acknowledgment form confirming they have received this recommendation and understand the suggested next steps for supporting their child.
- 4.8. Some students with reading and spelling difficulties will benefit from following the *Nessy Reading & Writing* program to practise their skills in these areas. They will be allocated a license so that they can use it at home regularly as parents are advised.



5. Intervention program. –

- 5.1 Details of the intervention programs implemented during the academic year are maintained by the ND/SEND department. Any staff member or parent may request access to this information by arranging a meeting with a member of the ND/SEND team.
- 5.2 Some students with decoding difficulties will follow the Toe-by-Toe intervention program to help them develop their reading fluency. It will be 10-minutes sessions twice a week delivered by the ND team and/or the tutor/other teachers/support staff. The students attending this program will be tracked by the ND/SEND Deputy who will screen them with the Toe-by-Toe assessment tool to track their progress.
- 5.2 The class teacher, Phase Leads, Deputy/Head of Primary, Academic Director, and parents will be kept regularly informed about the support and interventions provided by the ND/SEND team. Additional meetings can be scheduled at any time to offer a more detailed update or discussion upon request.

ANNEX III - SECONDARY





Organisation- Neurodiversity/Special Needs Support

All students must have access to the National Curriculum. Students with neurodiversity (ND) and any special educational needs and disabilities (SEND) or with any other emerging needs are the responsibility of the all teachers. Staff will advise, share ideas and experience, develop strategies for assessment, monitor, evaluate and promote co-operation and communication between departments, staff and outside agencies.

1. Support at Secondary.-

1.1. In-class

Some students with ND/SEND may benefit from support inside the classroom. This calls for a close liaison between class teachers and the ND/SEND Lead to establish what is required from the students and to oversee that accessibility is granted to meet their differentiated learning objectives.

The ND/SEND Lead will introduce and encourage the students in using new technology tools to motivate them in becoming independent learners in a long run.

1.2. Outside class

Some neurodivergent students at KS3 with specific learning difficulties in reading will continue the intervention program, *Stride Ahead*, as a continuation from the *Toe-by-Toe* program implemented at Primary. These sessions will be for 10 minutes three times a week carried out by the ND/SEND Lead and other teachers who will have a specific time allocated to deliver this support.

The ND/SEND Lead will assess the students involved to set a baseline and progress will be measured.

Students from Year 7 onwards are being encouraged to attend the *Study Skills and Homework* workshop organised by the ND/SEND Lead once a week after school. They will be introduced to assistive technology tools and to study skills that will support their learning process and enable them to become independent learners and use their strengths in their learning.

Students with ND/SEND who will be entitled to special arrangements in their official examinations in KS4 and 5, will need to prove that these tools have become their normal way of working during their Secondary Education to meet the criteria of the examination boards for the application of access arrangements.

Subject teachers are encouraged to motivate their ND/SEND students to complete any tasks with these tools accepting other forms of presentation of their work and making them feel positive about using their strengths for the benefit of their learning.

2. Factors influencing nature of support

- The abilities of the student with ND/SEND and other emerging needs.
- The flexibility and adaptability of teachers.



- The student's perception of the subject.
- The physical conditions of the classroom.
- The nature of the subject.
- The teaching style.
- The organisation and management of the classroom.
- The strengths of the ND/SEND department.
- The attitude of the student with ND/SEND towards support.

It must be emphasized that these factors are not static and are related to the individual student and the developing skills of the teacher. Therefore, policy and practice must be flexible and regularly reviewed.

3. ND Referral Procedures.-

Although the main procedure for identifying students at the *British School of Tenerife* with ND or other learning needs is through teachers' observation and the individual data, there may also be times when a parent may express concern in a certain area, e.g. a student finding it challenging to meet certain National Curriculum targets.

Students new to the school with external assessments should be reported to the ND/SEND Lead and a copy of their report must be kept at the ND/SEND department. Any recommendations given by an external professional will be passed on to all the staff by the ND/SEND Lead who will inform Heads of Department, tutors and subject teachers accordingly and include these strategies in the *Student's Passport* (SPA). If staff would like to have more detailed information, they can approach the staff from the ND/SEND department.

3.1. The transition from Year 6 to Year 7

Students who received support during Primary school will preferably start Secondary school with their ND/SEND status verified or deleted. The following procedure will be put in place:

- Parents of students with a different mother language than English or Spanish will be advised to get their son/daughter assessed by a professional in their native language. A copy of the final report will need to be handed over to the ND/SEND department in English or in Spanish.
- Parents from Year 6 students with other emerging needs (i.e. ADD/ADHD, ASD/ACD, visual or motor dysgraphia) and who have not been assessed externally during their Primary education will be asked to start the procedure of getting their son/daughter's learning profile confirmed by an external source.
- The Safeguarding Officer together with the ND/SEND Lead will provide all teachers from Year 7 students with all the relevant information of each student's ND/SEND or emerging needs and emotional wellbeing at the beginning of each academic year.



- This input will be included in the *Student Passport* document and the information on the *ND/SEND Students at Secondary list* to enable all teachers to provide each student with the specific support they require to access the National Curriculum.
- The ND/SEND Lead will issue the *Student Passports* of all ND students that will be shared with all teachers during the first term. The student and their parents will be informed and invited to play an active role in the *Student Passport* that will be reviewed every academic year.
- Teachers will be required to sign a digital form confirming they are aware of each student's *Student Passport* and have read its contents. This ensures that staff are informed of students' individual needs and can apply this understanding to support inclusive and effective teaching.

Key Stage 3 & 4 and Sixth Form

If a teacher is concerned about any student who may be displaying signs of having any ND/SEND, they need to contact the ND/SEND Lead, and the following different levels may come into action:

Level 1

- a) Initial concerns observed by teachers (tutor, Spanish teachers, and/or any of the subject teachers) to be communicated to the KS3/KS4 Lead and the ND/SEND Lead who will send the digital *Referral Form* to all the teachers involved in the student's learning. The ND/SEND Lead will analyse the information gathered in the *Referral Form* and determine whether an evaluation is necessary.
- b) If the information gathered from teachers' and ND/SEND Lead's observation, and after having analysed the student's available data and the student's work suggest the possibility of a ND/SEND profile to be present, the ND/SEND Lead will inform parents and may recommend starting an evaluation. Parental consent is required for internal assessments, and if external assessments are advised, the ND/SEND Lead can suggest professionals—though the final choice rests with the parents.
Students must be assessed by Year 10 by the ND Lead to ensure if access arrangements can be applied for their official examinations.
- c) If a student is confirmed to have a ND/SEND profile, the ND/SEND Lead will inform all relevant staff, including Secondary teachers, KS3/4/5 Leads, the Academic Director, and parents. A *Student Passport Plan* (SPA) will be created to outline exam accommodations and classroom strategies tailored to the student's needs. If no specific profile is identified, teachers will continue to monitor the student's progress and keep parents, and the ND/SEND Lead updated.

Level 2

If the student has been assessed externally and parents hand over the evaluation report the following procedure will be applied:

- a) Once the student's specific needs have been officially diagnosed a *Student Passport* (SPA) will be issued with all the student's details, the access arrangements and the specific strategies to support the student in their learning; this document will be immediately shared with all the staff who will be asked to acknowledge it digitally as well as to parents.
- b) The student with ND/SEND will be registered at the *ND Secondary' List* that is accessible to the teachers from the beginning of each academic year and revised continuously by the ND/SEND Lead.
- c) The Exams Officer in collaboration with the ND/SEND Lead will apply for access arrangements for all KS4 and KS5 students with ND/SEND, ensuring they receive the appropriate support in their official examinations.
- d) Teachers are expected to implement the classroom strategies and reasonable adjustments as well as the accommodations outlined in each *Student Passport* (SPA) to support their students effectively. This policy includes links to resources that can assist with adaptive teaching practices. Staff are encouraged to consult the ND/SEND Lead for further guidance or clarification regarding individual student needs.
- e) The Examiner Officer and the ND/SEND Lead will inform teachers and the ND/SEND students in KS4/5 about the access arrangements they are entitled to in external examinations that will also be applicable in internal assessments. As at Level 1, the parents will be informed about their son/daughter's learning profile and the school procedure to support them.
- f) The ND/SEND Lead will discuss with the student the support they require and suggest what resources they have got available or would be more useful in their learning. They will also be instructed on what special accommodations they are entitled to in internal and external exams, as well as how to make the most of them.

Level 3

External support

In cases where the school recommends external support, parents will be required to sign an acknowledgment form confirming that they have been referred to a professional and/or learning centre outside of the school, if deemed necessary.

❖ External assessment reports

Parents must submit any external assessment reports to the ND/SEND Lead. This applies to both current and newly enrolled students with identified learning differences. If new parents indicate their son/daughter has any neurodiversity or special needs during registration, Administration will inform the ND/SEND Lead and advise parents to schedule a meeting. Any relevant reports should be shared at that time.

The ND/SEND Lead will proceed as follows:

- a) Heads of Departments, KS3/4/5 Leads and the tutor, the Spanish teachers, subject teachers, the Academic Director, and the Examiner Officer, if needed, will be informed about the most relevant information of the student's neurodiversity that the external report may include.
- b) The assessment report will be kept in the file of the ND/SEND department and in the school's file.
- c) Students will be registered on the *ND Secondary' list* that will be updated throughout the year and shared with all teachers as soon as any changes are made (see *Neurodiversity* Folder for Secondary at Teams).

4. Student Passport Plan (SPA).-

- 4.1. The ND/SEND Lead will issue a *Student Passport (SPA)*, outlining the student's ND/SEND along with the provisions to be implemented by all teachers.
- 4.2. The SPA will be shared with all teachers involved in the student's education so that the provisions can be implemented in their lessons. Teachers will be asked to digitally sign an acknowledgment form.
- 4.3. The student will be included in the setting up of his SPA to allow opportunities to contribute actively to his own educational process.
- 4.4. Parents will be informed about the provisions set up for their son/daughter and invited to contribute actively to the final version of the plan.
- 4.5. The SPA remains valid throughout each Key Stage and is reviewed annually with the student. If updates are needed at any point, the ND/SEND Lead is responsible for making revisions and promptly informing all teachers of any changes.
- 4.6. Parents, teachers, and the student will be required to sign the SPA to confirm their agreement and acknowledgment of the student's individual needs.



5. Access Arrangements in official examinations.-

By Year 10, all ND/SEND students preparing for official examinations will have their entitled access arrangements confirmed. The ND/SEND Lead and/or Examiner Officer will stress the importance of using these provisions from the start of Key Stage 4, as they must reflect the student's normal way of working in accordance with examination board regulations. Failure to regularly use these arrangements may result in their withdrawal. Access arrangements will be discussed and confirmed with students and parents during the *Student Passport* review.

6. Report from the ND/SEND department for further education.-

Upon request, the ND/SEND Lead will provide a report detailing the student's ND/SEND and the access arrangements granted during their time at the *British School of Tenerife*, to support applications for further education in the UK or abroad.

Acronyms used in this Policy:

ADD	Attention Deficit Disorder without hyperactivity
ADHD	Attention Deficit Disorder with hyperactivity
ASD/ASC	Autism Spectrum Disorder/Condition
CSP	Class Support Plan
HI	Hearing Impairment
LSA	Learning Support Assistant
MLD	Mild Learning Difficulty
MSI	Multi-Sensory Impairment
ND	Neurodiversity
OCD	Obsessive Compulsive Disorder
PD	Physical Disability
PMLD	Profound and Multiple Learning Difficulty
SEMH	Social, Emotional and Mental Health
SEND	Special Educational Needs and Disabilities
SLD	Specific learning difficulties / differences
SPA	Student Passport
ST	Support teacher
TA	Teaching Assistant
VI	Visual Impairment

ANNEX IV

Protocol regarding the individual support of ASD students by a Learning Support Assistant (LSA)





At the *British School of Tenerife* we aim to be inclusive for all students with ND/SEND though there are some types of specific needs that we are still seeking ways to accommodate. This is the case of students with autism (ASD/ASC) who started to join our school some years ago after a special arrangement with their parents.

As more students with ASD/ASC wish to join our school, the need to design a more consistent procedure becomes progressively imminent for the student's own benefit.

In agreement with the Academic Director, the Head of Primary and the ND/SEND Lead the following prerequisites will be compulsory and therefore will need to be accepted by all parties involved in the students' learning process: the parents, tutor, LSA, teaching assistants and support teachers.

1. LSA – Learning Support Assistants.-

The LSA will be chosen and hired by parents and therefore not be part of the school's teaching staff. If any of the LSA is absent, it will be the parents' responsibility to provide a replacement to cover the absence. It is imperative that the LSA speaks English to deliver the educational instructions to the student in this language allowing the learning process to be embedded into an English setting.

2. Introduction of the LSA.-

The LSA will be introduced to the Academic Director, Deputy/Head of Primary, and the ND/SEND Lead/Deputy before they come to school with the student.

The LSA will need to sign the form of agreement with the Data Protection Law and have a certificate of Sexual Offences that the parents will have to apply for.

3. Class teacher/tutor and subject teacher's role.-

The class teacher/tutor/subject teacher will be responsible for the student's learning and will be always coordinated with the LSA and include the student in all the class activities.

The LSA will advise the class teacher/tutor/subject teacher on how to adapt the resources to the specific needs of the student by collaborating with them to allow interaction within their peers' groups and create a natural learning scenario.

4. School documents.-

The LSA will receive the pertinent school policies and any other relevant information to perform their duties effectively.

5. Student Passport (SPA).-

The SPA will be drawn up by the LSA, in conjunction with the ND/SEND team. If the student requires additional needs, i.e. reading disorder, is present, the ND/SEND team will add the learning objectives accordingly.



6. Special arrangements in assessments.-

ASC students will sit the same assessment, if possible, as their year group. If the impact of the ASD does not allow it to proceed as described previously, the LSA in conjunction with the class teacher/tutor/subject teacher will adapt the assessment to the student's needs.

Any special arrangements might need to be dealt with by the LSA accordingly and in agreement with the tutor, the Deputy/Head of Primary, the Academic Director, and the ND team.

7. Reports.-

If needed the tutor will base the reports of the ASD/ASC students on their abilities even if they are not meeting the NC objectives of their year group to which the Deputy/Head of Primary, Academic Director, and the ND/SEND Lead will be consulted in agreement with the parents.

8. Transition stages.-

Before the student with ASD/ASC moves up from Early Years to Phase 1 and from Phase 2 to Secondary, the Deputy/Head of Primary, the ND/SEND Lead and the KS3 Lead, together with the LSA, will meet up to arrange a smooth transition for the student. In these meetings any necessary and/or specific strategies and resources will be discussed to support the student in the best way; it will also be convenient if the KS3 Lead occasionally observes the student with ASD/ASC in Phase 2 before they move up.

9. Professional advice.-

The LSA might be asked to help and provide solutions to the teachers when needed to contribute to creating a relationship of collaboration and teamwork that produces adjustments whenever necessary.

The LSA might be asked for professional advice by the school staff and to deliver some more specific training to staff to create awareness and more specific support for these students inside the classroom environment.

10. Professional Development.-

The LSA will be invited to any relevant Professional Development that the school will organise and participate in the induction process at the beginning of each academic year together with all the teachers.