INCLUSIVE EDUCATION AND SPECIAL EDUCATIONAL NEEDS POLICY.

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"IB programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right" (IB mission statement, 2004)

. 1. Introduction

The principles and aims of the education system set out in Organic Law 3/2020 of 29 December, amending Organic Law 2/2006 of 3 May on Education (LOMLOE), establish and reaffirm rights already recognised in the Spanish Constitution, which advocates inclusive, non-discriminatory education and equality for all.

Among the values and principles governing education in Spain, as set out in Article 1, education must not only be of high quality but must also be guided by equity, ensuring educational inclusion and equal opportunities for all, regardless of gender, skills, abilities or needs, and seeking the full development of each student's personality.

More specifically, Article 71 sets out the principles and aim of enabling every student to achieve the fullest possible personal, intellectual, social and emotional development, as well as the general objectives established by law. It provides for the resources needed by students requiring educational provision different from the ordinary provision because of special educational needs, developmental delay, language and communication disorders, attention or learning disorders, serious lack of knowledge of the language of instruction, socioeducational vulnerability, high intellectual ability, late entry into the education system, or personal circumstances or educational history. Such students should be able to develop their abilities as fully as possible and, in any event, achieve the general objectives established for all students.

The law thus treats education as an essential public service that must offer accessible, universal schooling without discrimination, on equal terms, with continuity and regularity, and adapt to changes in society. The aims of this cooperative and inclusive education system are to improve education and academic outcomes; help all students succeed in compulsory education; increase enrolment in early childhood education, the baccalaureate and vocational courses; increase baccalaureate and vocational qualifications; educate for democratic citizenship; promote lifelong learning; strengthen equity in the education system; and converge with other European Union (EU) countries.

In secondary education, from ages 12 to 18, the International Baccalaureate supports this purpose through a rigorous academic curriculum that fosters global education and intercultural understanding. Students learn to question, understand, reflect and adapt to the world around them with a proactive and caring attitude. To this end, the school implements the IB Middle Years Programme (MYP) and Diploma Programme (DP), fostering international-mindedness in every student through the IB learner profile. We are committed to inquiry-based teaching across all subjects, offering every student opportunities to acquire a second language while supporting their mother tongue. We also guide and encourage all students to expand their learning and support their community through each programme's culminating project (the Personal Project in the MYP and the Extended Essay in the DP).

Likewise, our educational mission does not differentiate between students on the basis of psychological diversity (personality, intelligence or behaviour) or sociocultural diversity

(sex, gender, background, culture, language, religion or ethnicity). In keeping with its philosophy, El Altillo International School has adopted the IB approach to the Middle Years and Diploma Programmes, under which all students receive the resources, guidance, accommodations and differentiation they need to reach their highest level of personal and academic success. Our policy therefore gives particular attention to students with specific educational needs, in line with the IB principle that "all students must be able to demonstrate their abilities under assessment conditions that are as fair as possible in view of their needs, both in assessment work and written examinations". Our school is responsible for ensuring equal access to the curriculum and academic rigour for all students, whatever their individual abilities and needs.

The principles underpinning the IB are:

"All students can learn and have the right to a holistic and inclusive education in a caring and stimulating environment."

We emphasise the responsibility of all educators to identify and provide for students with special educational needs.

All students should take responsibility for their own learning, playing an active part in identifying, monitoring and meeting their own learning needs and abilities.

"A student's education rests on interaction among the student, parents, tutors and school."

At El Altillo International School, we believe that every student has unique strengths, talents and needs. To realise their full potential, some need additional support at some point in their schooling: some on an ongoing basis, others for a short period to address more immediate developmental needs.

In line with this principle, El Altillo International School aims to equip all students with strategies to address their needs. Our principles are:

- All students should have their individual learning needs met.
- All students, whatever their educational needs, should receive appropriate provision through a balanced, relevant and differentiated curriculum that demonstrates coherence and progression in learning.
- All students should have equal opportunities to participate in every educational activity offered by the school.

To put these three basic principles into practice, we undertake the following specific tasks:

- Assess, identify and monitor children's individual needs as early as possible so that appropriate arrangements can be made to develop every student's learning potential.
- Plan a curriculum in subjects where a student faces difficulties that meets the needs identified, ensuring that its objectives are specific, measurable, achievable, realistic and time-bound.

- Identify, assess, record and regularly review each student's progress and needs.
- Ensure, as far as possible, that all students achieve the learning objectives applicable to them.

In this context, El Altillo International School follows a Policy for Students with Special or Specific Educational Needs (SEN) that applies to all students. Its implementation and monitoring are coordinated by the Psychopedagogy, Guidance and SEN Department in collaboration with the Leadership Team. The policy supports interventions that enable students to learn according to their abilities and potential, achieving optimal academic, personal, emotional and social development. These actions are carried out by the professionals involved in students' education (teachers, stage and IB programme coordinators, the psychologist, parents, support teachers and other extracurricular educators), who identify needs, assess, intervene and monitor progress, with subsequent reassessments and self-evaluation of the process.

2. **Diversity and inclusion**

Our school responds to the diversity and educational needs of its students in accordance with Andalusian Decree 102/2023 of 9 May, which establishes the general regulations and curriculum for compulsory secondary education (ESO) in the Autonomous Community and adapts education to the LOMLOE. It focuses on key competences, educational and career guidance, diversity and the pursuit of excellence (published in the Andalusian Official Gazette, BOJA, on 15 May 2023).

Specific educational provision is offered to students with physical, intellectual or sensory disabilities, personality or behavioural difficulties, high abilities, or needs arising while acquiring the language of the host community. Its purpose is to ensure inclusion and adapt learning to differences in aptitudes, needs, interests and rates of development, guaranteeing quality education, equal opportunities and full personal development (LOMLOE, Articles 1 and 71).

Accordingly, Laude El Altillo School implements strategies for inclusion (facilitating all students' access to both IB programmes), differentiation (modifying the written curriculum, classroom methodology and assessment to meet individual needs) and compensatory support (giving priority to acquisition of the language of instruction when a student does not know it).

3. **Students with SEN**

Students receiving specific educational provision need additional support or a curriculum modification, whether significant or not, to enable them to learn and develop within the mainstream group. We recognise a broad continuum of needs and abilities, including students with learning and academic performance difficulties and those who are gifted and talented.

At present, the students receiving additional support under this description at El Altillo International School have:

1. Learning and academic performance difficulties
2. High abilities
3. Behavioural problems (ADHD, predominantly inattentive presentation)
4. Students unfamiliar with the language of the host community

1. Learning difficulties

Learning difficulties, as described in the Diagnostic and Statistical Manual of Mental Disorders (DSM-V-R), include reading disorder, mathematics disorder, disorder of written expression and learning disorder not otherwise specified. These disorders occur when an individual's performance in reading, mathematics or written expression is substantially below the level expected for their age, schooling and intelligence, as shown by individually administered standardised tests. Learning problems significantly interfere with academic performance or everyday activities requiring reading, calculation or writing. Various statistical methods can be used to determine whether a discrepancy is significant. A discrepancy of more than two standard deviations between achievement and IQ is generally considered substantially below expectations. A smaller discrepancy between achievement and IQ (between one and two standard deviations) is sometimes accepted, particularly when performance on an IQ test may have been affected by an associated processing disorder, mental disorder or medical condition, or by the individual's ethnic or cultural background. If a sensory impairment is present, the learning difficulties must exceed those normally associated with that impairment. These difficulties may also lead to low motivation and self-esteem and deficits in social skills; early identification and targeted support can therefore greatly improve these students' academic and personal progress.

2. High intellectual ability

The LOMLOE places students with high abilities in the category of students with specific educational support needs (ACNEAE), guaranteeing their right to education that maximises their intellectual and emotional potential. The law requires education authorities to identify such students early so that intervention can begin as soon as their talent is recognised, avoiding demotivation or academic failure.

To meet their needs, the regulations allow exceptional flexibility in schooling (advancement to a higher grade) or, preferably, curricular enrichment programmes that explore content in greater depth without separating the student from the group. This is framed by Universal Design for Learning (UDL), which seeks to adapt challenges in the mainstream classroom so that students can fully develop their abilities in an inclusive environment.

Within the education system, El Altillo International School also responds to the diversity of students' aptitudes, interests, expectations and needs, regardless of their circumstances (LOMLOE, 2020). This includes identifying students with high intellectual ability and responding to differences in personality and intelligence, the pace and depth

of learning, motivation, commitment to tasks, interests and creativity. Support is provided in the mainstream classroom to promote both cognitive and social-emotional development. Some of these students experience academic difficulties because differences between their cognitive and social-emotional development lead to demotivation or frustration, affecting academic performance (disengagement, failure or poor adjustment) as well as personal and social development (behavioural problems). Support is also offered outside the classroom in specific groups of high-achieving students through the Altillo Thinkers Programme.

3. Behavioural problems.

Behavioural problems often involve intermittent or persistent patterns of failing to comply with requests or instructions from authority figures, whether or not these lead to conflict. This behaviour, known as disobedience, is seen in many students. In some, its frequency and severity make it significant because it disrupts academic, personal, family and social life. Serious behavioural problems include oppositional defiant disorder and conduct disorder (DSM-IV-TR). Disobedience can also occur in attention-deficit/hyperactivity disorder (ADHD), which may present predominantly with inattention or hyperactivity. These students can have considerable difficulty attending to instructions, following rules or maintaining relationships with peers, affecting not only their academic work but also their self-esteem and personal and social adjustment.

4. Students unfamiliar with the language of the host community

At El Altillo International School, multilingualism is an integrated approach extending well beyond language lessons. Its cornerstone is a language of instruction, generally English, which coexists in a balanced way with Spanish, French and the mother tongues of students who speak none of these languages.

For students who know none of these three languages, the school ensures that teachers have the qualifications needed to teach in multicultural settings and fosters respect for each student's cultural identity.

From a methodological standpoint, all teachers take responsibility for teaching the terminology and structures of their subject. To support this process, the protocol provides for scaffolding and visual support so that students with different levels of language proficiency can access the curriculum without language becoming an insurmountable barrier.

Accordingly, the procedure includes personalised language support for late-arriving students, commonly known as EAL or ELE programmes. Intensive support ensures a smooth transition and enables students to join mainstream classes as soon as possible. Assessment goes beyond academic content, drawing on international scales such as the Common European Framework of Reference for Languages to track students' progress rigorously across all language skills.

4. Procedure

Identification

A student with specific educational needs may first be identified by their family or by the school. In the first case, family members notice characteristics that may indicate educational needs. At school, teachers identify these needs in the classroom. Identification is based mainly on:

- Observation and identification: Characteristics or aptitudes that differ from those of other children of the same age.

- Assessment tools: A wide range of tools is available, complemented by screening scales or inventories for families and/or teachers; standardised tests may also be administered to the class. Results relate to cognitive, motivational, learning, social and behavioural characteristics, among others.

- Academic record: When identification does not take place at an early age, the academic record may reveal relevant factors indicating the difficulties or deficits the student is experiencing.

Psychoeducational assessment

Using the information gathered from screening tools completed by families, teachers or peers, the school psychologist analyses the findings and assesses the student through observation, interviews, analysis of schoolwork and assessment instruments (covering intelligence, personality, aptitudes, skills, competences, behaviour, attention, etc.). A report is then issued with guidance for teachers and the family on educational measures and appropriate support at home. The student is also informed so they understand their situation and can take part in the support process. If this process does not establish a need for specific educational provision, the results and appropriate guidance are nevertheless shared.

The assessment will cover:

Level of curricular competence

- Knowledge of the objectives and content in the different curriculum areas at a given stage or level
- Conceptual and procedural breadth and depth in a specific subject area
- Ability to formulate and solve problems
- Types of goals pursued within and outside the school curriculum…

Abilities and skills

- Cognitive development

- Specific aptitudes
- Skills
- Emotional and social development…

Learning style

- Approach to and pace of learning
- Conditions in which the student learns better or less well, and the support required
- Types of tasks in which the student succeeds and does not succeed
- Materials with which the student works better or less well…

Attitudes towards learning

- Areas or aspects in which the student shows interest or remains passive
- Situations in which the student feels more comfortable and works better, and those that cause frustration
- Factors that most motivate and engage the student
- Perseverance and responsibility in tasks

Interaction with others

- With their family
- Relationships with teachers
- With classmates With their family
- With other adults

<u>The Guidance Department</u>

The Guidance Department at El Altillo International School consists of Sebastián Gómez Ávila (Head of Department) and María Jesús Neva (primary support teacher).

General responsibilities of the Head of Department:

The Head of the Guidance Department is responsible for coordinating the overall approach set out in this policy.

This includes:

- Overseeing the day-to-day operation of the Department.
- Providing leadership, advice and support to staff in the area of special educational needs.
- Working with teaching staff to help them assess, identify and plan for educational support needs and ensure that students requiring such support make progress.
- Helping to monitor and evaluate the progress of students with educational needs using existing school assessment information, such as regular progress reviews, in close collaboration with subject teachers.
- Overseeing and maintaining specific resources for students with educational support needs.
- Liaising with external agencies and acting as a link between those agencies, class teachers and parents.
- Contributing to staff training and leading it where necessary.
- Managing and updating information on students with educational support needs, including sharing relevant student information.
- Coordinating examination access arrangements for students with educational support needs in external examinations and internal assessments.
- Carrying out detailed assessments and observations of students with educational support needs.
- Liaising with other educational institutions to ensure a smooth transition for students with educational support needs.
- Liaising with parents and class teachers so that they understand the strategies used and encouraging their participation in the process.

Responsibilities of the Primary Support Teacher:

The primary support teacher works as part of the Guidance Department and in coordination with class teachers.

Her responsibilities are:

- Supporting the individual needs of students with learning difficulties in small intervention groups and, where necessary and possible, through one-to-one lessons.
- Helping to implement personalised support in the mainstream classroom for students who need it.
- Participating in review meetings and helping students with learning difficulties access a broad and balanced curriculum.

Responsibilities of class teachers:

Class teachers are responsible for meeting the support needs of students who require it in the classroom and putting the necessary measures in place. The first step is to ensure high-quality, differentiated and personalised teaching. Class teachers are responsible for the progress of students with learning difficulties. All teaching staff may teach these students and must remain well informed about the strategies needed to address individual learning needs effectively.

The person responsible for psychoeducational assessment holds a degree in Psychology and heads the Psychopedagogy, Guidance and SEN Department. The duties performed are set out below:

1. Working with the school:

- Collaborating in the preparation and adaptation of the School Educational Project.
- Collaborating in the design and development of the Tutorial Action Plan.
- Conducting psychoeducational assessments for students who need them and proposing the corresponding interventions (psychoeducational intervention, participation in reinforcement programmes, adaptation programmes, etc.).
- Working with teachers to analyse students' needs.
- Collaborating with the leadership and educational teams in organising educational activities.
- Promoting cooperation between the school and families to improve students' education.
- Contributing specialist psychological expertise to the school's educational work.
- Ensuring that students receive educational and career guidance as they prepare for life after school.

2. Working with students:

- Supporting students at times of greatest difficulty: entry to the school, transitions between stages, choice of optional subjects, changes in family circumstances, emotional problems, anxiety or stress, etc.
- Conducting psychoeducational assessments to identify possible learning difficulties, consider inclusion in early childhood and primary reinforcement programmes, and propose other necessary measures.
- Providing and strengthening individualised, differentiated academic and career guidance.

Providing information about the world of work and the educational and employment options available after secondary school.

- Identifying students who need additional teaching support and providing it together with the educational team.

- Providing health education on sexuality, awareness and prevention of eating problems, the effects of drug misuse, etc.

- Providing training in social skills, such as relating to others and learning to speak in public (OPNC: Oral Expression Techniques).

3. Working with teachers:

- Sharing information on individual psychoeducational assessments from early childhood education onward and, more broadly, on students' personal characteristics to enable better support.

- Advising on practical matters concerning student organisation and grouping, with particular attention to a flexible response to different aptitudes, interests and motivations.

- Participating in the planning and development of tutorial work from early childhood and primary education onward and advising tutors on carrying it out.

- Providing requested information on techniques related to study habits, study skills, relaxation to manage examination stress, etc.

- Requesting collaboration in activities organised by the Department.

- Collaborating in activities involving interpersonal relations, group dynamics, interviews and meetings with parents, etc.

- Collaborating and advising on the identification of students' educational, developmental and/or learning difficulties, psychoeducational assessment and proposed interventions.

4. Working with parents:

- Helping tutors and families work together to resolve problems affecting their children.

- Supporting, informing and advising families individually or collectively on education and guidance concerning different difficulties or needs, and helping to resolve specific problems.

Seeking families' collaboration in school activities.

The areas in which these duties are carried out are:

Teaching and learning process:

Compulsory schooling up to age 16 calls for an organisation that ensures basic education responds to every student's needs. The Guidance and Special Needs Department therefore organises its provision differently at each stage (early childhood, primary, secondary and baccalaureate), adapting psychological and educational support to students' differing needs. It does so through direct intervention or by providing resources and strategies that address the interrelated contexts of teaching and learning, including differences in students' learning abilities, learning styles and interests.

Tutorial Action Plan:

Education involves more than imparting knowledge: it means personalising teaching and learning in response to individual needs. This requires attention to personal circumstances in the context of family and environment. In our educational approach, tutoring includes elements beyond academic work that we believe can help students develop more independent, responsible and healthy life plans. Although every teacher has an inherent tutorial role, this role is normally represented and carried out by the tutor responsible for the group. The Guidance and Special Needs Department works closely with that tutor to support the following tutorial activities:

- Helping students integrate into the group and encouraging participation.
- Promoting teamwork and participatory attitudes.
- Improving academic performance through intellectual work and study techniques.
- Developing skills for better social interaction.
- Providing students with appropriate information on academic and career pathways.
- Informing parents about their children's learning and adjustment.

Academic and career guidance:

Career guidance aims to help students throughout compulsory secondary education and the baccalaureate review and update their academic and career preferences so that they can make a free, responsible personal decision and set out a concrete plan or project.

The student must make this decision, not other members of the educational community (parents, teachers, tutor or guidance counsellor). Those members do, however, have a responsibility to provide the advice, guidance and information the student needs.

Measures to address diversity

Following psychoeducational assessment and a proposal for specific educational support, measures to include and support all students while recognising their differences may include:

Ordinary measures

Presenting content at different levels of difficulty

Proposing and carrying out interdisciplinary activities that connect content from different subject areas

Designing a variety of activities

Adapting resources and teaching materials Flexible organisation

Adapting assessment procedures and instruments Modifying the classroom environment

Grouping

Extraordinary measures

Individualised curriculum adaptations (changes to the teaching programme for a particular student)

Designing and implementing varied activities Adapting resources and teaching materials Flexible organisation

Adapting assessment procedures and instruments Modifying the classroom environment

Grouping

These measures will be based on the student's level of curricular competence, abilities and skills, learning style, attitudes towards learning and degree of social interaction.

Flexibility and/or possible acceleration through the curriculum if the preceding measures are found to be ineffective.

Educational provision in the classroom

Once decisions have been made on measures to address students' educational needs, the general guidance given to teachers on organising classroom provision covers objectives (the possibility of modifying them when students cannot achieve them at the same time as classmates; prioritising core objectives in the programme that the student has not yet achieved; introducing new objectives based on needs, interests and aptitudes), content (removing or reducing content the student cannot assimilate or introducing new content identified by the psychoeducational assessment; prioritising content according to educational needs), methodology (flexible and open; based on activities enabling independent work; promoting strategies and skills for learning; developing thinking skills; offering different ways of completing and/or expressing work; individualised activities; organising classroom spaces for different activities and work

rates; allocating time; individual and group work), and assessment (what, how and when to assess).

Teachers also play a fundamental role: the school encourages practices and attitudes that foster a positive response from students:

- Creating a classroom climate that promotes self-esteem and self-confidence
- Supporting divergent thinking, curiosity and creativity; respecting mistakes and encouraging students to develop and share their own ideas
- Conveying enthusiasm and avoiding authoritarian behaviour
- Planning in a differentiated way according to each student's needs and modifying teaching plans where adaptations are required
- Being open and honest in inviting students' ideas and proposals so that they can participate in decisions
- Enabling and encouraging students' independence in using their own working styles
- Collaborating with students' families

Staff and material resources

The main staff member involved in specific educational provision is the psychologist who conducts the psychoeducational assessment and, in collaboration with stage coordinators and teachers, determines the educational support required by students with specific educational needs. Subject teachers in the mainstream group are responsible for implementing in the classroom the specific measures considered necessary for those students.

The school has the following material resources:

- Adaptation of teaching and curriculum materials and provision of additional materials to allow curriculum variation
- Provision of specialised materials and equipment to adapt and personalise teaching, including information and communication technology in teaching and learning
- Software and online resources that provide access to large amounts of information of different types and levels, independence in learning, adaptation and individualisation of teaching, and engaging, motivating activities and materials.

5. Review and dissemination of the document

This policy will be reviewed annually. It was last reviewed in November 2025, with the following participants involved in the review and dissemination:

School leadership

Secondary and Baccalaureate coordinators (MYP and DP coordinators)

Head of the Guidance Department.

6. **Bibliography**

IB guide to inclusive education: a resource for school development.

Learning diversity and inclusion in IB programmes.

Organic Law 3/2020 of 29 December amending Organic Law 2/2006 of 3 May on Education (LOMLOE)

Reviewed January 2026.