St. George School
Inclusion Policy

THE BRITISH SCHOOL OF CATALUNYA

Last reviewed: January 2025

Next review: September 2025

Purpose and Accountability of the Policy

The purpose of this policy is to inform teaching and learning in the classroom, to guide the curriculum in line with the International Baccalaureate Diploma IBDP (IBDP) and to involve all stakeholders in our goal to provide all of our students with meaning and equitable access to the curriculum in an international environment.

The Special Educational Need Coordinator (SENCo), IB Coordinator and Senior Leadership Team (SLT) are responsible for implementing and promoting this policy across the school.

Legislation and Regulation

This policy has been developed with regards to:

- The Equality Act, 2010;
- The Children and Families Act, 2014;
- 0-25 SEN and Disability Code of Practice, 2015;
- General Data Protection Regulations, 2016;
- The International Baccalaureate Access and Inclusion Policy, 2018;
- Artículo 81 de la Llei d'Educació de Catalunya (LEC).

School Profile and Aims

St George School is an international school where a large number of students are Spanish native speakers with English as an additional language. An increasing percentage of our students are international students for whom English and Spanish are both additional languages. An increasing number of students are English native or bilingual speakers. English is the common educational language of the school and the language in which all our students communicate.

As an inclusive school, we do everything we can to ensure that students of all abilities and needs are fully included in the life of the school. Where appropriate we endeavour to provide different ways for all learners to access the same learning to ensure an equitable experience for all and understand that effective inclusion is a whole school responsibility.

We have a small number of SEND students at the school. Some who are admitted with previou diagnosi/es and some who are identified as having SEND while they are at school. In all cases we work with families and outside agencies to ensure that we have all pertinent information and that we can implement the relevant steps to provide for the needs of these students. This is always an ongoing process.

Understanding Special Educational Needs and Disability

The early identification of learning needs is crucial to success in school. A phased approach is used to identify and support the individual needs of students with SEND. In order to understand the learning needs of students, the school applies the four broad categories of need as set out in the SEN Code of Practice (2015):

Communication and Interaction: This area includes speech, language and communication needs which could mean difficulties with speech production, the understanding of language,

the expression of language or a combination of all three. It also includes difficulties with the social use of language. studentren with a diagnosis of autism or autistic spectrum conditions, including Asperger's, have needs in this area. studentren with communication and interaction difficulties may or may not also have learning difficulties.

Cognition and Learning: This area includes general and specific learning difficulties (SpLDs) which can be mild, moderate or severe. SpLDs include dyslexia, dyscalculia and dyspraxia. Students with one or more SpLD tend to have a 'spiky' profile of attainment, with areas of strength and areas of need.

Social, Emotional and Mental Health Difficulties: This area includes mental health difficulties (such as anxiety or depression), emotional issues (such as disordered attachment) and conditions such as ADHD (Attention Deficit Hyperactivity Disorder) or ADD (Attention Deficit Disorder). A student with underlying social, emotional or mental health difficulties will often display challenging behaviours and learning difficulties either temporarily or in the long-term as a result.

Sensory and/or physical needs: This area includes sensory impairments, such as visual impairment and hearing impairment, as well as physical disabilities such as cerebral palsy. Some studentren will have learning difficulties as a result of their sensory or physical need.

Objectives of the Policy

The objectives of this policy are:

- In the case of a known SEND, to ensure that the students' learning needs are able to be met before admission to the IBDP is granted.
- To ensure that all students' learning needs are identified as quickly as possible.
- To raise achievement by ensuring that students with SEND enjoy their education and achieve their full potential.
- To offer appropriate forms of support where possible by the most effective use of staffing and resources.
- To review regularly the interventions in place for a student in order to assess their impact, the student's progress, the view of the student, parents/guardians and teachers.
- To ensure there is close cooperation between all stakeholders; the student, parents/guardians, the school and any external agencies.
- To ensure that staff are made aware of the learning needs of all students and that they receive appropriate information and training on how to recognise and provide for these students' individual needs.
- To devise short and long term targets for students with SEND in order to inform progress and to ensure that a student is aware of their next steps.
- To liaise with examination boards to secure relevant exam access arrangements for the students.

Admission onto the IBDP

At St George we welcome all students who we feel are able to access the IBDP curriculum.

Admission for Existing Students with SEND

For existing students with SEND who wish to access the IBDP, admission will be granted based on the child's iGCSE examination results at the end of Year 11 as well as consideration of their overall history of need. These will be discussed between the SLT, IBDP Coordinator and SENCo in collaboration with the student and their parent/guardian(s). Careful consideration is taken of whether or not continuing onto the IBDP is the appropriate option for them.

Admission for New Students

For new students, admission onto the IB IBDP will depend on a number of factors. Each applicant will be asked to complete an Alis Centre for Evaluation and Monitoring Baseline assessment to assess their strengths, weaknesses and potential. They will also be required to complete an English and Maths mock exam paper and hold an interview with the IBDP Coordinator to discuss their suitability for the IBDP and their preferred subject choices.

Admission for New Students with SEND

Those applying to the IBDP are required to disclose any known SEND at the time of application and failure to do so could result in the student being asked to leave the program. This should be mentioned in the Admissions Policy.

Where a SEND is known at the point of application, discussion takes place between the Senior Leadership Team, the IBDP Coordinator, Admissions Officers and SENCo and the child's parent/guardian(s) regarding the type and level of support that might be needed, and whether St George and the IBDP is right for the child.

Where a student with an identified SEND is admitted, the SENCo will ensure that class teachers are aware of the implications for classroom practice and have an understanding of the student's needs before the student arrives to ensure that all students admitted to the IBDP are able to access the IBDP in full.

The Graduated Approach to SEND Support

Phase 1: First Quality Teaching and Differentiation

All learners will have access to quality first teaching. Some learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to students learning at different rates. These will probably be students who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be students with SEND. This is considered to be a differentiation of the usual school curriculum – not a special intervention for students with SEND.

Phase 2: SEND Support
Students will receive phase 2 support when it is evident that their needs require interventions which are "additional to" or "different from" the well differentiated curriculum offered to all students in the IBDP as seen in Phase 1. In the case of students who do not, at this point, have an identified SEND, teachers will refer these students to the SENCo via the SEND Referral Form. The SENCo will then contact the student's parent/guardian(s) to

discuss a learning needs assessment with an external agency. Once the report from the assessment is available, the student's support in school will then be tailored to meet their needs as set out in the report. The SENCo will ensure that class teachers are aware of the implications for classroom practice and have an understanding of the student's needs and information and recommendations for these children will be included in the school's iSAMS database.

Phase 3: Additional SEND Support and External Agencies

Where a student fails to make progress despite tailored internal support as laid out in Phase 2, advanced, targeted support from external agencies may be sought. In more severe cases, a *one-page-profile* may be necessary to provide specific and detailed information about the student which will be updated when changes occur. This will be created by the SENCo in collaboration with class teachers, parents/guardians and relevant outside agencies and the information will be shared with any other teaching staff as appropriate.

Students who require Phase 3 support may include, for example, but are not limited to:

- Those who present persistent emotional and/or behavioural difficulties which substantially and regularly interfere with their own learning or that of the class group. It is important to note here that behaviour issues are not considered SEND unless we feel that the behaviour is a symptom of a SEND.
- Those who have needs that require additional specialist equipment or regular advice, visits or direct intervention from an external specialist service.
- Those who have ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to their learning.

Examination and Assessment Access Arrangements

A variety of arrangements are available on the IBDP to SEND students who require support during assessments and examinations in order to remove or reduce barriers and to allow them to reach their potential. These include, but are not limited to:

- Having additional time to complete an examination
- Being allowed to have supervised rest breaks during an examination
- Undergoing the examination in a separate room
- Having access to modified presentation of examination materials
- Having access to a human reader or reading pen for examinations
- Having access to a human scribe pen for examinations
- Having access to a communication aid for examinations
- Having access to a practical assistance for practical examinations
- Using a word processor to type rather than write in an examination

Access arrangements are not intended to give a student an advantage in any assessment and so the necessity of an access arrangement must be carefully determined by teacher observations and the student's most recent learning needs assessment report and must be a reflection of their normal way of working in school. The necessity of access arrangements

must be continuously monitored for their effectiveness and be based on the student's current and not previous needs.

Some examination and assessment access arrangements are permitted at the discretion of the IB Coordinator and SENCo, however others arrangements require advance authorisation from the IB Global Centre in Cardiff. It is the responsibility of the IB Coordinator and SENCo to ensure that applications for access arrangements are submitted six months prior to the examination series being applied for. It is also the responsibility of the IB Coordinator and SENCo to liaise with parents/guardians and students to make them aware of these access arrangements and to ensure that subject teachers are setting internal exams and assessments that reflect these arrangements for the student.

Student and Parent Voice

At St George we recognise that all students and parents/guardians have the right to be involved in decision making processes and exercising choice.

Student Voice

We endeavour to fully involve all students by encouraging them to:

1. State their views about their education and learning.
2. Identify their own needs and take an active role in their learning provision.

Parental Voice

We endeavour to fully involve all parents/guardians by:

1. Encouraging them to work collaboratively with the school and external agencies.
2. Encouraging open communication with the school and the opportunity to discuss and decide on the best options for their chi

SEND Friendly Teaching

It is each subject teacher's responsibility to ensure that their classroom and teaching practices are suitable for all of the students in their cohort. As such, teachers should:

1. Have high expectations for all of the students in the classroom including SEND students.
2. Ensure the pitch and pace of a lesson is appropriate and that there are opportunities for appropriate challenge, inquiry and problem solving.
3. Model and explain concepts effectively.
4. Give careful consideration to the use of appropriate questioning in the classroom.
5. Provide ample opportunities for both independent and collaborative working, and self and peer assessment for students.
6. Encourage students using positive praise and ensure clear rewards and sanctions in line with the behaviour management policy.
7. Ensure that any additional adults are deployed effectively.
8. Use display space effectively in the form of 'working walls' which students can use to be more independent learners.

9. Provide organisational and planning support to students who need it.
10. Outline clear learning objectives and success criteria - what will be taught in lessons and reiterate what has been covered at different points in the lesson – especially at the end through plenaries.
11. Break tasks down into smaller, more manageable 'chunks'.
12. Keep copying to a minimum and encourage students to take pictures of notes where appropriate.
13. Differentiate both in class and for homework.
14. Make sure that students who have access arrangements in official exams get the same arrangements for class tests and have evidence of this for submission to the exam board.
15. Allow students time to respond to feedback, providing them with opportunities to improve.
16. Allow students to choose the medium they feel most comfortable with to produce work (i.e word processor, blue ink over black, non-cursive) but not eliminate handwriting altogether.
17. Use SEND 'friendly' fonts such as those that are non-Serif.
18. Seat SEND students near the teacher, class board and next to a high ability student they can model from.

Gifted and Talented Students

At St. George School, we are committed to ensuring that Gifted and Talented (G&T) students receive individualised support tailored to their specific needs and abilities. We recognise that these students benefit from opportunities to extend their learning and engage in challenging experiences that foster their personal, academic, and social development.

To support G&T students, we provide a range of extended learning opportunities, which are customised on a one-to-one basis. Examples of these opportunities include, but are not limited to:

- **Early Advancement:** Offering the opportunity to take additional IGCSEs, GCSEs, or IB Higher Level subjects.
- **Mother Tongue Language Study:** Enabling students to study their mother tongue language at IB through the School-Supported Self-Taught (SSST) Literature course or at IGCSE level, fostering a deeper connection with their cultural heritage and language skills.
- **Mentoring and Coaching:** Encouraging students to mentor or coach younger peers in a specific subject, contributing to their leadership and communication skills.
- **Competitions and Events:** Participation in national and international competitions, such as MathsCounts, Olympiads, Speech Competitions, TEDx events, Geography Challenges, and other academic or extracurricular competitions.
- **Extracurricular Involvement:** Engaging in activities such as Model United Nations (MUN), sports fixtures, and creative projects that promote intellectual and social growth.

Our approach emphasises collaboration with students and their families to identify the most suitable opportunities. This ensures that each student is both supported and challenged in their unique journey toward realising their full potential.

Policy Collaboration

Collaboration on this Policy: SENCo, Admissions Officer, IB Coordinator, SLT

References

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