Special Educational Needs and Disabilities (SEND) Policy 2026

Approved by:	Alison Colwell, Principal	**Last reviewed on:**	September 2026
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This policy applies to Baleares International College at both sites, Sa Porrassa and Sant Agustí, unless a section says otherwise.

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1. Rationale

Baleares International College aims to be an inclusive school in which every student can access the same opportunities, reach their potential and make strong progress. Each student is valued as an individual. In line with Article 23 of the UN Convention on the Rights of the Child and Spanish law, the school recognises that a child with a disability should enjoy a full life in conditions that ensure dignity, promote independence and support active participation in the school community.

This policy covers both sites: Sant Agustí (Early Years and Primary) and Sa Porrassa (Primary, Secondary and Sixth Form). It also sets out how the school supports students learning English as an additional language (EAL).

2. Legal framework

- Real Decreto Legislativo 1/2013 (rights of people with disabilities), which requires universal accessibility and reasonable adjustments (ajustes razonables).
- Ley 15/2022 on equal treatment and non-discrimination, and the Balearic Llei 8/2017 on universal accessibility.
- Ley Orgánica 2/2006 de Educación, as amended by Ley Orgánica 3/2020 (LOMLOE), on inclusive education and attention to diversity.
- The GDPR and Ley Orgánica 3/2018 (LOPDGDD), which treat health and SEND information as special category data.
- The SEND Code of Practice (England) is used as a benchmark of good practice for a British school, alongside the BSO Standards.

3. Definitions

A student has a special educational need if they have a learning difficulty or disability that calls for special educational provision: support that is additional to, or different from, the adaptive teaching available to all students. A learning difficulty means significantly greater difficulty in learning than most students of the same age, or a disability that prevents or hinders the student from using the facilities generally provided.

Students who are very able, or who are learning English as an additional language, are not considered to have SEND for that reason alone. Their needs are met through adaptive teaching, challenge and the EAL provision in section 9.

4. Areas of need

Cognition and learning

General learning difficulties, where students need more time to practise and consolidate learning across many subjects, and specific learning difficulties such as dyslexia (reading and spelling), dyscalculia (mathematics), dyspraxia or developmental coordination disorder (coordination) and dysgraphia (writing).

Communication and interaction

Speech, language and communication needs, and autism. Autistic students may experience differences in social communication and interaction, sensory processing and flexibility of thinking, which can affect how they learn and relate to others.

Social, emotional and mental health

Difficulties that show in many settings and are persistent and not typical for the student's age. This includes students who are withdrawn or isolated and students whose behaviour is challenging, as well as attention deficit hyperactivity disorder (ADHD) and mental health needs such as anxiety, depression, self-harm, eating difficulties or physical symptoms with no clear medical cause. Mental health concerns are always shared with the DSL and the Leader of Wellbeing.

Sensory and physical needs

Vision impairment, hearing impairment, multi-sensory impairment and physical disabilities, which may require specialist support, equipment or adjustments to the environment so the student can access learning and school life.

5. Roles and responsibilities

Role	Responsibility
Principal	Overall responsibility for SEND provision; decisions on admission and on reasonable adjustments
SENDCo: Lesley Dixon (Sa Porrassa); Mel Eccleshall, Vice Principal (Sant Agustí)	Day-to-day coordination of SEND provision; SEND register; support plans; advice to staff; liaison with parents and external professionals; exam access arrangements with the Exams Officer (Sa Porrassa)
Heads of Primary and Secondary, Head of Sixth Form	Ensure SEND provision is embedded in teaching and pastoral work in their phase
Class and subject teachers	Responsible for the progress of every student in their class, including those with SEND; adaptive teaching; first to raise concerns with the SENDCo
Learning support assistants	Support individuals and groups as directed by the teacher and SENDCo
Designated Safeguarding Leads and Leader of Wellbeing	Support students whose needs overlap with welfare or safeguarding concerns; students with SEND can face additional barriers to recognising and reporting abuse
Parents	Share full information about their child's needs, work in partnership with the school, and attend review meetings

6. Admissions

This policy is read alongside the Admissions Policy. Having a special educational need or disability is not in itself a reason to refuse a place. Parents are asked to disclose any diagnosed or suspected need, with reports,

when they apply, so that the school can plan support and reasonable adjustments before the student starts. Where, in rare cases, the school cannot meet a child's needs even with reasonable adjustments, the Principal will explain this to the family openly and in writing.

7. Identification and the graduated approach

Needs may be identified from information given by parents at admission, reports from previous schools, teachers' observations and assessment, standardised assessments, or concerns raised by the student.

The school follows a graduated approach of **assess, plan, do, review**:

1. **Adaptive teaching:** all teachers adapt their teaching to the needs of the class. Most needs are met in this way.
2. **Monitoring:** where a teacher is concerned, they raise it with the SENDCo, who gathers information, may observe or assess, and agrees classroom strategies with the teacher. Parents are informed.
3. **SEND support:** where a student needs provision that is additional to or different from adaptive teaching, they are placed on the SEND register and a support plan (Individual Education Plan) is written with the student, parents and teachers. It sets out targets, the support to be given and how progress will be measured.
4. **External advice:** where progress remains limited, the school may, with the parents' agreement, seek advice from an external professional such as an educational psychologist, speech and language therapist or occupational therapist. Parents should discuss any private assessment with the school first, **because assessments the school has not initiated cannot be used for exam access arrangements.**

Support plans are reviewed at least termly with parents and the student.

8. Provision

- High-quality adaptive teaching in every lesson.
- Targeted support in small groups or individually, in or out of class, led by teachers, the SENDCo or learning support assistants.
- Reasonable adjustments to the environment, resources, routines, uniform or the way policies are applied.
- Exam access arrangements where the student meets the requirements (see the Exam Access Arrangements Policy).
- Where a student needs support beyond what the school provides, for example an individual support worker, this is agreed with parents in writing. Any external adult working with a student must meet the requirements of the Safer Recruitment Policy before starting.

9. English as an Additional Language (EAL)

Many students at BIC speak languages other than English at home. Their home language is an asset, and the school encourages families to keep using it.

- Students joining the school are assessed in English before enrolment so that the right support is in place from the start.

- Support is provided through adaptive teaching and, if possible and necessary, English support lessons. At Sa Porrassa, pupils in Primary from Year 3 may receive English support in place of an additional language. At Sant Agustí, class teachers receive training in teaching English as an additional language.
- The SENDCo monitors the progress of EAL students and distinguishes carefully between difficulties caused by learning in a new language and an underlying special educational need.

10. Assessment and monitoring of progress

Students with SEND are assessed in the same way as their peers, through formative assessment, standardised tests and internal examinations, with arrangements that reflect their needs. Progress towards support plan targets is reviewed termly and shared with parents at parent meetings and reviews.

11. Working with parents and students

Parents are the school's partners. They are consulted when a concern is first raised, involved in planning and reviews, and told who to contact (the class teacher or tutor first, then the SENDCo). Students contribute their views to their support plans in a way suited to their age.

12. Records and confidentiality

The SEND register, support plans and reports are held securely and shared only with staff who need them to support the student, in line with data protection law. Meetings with parents and external professionals are recorded. Information is passed securely to a new school when a student leaves, with the parents' knowledge.

13. Training

The SENDCos keep their knowledge up to date and provide training for staff through the CPD programme, including adaptive teaching, specific areas of need and the use of support plans.

14. Monitoring and review

The SENDCos report to the Principal on the number of students with SEND, the provision in place and the progress made. This policy is reviewed annually by the Principal with the SENDCos.

15. Related policies

- Admissions Policy
- Accessibility Statement
- Exam Access Arrangements Policy
- Equality, Diversity and Inclusion Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Curriculum Policy