



EL ALTILLO
INTERNATIONAL
SCHOOL



International
Schools
Partnership

SUPPORT AND SPECIAL EDUCATIONAL NEEDS POLICY

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INTRODUCTION

At El Altillo International School we believe that each student has unique strengths, talents and needs. To reach their full potential, some students need additional support at some point during their schooling, some on an ongoing basis, others for a short period to help overcome more short-term developmental needs. The Altillo International School aims to provide all its students with strategies to address their needs, our principles in this regard being the following:

- All of our students must have their individual learning needs met.
- All our students, whatever their educational needs, must receive an adequate educational offer, through a balanced, relevant and differentiated curriculum, which demonstrates coherence and progression in learning.
- All our students must have the same opportunities to participate in all educational activities offered by the school.

For the effective implementation of these three basic principles, the following specific tasks are developed:

- Assess, identify and monitor children's individual needs, at the earliest possible stage, so that appropriate arrangements can be made to develop the learning potential of all our students.
- Plan a curriculum in those subjects where the student has difficulties that satisfies the needs found, ensuring that the established objectives are specific, measurable, achievable, realistic and related to time.
- Identify, evaluate, record and periodically review the progress and needs of each student.
- Ensure to the extent possible that all students achieve their corresponding learning objectives.

THE GUIDANCE DEPARTMENT

The Guidance Department of El Altillo International School is made up of Sebastián Gómez Ávila (head of department), Soraya Jiménez Acedo (counselor) and María Jesús Neva (primary support teacher).

RESPONSIBILITIES OF THE DEPARTMENT HEAD

The head of the Guidance Department is responsible for coordinating the entire work strategy included in this policy. This includes:

- Supervise the daily operation of the department.
- Provide leadership, advice and support to staff in the area of special educational needs.
- Work alongside teaching staff to help them assess, identify and plan for educational support needs and ensure that pupils with educational support needs make progress.
- Assist in monitoring and evaluating the progress of students with educational needs, through the use of existing school assessment information, for example, periodic progress assessments, close relationship with subject teachers.
- Monitor and maintain specific resources for students with educational support needs.
- Liaise with external agencies and provide a link between these agencies, classroom teachers and parents.
- Contribute and, when necessary, lead staff training.
- Manage and update information on students with educational support needs, including the dissemination of relevant information about students.
- Coordinate exam access adaptations for students with educational support needs during external exams and internal evaluations.
- Carry out detailed assessments and observations of students with educational support needs.
- Serve as a liaison with other educational institutions to ensure a smooth transition for students with educational support needs.
- Serve as a liaison with parents and class teachers so that they know the strategies that are used and encourage them to collaborate in this process.

RESPONSIBILITIES OF THE PRIMARY SUPPORT TEACHER

The Primary support teacher works as part of the Guidance Department and in coordination with the class teachers. Her responsibilities are:

- Supports the individual needs of students with learning difficulties in small intervention groups and when necessary and possible through individualized classes.
- Help in the implementation of the provision of personalized help within the regular classroom to students who require it.
- Contribute to review meetings and support students with learning difficulties to access a broad and balanced curriculum.

RESPONSIBILITIES OF CLASS TEACHERS

Class teachers are responsible for meeting the support needs of those students who require it within the classroom, providing the necessary measures to do so. The first step to this is to ensure that there is quality, differentiated and personalized teaching. Class teachers are responsible for the progress of pupils with learning difficulties. In this sense, all teaching staff can teach students with learning difficulties and must remain well informed about the strategies necessary to manage the individual needs of students with learning difficulties effectively.