



## BCA Inclusion Policy

### 1. Aims and Objectives

The school is committed to creating an environment that actively supports and encourages all students to achieve academic, artistic, and sporting excellence, while inspiring them to accomplish personal and professional success (BCA Mission).

This policy aims to:

- *Define key terms:* Provide clear definitions of inclusion, special educational needs and disabilities (SEND), and related terminology.
- *Outline identification and support procedures:* Establish transparent school procedures for the identification, referral, and support of students with SEND.
- *Promote fair and inclusive assessment:* Define the principles of fair assessment for all students, including those with additional learning needs, and explain the access arrangements the school will implement in line with JCQ and IB regulations.
- *Clarify roles and responsibilities:* Set out the roles and responsibilities in supporting inclusive practices.
- *Promote coherence with other policies:* Ensure consistency with related school policies.
- *Establish a review process:* Detail a cyclical process for the implementation, monitoring, and review of the inclusion policy.

And to meet the International Baccalaureate (IB) Programme Standards and Practices, and the Joint Council for Qualifications (JCQ) guidelines, specifically:

- *IB PSP 0301-02-0100:* “The school implements and reviews an inclusion policy that meets IB guidelines and supports the development of inclusive education”.
- *IB PSP 0301-02-0200:* “The inclusion policy and practice are consistent with applicable legislation and the school’s legal context”.

- *IB PSP 0301-02-0300: “The school clearly identifies and communicates the roles and responsibilities of all members of the school community in implementing inclusive practices”.*
- *Meet JCQ and IB guidelines for the identification and provision of access arrangements for students taking IB and IGCSE examinations.*

## **2. Statement of Intent**

The school implements and regularly reviews its inclusive systems and processes to ensure all students, regardless of gender, race, ethnicity, sexual orientation, disability, religion, nationality, and/or social background, are fully supported in their well-being, development, and learning, reflecting our strong commitment to international-mindedness, global citizenship, and diversity (IB PSP 0301-06-0600).

Additionally, the school has due regard to the ‘SEND code of practice, 0 - 25 Years’ (DfE, 2015).

The school provides an inclusive education that supports students with Special Educational Needs or Disabilities (SEND), wherever it is reasonably practicable and compatible with delivering high-quality education for all students. The school can only admit students who are able to access and benefit from the mainstream curriculum with reasonable support from teaching staff and the SEND department (refer to the BCA Admissions Policy for further information on our admission process for students with SEND).

## **3. Values**

The Inclusion Policy and the practices it sets out are aligned with and actively promote the BCA Values, namely:

- *Communication Skills*
- *Inquisitiveness*
- *Appreciation of Diversity*
- *Ability to Solve Problems*
- *Sense of Responsibility*
- *Commitment to Sustainability*
- *Tenacity*
- *Courage*
- *Self-awareness*
- *Team-working Skills*
- *Inventiveness*
- *Compassion*

## **4. High Quality Learning (HQL)**

High Quality Learning (HQL) is central to our inclusive ethos and is underpinned by the belief that

effective teaching is the foundation for equitable access to education.

Learning at BCA is designed to be authentic and meaningful, often through diverse teaching approaches. Our constructivist, inquiry-based model encourages students to build new understanding through play, projects, questioning, and investigation, fostering critical thinking and problem-solving. We view learning as cyclical and progressive, with reflection and feedback integral to the process. We recognise the uniqueness of each learner, providing both individualised support and opportunities for collaborative learning. By promoting student agency and self-determination, we create environments where learners are empowered, engaged, and supported by strong student-teacher relationships that promote wellbeing.

This model of HQL reinforces our commitment to inclusion and sets a clear expectation for all staff: effective, reflective teaching is the first primary means of ensuring all students can access the curriculum.

## **5. Application of Policy**

This policy applies to:

- All staff at BCA involved in teaching, supporting, or otherwise contributing to the learning and wellbeing of students with special educational needs and/or disabilities (SEND).
- All current and prospective parents and guardians, including those in the process of applying for admission to the school.
- External agencies and specialists, including examination boards and inspectors, who require a clear statement of the school's policies and procedures regarding SEND, inclusion, and access arrangements.

The policy applies at all times and in all situations. There are no special conditions, restrictions or exclusions. Any special situations are covered within the policy itself.

## **6. Definition of Inclusion**

Inclusion is fundamentally about fostering a sense of belonging within educational settings. It is not merely a policy or a set of procedures, but an active, relational process that ensures every student feels valued, respected, and connected. At BCA, we are actively committed to ensuring that every student experiences a deep sense of belonging, achieved through meaningful relationships, inclusive practices, and a school culture that values diversity.

## 7. Definition of SEND

In line with the UK 'SEND Code of Practice: 0 to 25 years' (DfE, 2015), a child or young person is considered to have Special Educational Needs and/or Disabilities (SEND) if they have a learning difficulty or disability that requires special educational provision to be made for them.

A learning difficulty is present when a student experiences significantly greater difficulty in learning than the majority of others of the same age.

A disability refers to a physical or mental impairment which has a long-term and substantial adverse effect on the student's ability to carry out normal day-to-day activities, including accessing educational facilities available to their peers.

SEND is broadly classified into four areas of need:

1. *Communication and Interaction*: including speech, language and communication needs (SLCN), and conditions such as autism spectrum disorder (ASD).
2. *Cognition and Learning*: including moderate, severe, and profound learning difficulties, as well as specific learning difficulties (e.g., dyslexia, dyscalculia).
3. *Social, Emotional and Mental Health (SEMH)*: including anxiety, depression, and behavioural needs.
4. *Sensory and/or Physical Needs*: including visual or hearing impairments, and physical disabilities that impact access to the curriculum.

Slow progress and low attainment do not necessarily mean that a student has SEND, and will not automatically lead to a student being identified as having SEND. However, they may indicate a range of learning difficulties that require further investigation.

Similarly, attainment in line with chronological age does not automatically rule out the presence of a learning difficulty. Some learning difficulties occur across the full range of cognitive ability.

Difficulties that are solely related to English as an Additional Language (EAL) are not classified as SEND. However, such difficulties may present as inattention, limited reading and listening comprehension, or challenging behaviour. Identifying and assessing SEND in students for whom English is an Additional Language requires particular care. The SENCO and teachers will closely consider all aspects of a student's performance across different areas of learning and development to determine whether limited progress is due to EAL needs or an underlying SEND.

Persistent disruptive or withdrawn behaviours do not necessarily indicate SEND either. The school will remain vigilant to other factors that can contribute to learning difficulties or mental health challenges, such as bereavement, bullying, or other significant life events. While these factors do not automatically result in SEND, they may impact a student's wellbeing and learning, and will be taken into account when

assessing needs.

## 8. Access Arrangements (AA)

The aim of access arrangements is *‘to remove or reduce barriers that students may face in teaching, learning and assessment’* (IBO, 2022). Access arrangements are designed to ensure that students with SEND are able to demonstrate their learning and potential during assessments without altering the standards or expectations of the qualification. These arrangements allow students to access assessment on an equitable basis and reflect their normal way of working in the classroom.

At BCA, access arrangements are not reserved solely for formal or summative assessments; they are embedded in students’ day-to-day learning experiences and supported across all subjects. Access arrangements are granted based on evidence of need, teacher observations, specialist assessments, and professional judgment, in alignment with the IB’s Access and Inclusion Policy (2022) and the *‘Access Arrangements and Reasonable Adjustments’* (JCQ, 2024) for IGCSE year groups.

Examples of potential access arrangements may include:

- *Extra time*: For students with processing difficulties or specific learning needs.
- *Use of a reader or reading software*: For students with visual impairments or dyslexia.
- *Use of a scribe or voice recognition software*: For students with writing difficulties or physical impairments.
- *Assistive technology*: Such as laptops, tablets, or other electronic aids to facilitate access to assessments.
- *Prompters*: For students with attention difficulties who may need support maintaining focus.
- *Modified papers*: Including large print, Braille, or coloured overlays.
- *Rest breaks or supervised breaks*: For students who may require breaks due to fatigue, anxiety, or medical conditions.
- *Separate or smaller rooms*: To reduce distractions or accommodate specific sensory needs.

All access arrangements must be consistent with the student’s usual classroom practice and should not provide an unfair advantage. The SENDCo, in collaboration with teachers, tutors, and the senior leadership team (SLT), ensures that appropriate documentation is maintained and submitted in accordance with IB and JCQ requirements and deadlines.

When appropriate, the school will seek access arrangements for students with SEND to ensure that the assessment of their performance and learning is fair, accurate, and reliable.

Examination boards require that any access arrangements reflect a student’s normal way of working and

are not introduced solely for the purpose of summative assessments. Therefore, access arrangements will also be provided, where appropriate, for classroom activities and internal assessments. Any planned access arrangements will be specified in the learner's Individual Education Plan (IEP) and recorded on the SEND register.

At BCA, examination boards comprise Pearson Edexcel (IGCSE) and the International Baccalaureate (Diploma Programme).

The procedure for requesting official external access arrangements is led by the Head of Secondary (for IGCSE) and the Head of DP (for the IBDP), in collaboration with the SENDCo and with the appropriate consent from the candidate and their parent(s) or legal guardian(s). Where supporting documentation is required, an external psychological, psycho-educational, or medical report will be requested, undertaken, and dated within three years of the intended examination session, in line with the requirements stipulated by the examination boards. Additional educational evidence from the school, such as an IEP, samples of work, and/or teacher assessments, will also be collected where necessary.

It is the responsibility of subject teachers to consult the school's SEND register and the student's IEP, where all access arrangements will be detailed. The SENDCo will meet regularly with year group tutors and the senior leadership team (SLT) to ensure that access arrangements are correctly implemented and optimised. The SENDCo will also meet individually with students to review arrangements, and will coordinate ongoing monitoring of student progress with teachers.

## **9. Individual Educational Plan (IEP)**

An Individual Education Plan (IEP) is a document developed to ensure that a student with a formally diagnosed special educational need or disability (SEND) receives appropriate support while attending an educational institution. The IEP outlines specific strategies, measurable targets, and actionable steps tailored to the student's needs. These provisions go beyond, or differ from, the differentiated curriculum offered as part of usual classroom practice.

The purpose of an IEP is to guide teachers and support staff in delivering targeted support to the student. It sets out clearly defined learning objectives and the strategies required to achieve them. The IEP serves multiple functions: it enables the school to plan for the student's progression, monitor the effectiveness of individual interventions and educational strategies, review the provision for additional needs, and foster collaboration with parents and external specialists. For older students, it also encourages active participation in their own learning and goal-setting. Adherence to the IEP is mandatory for all professionals involved in the student's education.

The IEP is a working document and is reviewed regularly, at least once per academic year, and typically twice, to ensure it continues to reflect the student's evolving needs. When reviewing an IEP, several factors may be considered, including feedback from teachers, parents, external specialists, and the student themselves. The review takes into account the student's academic progress, overall development, the effectiveness of current strategies, and any issues or barriers to learning that may be affecting the student's academic progress, emotional wellbeing and/or social and cognitive development. Based on this evaluation, amendments may be made to targets or educational strategies. New targets may also be set, with the aim of achieving them by the next review.

IEPs are typically written by the school's SENDCo in collaboration with the student's classroom teacher in Early Years and Primary, or with the student's tutor, often in consultation with subject teachers, in Secondary and the International Baccalaureate (IB) Diploma Programme (DP). Once a draft is prepared, it is shared with the student's parents or legal guardians to gather their input and ensure they are fully informed of the strategies being implemented to support the student's learning and development.

Although IEPs are considered working documents and remain under continuous review, each will include a designated review month. At that time, the SENDCo will meet with the classroom teacher or tutor to discuss progress and determine any updates required. Parents or legal guardians will be informed of any modifications and invited to contribute to the review process. Where relevant, external specialists may also be consulted. For older students, their views and reflections may also form part of the review.

## **10. Roles and Responsibilities**

The school outlines the following responsibilities (IB PSP 0301-02-0300):

### **10.1 The Special Educational Needs Coordinator (SENDCo)**

The Special Educational Needs and Disability Coordinator (SENDCo) is Mr. Adam Fowler and his email address is: [adam.fowler@bcandorra.com](mailto:adam.fowler@bcandorra.com)

The SENDCo (and any delegated assistants) responsibilities are to:

- *Oversee the daily implementation of the inclusion policy:* Ensuring that the inclusion policy is being actively followed and adapted to meet the needs of students.
- *Ensure the centrality of students' and parents' perspectives:* Ensuring that both student and parent perspectives are prioritized and central to decision-making, fostering an inclusive and responsive educational environment.
- *Collaborate with key stakeholders:* Working closely with the senior leadership team (SLT), tutors,

and subject teachers to identify and support students with SEND, ensuring collaboration and effective resource allocation.

- *Coordinate support for SEND students:* Overseeing and coordinating the provision of support for students with SEND, including arranging exam access arrangements and ensuring students receive the necessary accommodations.
- *Manage and maintain SEND records:* Keeping accurate and up-to-date records for students with SEND, including the SEND register, and regularly update staff on any changes or new information.
- *Provide professional guidance and training:* Lead professional development by providing workshops on SEND, supporting teachers in implementing inclusive strategies, and identifying training needs for staff.
- *Work closely with external agencies:* Collaborating with external professionals and agencies to provide additional support to students, ensuring their needs are met effectively.
- *Monitor inclusion policy development:* Lead and monitor the operational and strategic development of the school's Inclusion Policy, ensuring it is consistently implemented and aligned with best practices.
- *Facilitate the creation and review of IEPs:* Facilitate the creation, regular review, and updating of Individual Education Plans (IEPs), ensuring they reflect the evolving needs of the students.
- *Facilitate and lead SEND meetings:* Hold SEND meetings with teaching teams in each phase of the school to review and update the SEND register, discussing progress and further support required for individual students.
- *Support students in appropriate settings:* Whenever possible, provide direct support to students in the most beneficial settings, including one-on-one support, small group withdrawal, or in-class assistance as necessary.
- *Provide advice to senior leadership:* Advise the SLT about students with SEND, IEPs, internal and external assessments, classroom strategies, and further support that could be offered.
- *Lead on examination access arrangements:* Work with the Head of Secondary and IBDP Coordinator to facilitate the identification and documentation of students requiring special arrangements for external examinations, ensuring the process is completed in a timely manner.
- *Maintain SEND resources and assessments:* Manage and maintain SEND resources.

## **10.2 Teaching and Support Staff**

- Teaching and support staff must remain up to date with information about students with SEND by regularly reviewing updates provided by the SENDCo.
- If a member of staff observes that a student is struggling to access the curriculum or extracurricular activities, they must report this to the SENDCo for further investigation.



- Staff must refer any concerns regarding a student's: Social, emotional, and/or mental health (SEMH), communication or interaction with peers or adults, sensory and/or physical needs to the SENDCo to ensure that appropriate support can be arranged.
- All teaching and support staff are responsible for understanding the needs and targets of students with SEND. They must implement appropriate planning, differentiation, and interventions to support these students within the classroom and during any additional activities.
- The school's SEND register, Individual Education Plans (IEPs), and other relevant documentation are accessible via the school network. Teaching staff must check these regularly to ensure they are delivering appropriate support and using strategies tailored to individual student needs.
- Teaching assistants and other support staff must work closely with teachers to implement interventions and strategies outlined in IEPs and other SEND documentation.
- All staff must attend relevant training sessions related to SEND to ensure best practice and adherence to statutory requirements.
- Teachers and year group tutors play a key role in the creation and ongoing development of Individual Education Plans (IEPs). As such, they are expected to meet with the SENDCo during both the planning and review stages to ensure that each student's needs are accurately identified and effectively supported.
- Teaching staff must align their practice to the school's mission, vision for High Quality Learning, and values as well as engage and collaborate on the collection of evidence for external psychological assessments and examination access arrangements.
- Ensure all students are able to access the curriculum and make progress through differentiated teaching, learning strategies, and High Quality Teaching provision.
- Teachers and support staff must collaborate on the creation of IEPs as needed.
- Guarantee necessary access arrangements in assignments and examinations.
- Teachers and support staff are responsible for their involvement in IEPs and must implement IEPs correspondingly.

### **10.3 Heads of Section (Early Years, Lower Primary, Upper Primary, Lower Secondary, Upper Secondary, Diploma Programme)**

- Oversee the implementation of SEND policies within their respective phases.
- Ensure that all staff are aware of and adhere to the school's inclusion policies.
- Support and monitor the progress of students with SEND.
- Assist in facilitating communication between teachers, parents, and external agencies regarding SEND matters.
- Assist in ensuring that appropriate training is provided to staff to support inclusive practices.

- Coordinating the implementation of the IB programme in line with the school's inclusion policy.
- Managing access arrangements for students with SEND during assessments.
- Liaising with the SENDCo, teachers, and parents to ensure appropriate support is in place.
- Ensuring that all documentation related to SEND and access arrangements is accurate and submitted in a timely manner.

#### **10.4 Parents**

- Parents must inform the SENDCo of any external psychological assessments or other relevant documentation concerning their child, to help the school provide appropriate adaptations and support.
- Parents must notify the SENDCo of any significant developments at home that may impact the student's social and emotional wellbeing, cognitive development, or communication and interaction.
- If the student has any sensory or physical needs, parents must ensure this information is communicated clearly to the SENDCo so that suitable provisions can be made.
- Parents are encouraged to share any observations of potential learning barriers that arise during homework, academic tasks at home, or participation in extracurricular activities.
- Any major emotional events (e.g., bereavement, trauma, family disruption) that might affect the student's behaviour or learning in school must be shared with the SENDCo promptly.
- Parents will be invited to contribute to the development and review of Individual Education Plans (IEPs). Their insights are considered essential to ensure that the support provided reflects the student's full context and needs.

#### **10.5 External bodies and professionals**

The school and parents may also collaborate with other organisations, including health and social care professionals, local authority support services, and voluntary sector organisations. When requested by parents, the school can provide a list of locally based external specialists, such as educational psychologists and therapists, who are qualified to carry out formal assessments. These assessments can support the development of an Individual Education Plan (IEP) and will usually be required for the authorisation of access arrangements during assessments.

### **11. Identification and Assessment of Needs**

The school follows a structured and responsive four phase approach to identifying SEND: Assess, Plan, Do, Review (APDR):

1. *Assess:* Teachers and the SENCO gather information from a variety of sources to build a holistic understanding of the student's strengths and areas of need. This includes formal and informal assessments, classroom observations, prior attainment data, reports from external professionals, and input from the student and their parents or carers.
  2. *Plan:* Based on the assessment, a tailored plan is developed collaboratively with staff, parents, and where appropriate, the student. This includes setting clear, measurable outcomes and deciding on specific strategies, interventions, and support. All teaching staff working with the student are informed of the plan and their role in delivering it.
  3. *Do:* The planned support is put into action. This may involve differentiated teaching, targeted interventions, in-class support from teaching assistants, or specialist programmes. The SENDCo supports staff to ensure strategies are implemented effectively. Student progress is monitored closely throughout this phase.
  4. *Review:* The impact of the support and interventions is reviewed at agreed intervals. This includes analysing progress against the planned outcomes, reviewing student and parent feedback, and adapting the support plan as needed. Where progress is limited, further assessment and additional support may be considered, including referrals to external agencies.
- This cyclical process ensures that support is dynamic and responsive to each student's evolving needs, and promotes continuous improvement in outcomes

## **12. Types of Support**

To plan for provision the school uses the WAVE model of SEND provision, which refers to a three-tiered approach to supporting pupils with SEND. It is designed to ensure that support is tailored to the level of a student's needs, becoming more targeted and intensive moving up the waves.

### Wave 1 (W1): Universal Provision

- High-quality, inclusive teaching for all pupils, including those with SEND.
- Teachers differentiate lessons to meet the needs of a diverse class.
- Reasonable adjustments are made to ensure access to the curriculum.
- This is the baseline expectation for all students, and effective Wave 1 teaching can often meet the needs of many pupils without additional interventions.

### Wave 2 (W2): Targeted Support

- Small group interventions for students who are not making expected progress with Wave 1 alone.
- Typically time-limited and led by a teacher or trained teaching assistant.

- Pupils receiving Wave 2 support are often monitored closely, and interventions are designed to close specific gaps.
- Students will sometimes have an IEP in place.

### Wave 3 (W3): Specialist and Individualised Support

- Intensive, personalised interventions for pupils with significant and persistent needs.
- Often involves outside specialists.
- Support might include 1:1 teaching, highly structured programmes, or specific therapies.
- Students will typically have an IEP in place.

## **13. The SEND Register**

The Special Educational Needs and Disabilities (SEND) Register is a dynamic document that records students receiving additional support beyond universal classroom differentiation. It is maintained and regularly updated by the SENDCo and shared with all teaching staff to ensure consistent support across the school. Waves of intervention as well as individual access arrangements are detailed in the SEND Register. Students will be added to the SEND Register following a graduated and cyclical approach (APDR). When students in the SEN register show consistent improvement and their needs are no longer an obstacle for achievement and progress, the SEND support will decrease across the waves of intervention until it is no longer necessary.

## **14. Confidentiality**

All assessments, reports, individual plans and student's personal and sensitive information are strictly confidential and must not be shared with anyone not directly involved in the student's education.

## **15. Complaints**

Complaints from parents of children with SEND, about the provision made at the school, should follow the process set out in the BCA Complaints Policy.

## **16. Publication Information**

This Policy is for both Internal and External publication (BCA website and Parent Portal)

This policy supersedes and replaces the 'BCA Additional Learning Needs Policy' (2021) and the 'BCA

## 17. Review of Policy

This policy is reviewed annually to reflect any changes in legislation, best practices, or school context.

Policy Effective: April 2025

Policy approved by: Principal

### References

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