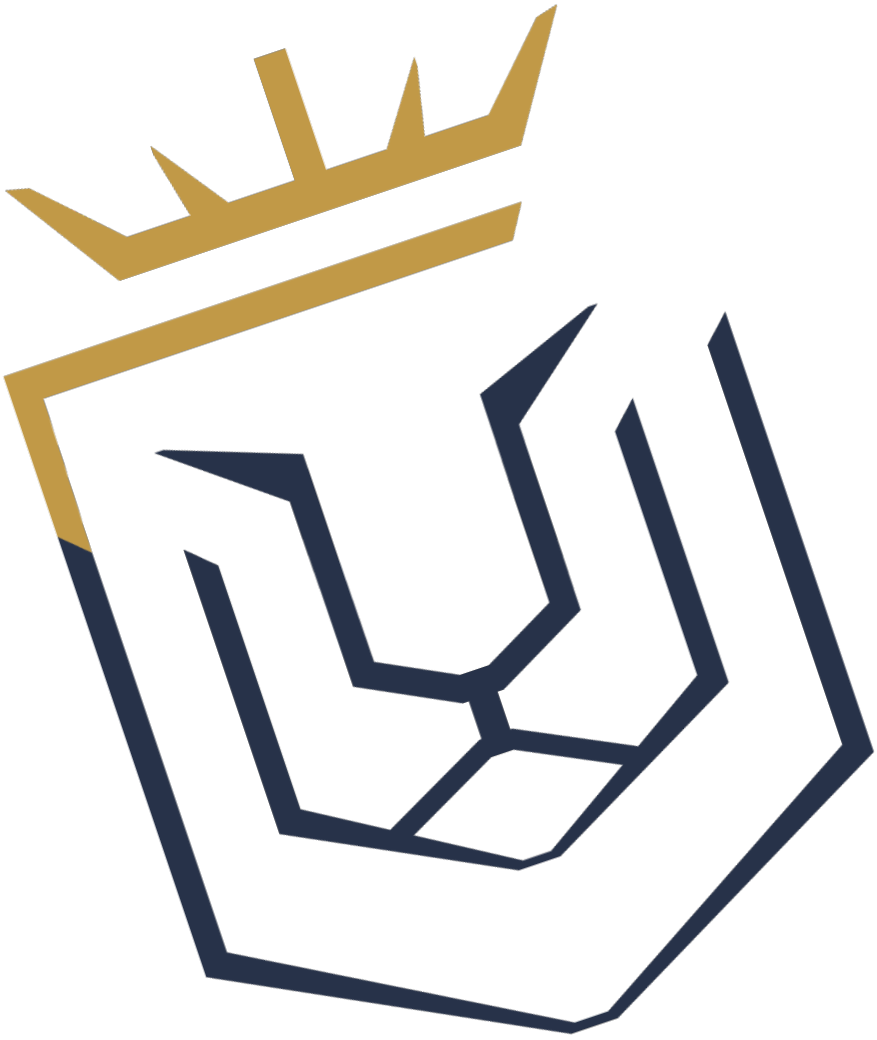
Nobel Algarve
BRITISH INTERNATIONAL SCHOOL

Special Education Needs & Disabilities (SEND) Provision Policy

(including Early Years Settings)

Date: 2025
Review: 2026



INTRODUCTION

Nobel Algarve British International School aligns its Admissions Policy with the English National curriculum, the IGCSE and the IB mission, philosophies, standards and practices and the IB learner profile. Policies at our School are developed in collaboration with teachers, students and parents to ensure that our policies reflect the needs and values of our community. Our policies are intended to embrace our mission to *to prepare each student to become a global citizen who can shape the world*. Our core values nurture a community that promotes us to:

- **Be excellent:** We do challenging work and achieve incredible things. Excellence is one of our core values.
- **Be supportive:** We support each other as we grow. Globeducate values a culture of discipline, teamwork, respect, perseverance and determination.
- **Be a pioneer:** We innovate and push for boundless creativity, through proactivity, responsibility and passion.
- **Be global:** We know no bounds to shape the world. We embrace different cultures through diversity and inclusion.

CONTEXT

Nobel Algarve British International School is a Nursery through Year 13 day school with an enrollment of 425. The Primary School offers classes from Nursery through Year 6, and the Secondary School caters for students in Years 7 through 13. The English National Curriculum is in place for the Primary School, a specialised middle school programme for years 7 through 9, the IGCSE in Years 10 and 11, and the Diploma Programme for Years 12 and 13[1].

OVERVIEW

Our Inclusion policy and information report aims to:

- Set out how Globeducate schools will support and make provision for students with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND.
- Raise the aspirations for, and expectations of, all students with additional needs through creating a focus on outcomes and furnishing them with the skills and attitudes to flourish academically and personally.
- Put our students at the heart of the process, working with them, their families, and teachers to seek the best possible outcomes for their development.

[1] Nobel Algarve British International School, Almancil is a Candidate School for the IB Diploma Programme (*), pursuing authorization as an IB World School. IB World Schools share a common philosophy; a commitment to high-quality, challenging, international education, that we believe is important for our students. Our school also has received recognition to conduct International GCSE and GCSE exams with Pearson.
(*) Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit www.ibo.org

DEFINITIONS

Special educational provision is additional to, or different from, that made generally for other children or young people of the same age.

Students have SEND if they have a learning need or disability which calls for special educational provision to be made for them. They have a learning need or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or they have learning needs that are different to those made for other children
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

ROLES AND RESPONSIBILITIES

3.1 The SENCO

The SENCO will:

- Work closely with the Senior Leadership Team and Globeducate Education Department to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching
- Advise on the deployment of the resources required to meet students' needs effectively
- Be the point of contact for external agencies, such as local authorities and support services
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the Senior Leadership Team to ensure that the school meets its responsibilities with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEND up to date

3.2 The Globeducate Education Directors

The Globeducate Education Directors will:

- Help to raise awareness of SEND issues through liaison with the Senior Leadership Team and the SENCO regarding the quality and effectiveness of SEND provision within the school and update the directors on this
- Work with the Senior Leadership Team to determine the strategic development of the SEND policy and provision in the school

3.3 The Head of School

The Head of School will lead the Senior Leadership Team to:

- Work with the SENCO to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

3.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any learning support teachers or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

SEND INFORMATION REPORT

4.1 Our schools typically provide additional and/or different provision for a range of needs, including:

- Communication and interaction: for example, autistic spectrum disorder, speech, and language difficulties
- Cognition and learning: for example, dyslexia, dyspraxia, dyscalculia, gifted students
- Social, emotional, and mental health: for example, attention deficit hyperactivity disorder (ADHD), attachment needs
- Sensory and/or physical needs: for example, visual impairments, hearing impairments, processing difficulties

4.1.1 Entitlements to additional time and/or support in external assessments

Children who have been diagnosed as having a learning difficulty may be entitled to support, such as additional time and/or modified provision, to complete external assessments. Exam access arrangements allow examination candidates with special educational needs and disabilities to access the assessment without changing the demands of the assessment. These are strictly regulated by the Joint Council for Qualifications on behalf of the examination boards, under the remit of Ofqual, and are administered and applied by the School in accordance with the published guidance and requirements.

4.2 Identifying students with SEND and assessing their needs

The school will use a range of tools to assess each student's current skills and levels of attainment, as appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower or faster than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, the school will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. This will be used to determine the support that is needed and whether the school can provide it by adapting its core programme, or whether something different or additional is needed.

4.3 Consulting and involving students and parents

The school will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- Parents' concerns are taken into account
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

The student's needs will be summarised on the student's profile and notes of these early discussions will be added to the student's record. The school will formally notify parents when it is decided that a student needs to receive SEND support.

4.4 Assessing and reviewing students' progress towards outcomes

The school will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class or subject teacher will work with the SENCO to carry out a clear analysis of the student's needs.
This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views

- Advice from external support services, if relevant
- The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. The school will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

4.5 Supporting students moving between phases and preparing for adulthood

As part of the admissions process parents are asked to share details of their child's needs and any relevant reports from professionals. Each application by a student identified as SEND will be carefully considered to ensure that the student's needs can be met with the current provision in place. Once a member of the school, each stage will be transitioned with an individual plan which is shared with parents for discussion.

If a student leaves the school, the SENCO will liaise with the next setting to ensure the student's needs are known and understood. The school will agree with parents and students which information will be shared as part of this and where appropriate we will provide transitional support to the student.

4.6 Our approach to teaching students with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class. High quality teaching is our first step in responding to students who have SEND. This will be personalised for individual students.

Common support approaches include:

- Small group oracy, literacy and numeracy interventions matched to students' specific needs and levels of attainment.
- Small group social skills groups
- Fine motor skills and handwriting interventions
- Interventions to support social, emotional and health needs
- Students with more specific difficulties may be withdrawn for specialist intervention by a member of the Learning Support Department.

Some support approaches may incur a cost.

4.7 Adaptations to the curriculum and learning environment

The following are examples of adaptations that may be used to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font,

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud,
- An 'Enhanced Learning Programme' may be offered to students with more complex learning difficulties. This may involve modification of the curriculum to include a reduced number of subjects and more individual and small group support.

The School will seek to ensure that disabled pupils are not put at a substantial disadvantage, by comparison with pupils who are not disabled, by making reasonable adjustments:

1. to policies, criteria and practices (i.e. the way the School does things); and
2. by providing auxiliary aids and services (i.e. provision of additional support or assistance).

There is no standard definition of an auxiliary aid or service. Anything which helps, aids or renders assistance for disabled pupils or applicants is likely to be an auxiliary aid or service.

Examples could include:

- Pieces of equipment;
- Extra staff assistance;
- Note-taking;
- Induction loops;
- Audio-visual fire alarms;
- Readers; and
- Assistance with guiding.

The School is not required to remove or alter physical features to comply with the duty to make reasonable adjustments for disabled pupils or applicants. Similarly, the School is not required to provide auxiliary aids for personal purposes unconnected with its provision of education and services.

School staff seek to understand the needs of each and every pupil and to ensure that all pupils have the chance to make good progress according to their ability. In practice, making reasonable adjustments can be a daily, iterative process. Adjustments can often be made by staff at short notice or no notice, for example, taking steps to ensure that a child has understood instructions, or that they are seated where they are able hear and concentrate.

Once any required adjustments have been identified, the School will consider whether they are reasonable adjustments for the School to make by reference to the following factors:

- Whether it would overcome the substantial disadvantage the disabled child is suffering;
- The practicability of the adjustment;
- The effect of the disability on the pupil;
- The cost of the proposed adjustment;
- The School's resources;
- Health and safety requirements;
- The need to maintain academic, musical, sporting and other standards; and
- The interests of other pupils (and potential pupils).

The School will discuss the proposed adjustments with parents and, where appropriate, the pupil, the Special Educational Needs Coordinator (or 'SENCO'), and (with the parents' consent) any appropriate third party, which may include, for example, a medical practitioner or educational psychologist. The School will communicate any decision regarding reasonable adjustments with parents and the child (where appropriate).

Parents can assist the School in this process by ensuring that staff are informed of their child's needs, making available any relevant reports, assessments and information and working with the School if appropriate to implement any measures or reinforce any strategies put in place.

Where, despite reasonable adjustments to assist a child's access to educational provision and the other benefits, facilities and services the School provides, a disabled pupil is evidently still at a substantial disadvantage, the School may draw this to the attention of the parents and make recommendations. This might include, for example, seeking further external professional advice, seeking a statutory assessment, additional support funded by the parents or other external sources.

If the parents feel that there are further particular adjustments the School could make, parents may write to or speak with their child's class teacher, in the first instance, or the Special Educational Needs Coordinator (or 'SENCO'). Parents are encouraged to provide copies of any medical or specialists reports as evidence of the adjustments required.

Admissions

The School does not unlawfully discriminate in any way regarding entry. The School welcomes pupils with disabilities and/or special educational needs, provided we can offer them any support that they require and cater for any additional needs and that our site can accommodate them. We aim to ensure that all our pupils, including those with disabilities and/or special educational needs, are provided with a safe and inclusive environment in which to learn.

Where a prospective pupil is disabled, the School will discuss with parents (and their child's medical advisers, if appropriate) the adjustments that can reasonably be made for the child if they become a pupil at the School, to ensure that the prospective pupil is not put at a substantial disadvantage compared to a pupil who is not disadvantaged because of a disability.

There may be exceptional circumstances in which we are not able to offer a place for reasons relating to a child's disability. For example, if, despite reasonable adjustments, we feel that a prospective pupil is not going to be able to access the education offered, or that their health and safety or those of other pupils or staff may be put at risk, we may not be able to offer a place at the School.

The School's Admissions Policy is available on the School's website. It applies equally to all prospective pupils and details how the School supports those applicants with SEN and/or a disability.

Withdrawal

If, in our opinion, the School is unable to meet a child's needs we reserve the right, following consultation with parents, to request or require the withdrawal of a pupil from the School. In these circumstances the School will support the parents in finding an alternative placement which will meet the child's needs. Any decision to request withdrawal or require the removal of a pupil will be made as a last resort and in line with the terms of the parent contract.
Fees in lieu of notice will not be chargeable in these circumstances.

4.8 Equipment and facilities

There is a range of resources to support a wide variety of needs and effective interventions available for a variety of identified needs. The SENCO, teachers and Teaching Assistants develop or buy resources for specific students to use according to need and within the necessary budgetary constraints.

Parents should speak with their child's form teacher or SENCO with regard to any application for additional support as soon as reasonably practicable. The SENCO / Exam Officer will process applications for appropriate examination access in conjunction with the child's form teacher and Head.

4.9 Evaluating the effectiveness of SEND provision

Our SEND provision is evaluated through:

- Monitoring by the SENCO
- Using student feedback
- Using provision maps to measure progress for students with complex needs
- Reviewing some students' individual progress towards their goals each term
- Holding annual reviews for students
- Ensuring that the views of all stakeholders are heard and incorporated into practice where appropriate.

4.10 Enabling students with SEND to engage in all activities

Globeducate is an inclusive group of schools, and Globeducate schools must ensure that all students have the opportunity participate in all activities offered. Communication with parents and carers is crucial to ensure this happens.

- Extra-curricular activities are available to all students.
- All students are encouraged to go on residential trips.
- No student is ever excluded from taking part in these activities because of their SEND or disability. If appropriate, a risk assessment may be carried out. If the student has a physical disability which will make challenging for them, such as transport issues or building access, the school will work with the other parties involved as well as the parents and carers to ensure that the best possible solution can be found.
- The Head of School is responsible for developing accessibility of the school for students with disabilities and evacuation plans for individual students where needed.
- Further information can be found in the school's accessibility statement.

4.11 Access arrangements for examinations

Students who have been identified with learning difficulties will have access to accommodations for assessment tasks, including examinations. These may include:

- Extended time
- A scribe
- Use of a word processor

Students sitting examinations for the IB will have access to all of those accommodations outlined in the IB Access and Inclusion Policy.

4.12 Complaints about SEND provision

Any concerns about SEND provision in school should be made to the SENCO in the first instance. Any written complaints will be managed in line with the school's complaints policy.

The parents of students with disabilities have the right to make disability discrimination claims if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

4.13 Special Educational Needs and Disabilities (SEND) Support Policy – Additional Fees

At Nobel Algarve British International School, we are committed to providing inclusive education and tailored support for students with Special Educational Needs and Disabilities (SEND) within the scope of our prescribed SEND provision. Our dedicated staff work to ensure that every child receives the necessary support to thrive academically and socially.

However, an additional fee may be applicable when a child requires additional support beyond the school's standard provision—such as specialised interventions, one-to-one assistance beyond our allocated resources, or the involvement of external agencies. This fee will be determined based on the nature and extent of the required support and will be discussed with parents/carers before implementation.

We aim to work collaboratively with families to ensure transparency and to provide the best possible support for each child while maintaining the sustainability of our SEND services.