



POLICY FOR STUDENTS WITH NEURODIVERSITY (ND) AND
AREAS OF DEVELOPMENT (AD)
PRIMARY – 2022/23





INDEX

- Aims and Objectives *page 3*
- The role of the ND Lead *page 4*
- The role of the ND Support Teachers
- The role of the classroom teacher in the support situation *page 5*
- Organization - Special Needs Support
- Types of Support
- Factors influencing nature of support Referral Procedures *page 6*
- Referral Procedures
- Early Years & KS1 *page 7*
- *Key Stage 1:* *page 9*
 - Identification
 - Process of Evaluation
 - SP/EHCP *page 10*
(Support Plan/ Educational Health Care Plan)
 - Support at KS1 *page 11*
 - ND and AD Students' assessment in KS1
- *Key Stage 2:* *page 13*
 - Identification
 - Process of Evaluation
 - SP/EHCP *page 14*
(Support Plan / Educational Health Care Plan)
 - Support at KS2 *page 15*
 - Intervention *page 17*
- Exceptional circumstances in times of pandemic and/or any exceptional government regulations *page 18*
- Identifying students with Neurodiversity (ND) and/or areas of development (AD) *page 19*
in basic language and math skills in the ND department
- Special arrangements in academic assessments *page 20*
- Students with ND and with AD at Primary *page 21*
- Feedback to the ND Lead *page 22*
- Visual stress assessment
- Other Neurodiversity Profiles *page 23*
- Meetings at the ND department *page 24*
- Parental Involvement
- Staff Development: INSET *page 25*
- Resources
- Acronym's definitions *page 27*
- *Annex: ASD Protocol*



Aims and Objectives

Aims

1. To support the provisions of the National Curriculum and the school curriculum so that they are accessible to students of all abilities.
 - a) Encourage all staff to accept their responsibility to create access for all students, including students with neurodiversity (ND) and students with areas of development (AD) within the curriculum area.
 - b) Ensure all staff knows the nature of their students' neurodiversity and areas of development.
 - c) Assess and evaluate the progress of students with ND and AD implementing differentiation when needed.
 - d) Advise and assist in the preparation and presentation of the curriculum and ensure continuity of approach across Primary and Secondary Departments.

2. To create an atmosphere of encouragement that allows students with ND and AD to feel valued and recognize their achievements.

Objectives

1. To recognize the importance of and encourage the involvement of students, family, and staff who play a role in the students' education and development.

2. To identify School and Department-specific INSET to meet these aims.



The role of the ND Lead

1. To identify students with ND and AD in liaison with the Academic Director, Heads of Department, class teachers, and Spanish teachers.
2. To implement basic intervention skills programs for students with ND and AD.
3. To support staff and students with ND and AD.
4. To implement resources for use with neurodivergent students and those with areas of development at school, in the ND dept. and for the use of all members of staff.
5. To maintain the school's ND register updated and oversee the records of all students with ND and AD.
6. To liaise with concerned parents of students with ND and AD.

The role of the ND Support teachers

In coordination with the ND Lead the Support teacher will:

1. hold meetings with the class teacher to provide an accessible curriculum for all students with ND and AD.
2. assist in identifying individual students to support them through differentiated activities.
3. help provide effective learning strategies so that students with ND and AD become more independent learners.
4. develop resource materials to meet individual needs, if needed.
5. develop a variety of methods in which individual students with ND and AD may be offered to enhance their learning.
6. report back to the Head of the ND department about students of concern.
7. participate or assist in INSET on ND when available and as required.



The role of the classroom teacher in the support situation

1. To ensure that all members of staff are aware of the students' ND and AD in their class.
2. To work in collaboration with the ND Lead and Support teachers in all of points 1-7 (*Role of Support teacher/s*).

Organization - Special Needs Support

All students must have access to the National Curriculum. Students with ND and AD are the responsibility of the whole staff. Staff will advise, share ideas and experience, develop strategies for assessment, monitor, evaluate and promote cooperation and communication between departments, staff, and outside agencies.

Types of Support

a) Support inside the classroom.-

Some students with ND/AD may need support inside the classroom to reinforce concepts and meet the learning objectives of the National Curriculum. This will be dealt with by the class teacher who will set the student's learning targets accordingly and provide differentiation in class.

The support teacher will provide support inside the classroom a few times a week in English and maths to the ND/AD students.

For the younger students, KS1, Teaching Assistants (TA) will support the work that the class teacher will set, and ND staff may collaborate with their expertise.

b) Support outside the classroom.-

The main aim of withdrawing specific students regularly, either in small groups or individually, according to their needs is to provide the students with enough level of competence in basic skills to enable them to take part in mainstream lessons as fully as possible. It can also serve as a "haven" and give additional social and personal support to students. The support outside the classroom will mainly be considered for those students who despite the differentiation in class find it challenging to access the learning objectives in the core subjects: English and Maths.



Factors influencing the nature of support

1. The ability of the students with ND and AD.
2. The flexibility and adaptability of teachers.
3. The perception of the students with ND and AD of the subject.
4. The physical conditions of the classroom.
5. The nature of the subject.
6. The teaching styles.
7. The organization and management of the classroom.
8. The strengths of the ND Department.
9. The attitude of the student with ND and AD towards support.

It must be emphasized that these factors are not static and are related to the individual student and the developing skills of the teacher. Therefore, policy and practice must be flexible and regularly reviewed.

Referral Procedures

- Although the main procedure for identifying students at BST with ND and AD is through teachers' observation throughout the year, there may be times when a parent may express concern over a student's specific learning profile in a certain area, e.g. a pupil's failure to meet certain National Curriculum targets.
- Students new to the school with external assessments should be reported to the ND Lead and a copy of their report must be kept in the file of the ND department. Any recommendations given by an external professional should be passed on to all the staff by the ND Lead. If staff would like to have more detailed information, they can approach the ND staff.
- Class teachers, Spanish teachers and/or support teacher/s will be asked to complete an *Enquiry form* that the ND staff will hand out as a first step to start the process of identification of the student's specific needs.



Early Years & KS 1

1. Before Reception, if a teacher is concerned about a student's development, they should refer to the Head of Department, Head of Primary, Academic Director and/or to the ND Lead.
2. If the ND Lead is involved, the class teacher will be asked to fill out an *Enquiry form* where all the areas of concern are held. The ND Lead will send the *online Referral form* that should be filled out by the student's teachers and then discussed with the ND Lead/Support teacher.

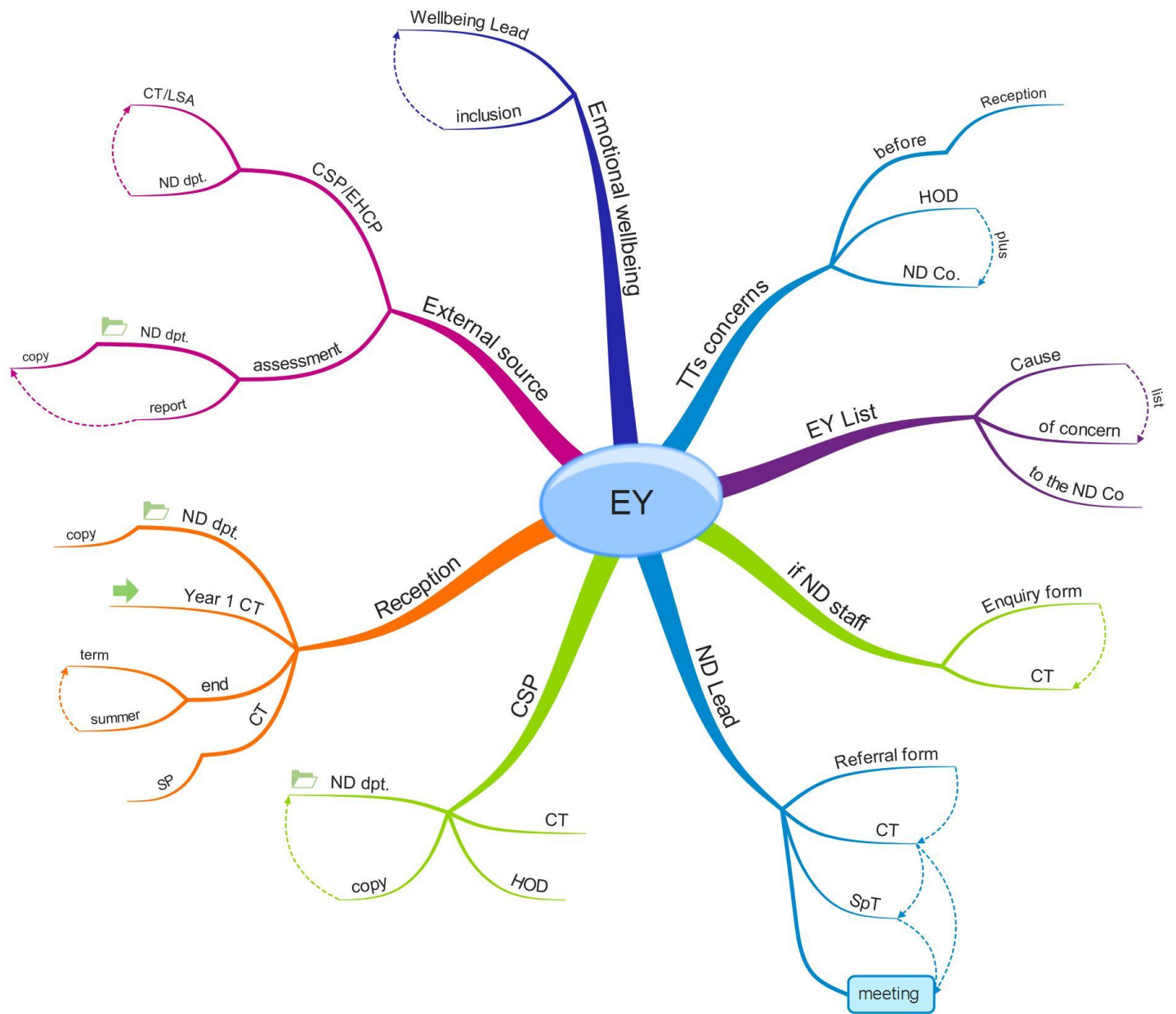
3. Early Years:

- 3.1. EY class teacher together with the Head of Early Years will draw up a *Support Plan (SP)* and provide the ND department with a copy.
- 3.2. The Head of Early Years will pass on a list of students that are *Cause for Concern* to the ND Coordinator.
- 3.3. Any changes on the *Cause of Concern list* of Early Year will have to be reported to the ND Lead for possible changes and to be informed, at all times, accordingly.

4. Key Stage 1:

- 4.1. The teachers from KS1 will draw up a *Support Plan (SP)* and provide the ND department with a copy. This SP will be reviewed throughout the year.
- 4.2. The ND Lead/Support teacher will meet with teachers from KS1 at the end of the academic year to discuss the students who are cause for concern and pass on this information to the next class teacher.

A copy of the SP forms should be kept in the ND file; if a student has got a report from an external source, the ND Lead needs to be informed who may have to complete the *Support Plan (SP)* or the *Educational Health Care Plan (EHCP)*, depending on the nature of the student's neurodiversity.





Key Stage 1

1. Identification.-

- 1.1. The class teacher expresses concern to the ND Lead or to the ND support teacher about a student; the parents' attention has already been drawn to their son/daughter's learning profile in a previous meeting by the class teacher. The ND teachers will approach the Spanish teachers to receive information about the student's attainment in Spanish.
- 1.2. The support teacher/ND Lead will provide the class teacher with the *Enquiry Form* who will inform about the student's skills, they are concerned about. The ND staff will start the process of identification after having received the *Enquiry form* filled out by the class teacher. The ND support teacher/ND Lead will schedule a meeting to observe the student in their school environment (classroom/playground).
- 1.3. The ND Lead will send a link of the digital *Referral Forms* according to the class teacher's concerns that should be filled out by all the members of staff involved in the student's learning (class teacher, Spanish teacher and Teaching Assistant).

2. Process of Evaluation.-

- 2.1. The information from the questionnaires will be summarized by the ND Lead in a *Preliminary Report* that will include the risk of the student's area of development according to the teachers' observations.
- 2.2. The ND Lead, the KS1 Lead, and the class teacher will meet to discuss the outcome and another meeting will be arranged with the parents to either:
 - inform them about the information included in the *Preliminary Report* and
 - recommend them to an outside agency, if necessary.

The Spanish teachers will be informed accordingly.



3. SP/EHCP – Support Plan /Educational Health Care Plan in KS1.-

- 3.1. The Class Support Plan will include all the student's specific needs, together with the differentiated learning objectives the class teacher has set with the support of the Teaching Assistant in the classroom environment.
- 3.2. In the case of students with ASD, the Learning Support Assistant (LSA) will be asked to set the learning objectives in collaboration with the class teacher and the ND staff, if necessary.
- 3.3. The ND staff may draft a complementary document, ND Support Plan, including strategies that the ND department recommends for the student's specific needs and/or areas of development and any special considerations that will need to be put in place in assessment situations, if necessary.

If the student has any needs related to their emotional well-being, recommendations will be included and, if needed, the Wellbeing Practitioner will be informed accordingly.

- 3.4. *Reviews:* The Class Support Plan will be reviewed termly by the class teacher and a copy will be passed on to the ND department.
If an ND Support Plan has been issued it will be reviewed in the first term of each academic year.

Parents will be informed about the SP/EHCP and invited to contribute in any way they might consider important for the support of their child. They will also be asked to support their son/daughter as suggested in the SP/EHCP on a regular basis.

- 3.5. All students with ND/AD who have been provided with a Class Support Plan will be included in the ND List at Primary.



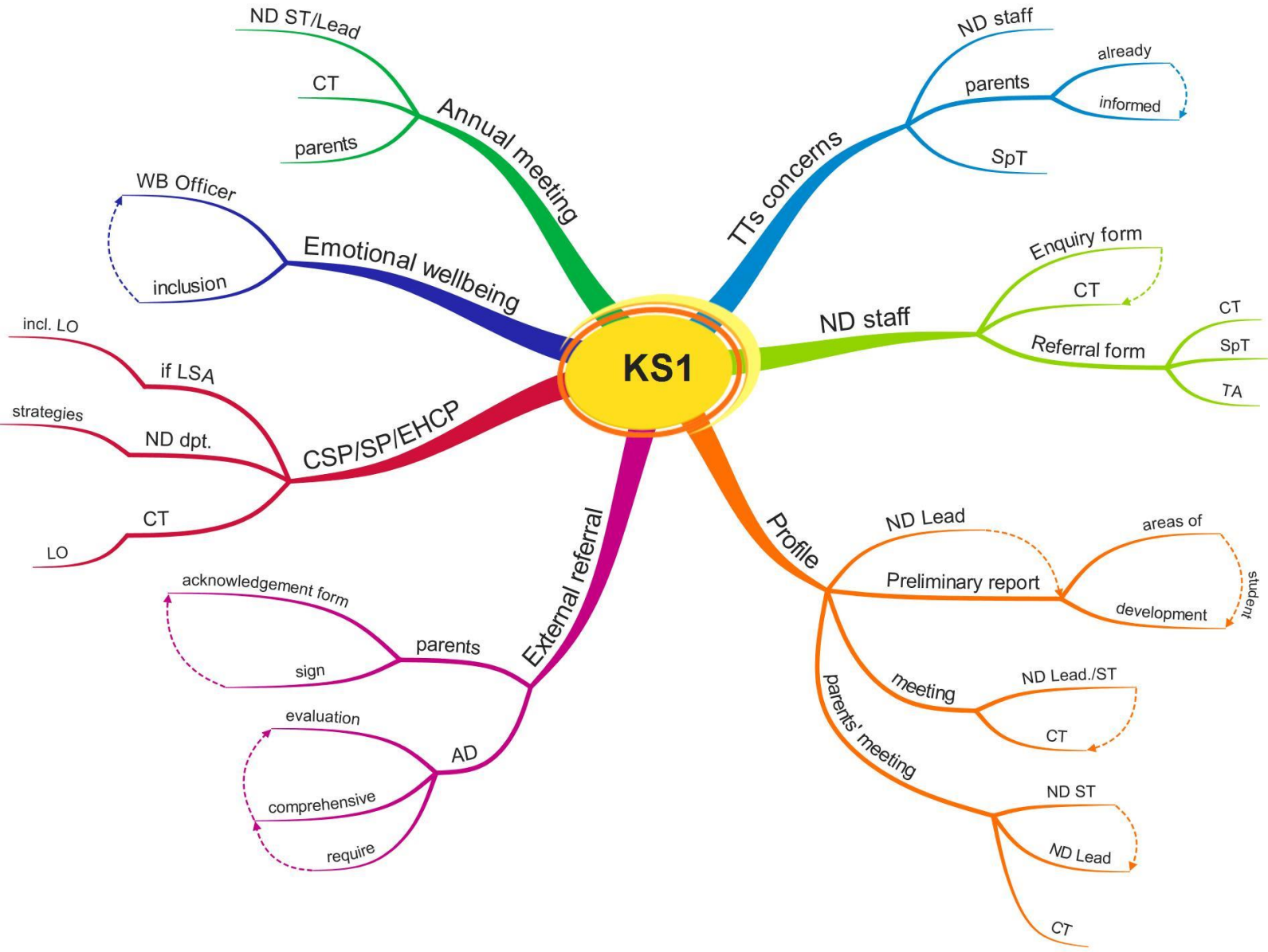
4. ND Support at KS1.-

- 4.1 The support in KS1 will be delivered by the teaching assistant (TA) in accordance with the class teacher, the KS1 Lead, and the Head of Primary.
- 4.2 The ND staff will hold meetings with the TA to support their expertise giving them strategies to address the specific needs of the student if needed.
- 4.3 Parents will be asked to sign the SP/EHCP that might be completed with an ND SP (see 3.3), if necessary.

5. ND students' assessments in KS1.-

- 5.1 Students will be sitting the GL Assessments for English and Maths at the end of the academic year.
- 5.2 Meetings will be held with the class teacher, the teaching assistant, and the KS1 Lead to monitor the student's progress and needs.

The ND Lead and/or ND Support teacher will need to be informed if the student's progress is a matter of concern.





Key Stage 2

1. Identification:

- 1.1 The class teacher expresses concern about a student to the ND support teachers and/or Lead who will send the *Enquiry Form* electronically. Prior to start the process of identification, the class teacher will have informed the parents about their concerns accordingly.
- 1.2 Once the class teacher has completed the *Enquiry form* the ND Lead will send the *Referral Forms* electronically that must be filled out by all the members of staff involved in the student's learning (class teacher and the Spanish teacher) with their observations. The ND support teacher or ND Lead will schedule a meeting to observe the student in their school environment (classroom/playground).

2. Process of Evaluation.-

- 2.1 The information from the questionnaires will be summarized in a *Preliminary Report* by the ND Lead that will show the areas of development according to the teachers' observations.
- 2.2 The ND Lead, together with the support teacher and the class teacher, if there has not been a parents' meeting before, will meet the parents to provide them with all the information obtained so far and explain to them the internal procedure of support.

If needed, they will be recommended to have their son/daughter to be assessed externally.



3. SP/EHCP – Educational Support Plan/Educational Health Care Plan. –

All students that require any kind of support for their neurodiversity and/or area of development will be issued with either a *Class Support Plan (CSP)*, *ND Support Plan (SP)* or an *Educational Health Care Plan (EHCP)*.

- 3.1. The class teacher will issue the CSP with the differentiation they will implement in class, for those students who are below average and, therefore, may require support.

The CSP will be complemented with a Support Plan (SP) from the ND department if an external assessment is available.

- 3.2. The CSP/EHCP will be issued and signed by the tutor, HOP, ND Lead/support teacher, and the parents. It will be supervised by the Head of Primary and the ND Lead.
- 3.3. An *Educational Health Care Plan (EHCP)* will be issued to students with special needs and/or a disability status. The ND staff will be responsible to draw it up and, in case the student requires a Learning Support Assistant (LSA), it will be them to work it out in collaboration with the ND Lead.
- 3.4. The SP/EHCP from the ND dpt. will include the support that is going to be delivered and the strategies recommended for all teachers who take part in the student's learning process and that are to be applied within the classroom setting as well as the special arrangements in assessment situations.
- 3.5. The ND staff will meet with the class teacher, in case, provisions about other areas of concern (behavioral-conductual, emotional, attention, organizational skills, etc.) are necessary, that will be included in the SP/EHCP from the ND department.

Depending on each case, the Wellbeing Practitioner will be involved in the emotional wellbeing of the student seems to be affected or conductual-behavioral issues are cause for concern.

- 3.6. If a student has been assessed by an external professional and their neurodiversity has been confirmed, including exceptionally high IQ or talented in one or more areas, (*possibly Gifted & Talented*), the class teacher will draw up a Support Plan as outlined in 3.1.
- 3.7. Students with an exceptionally high IQ or talented in one or more areas (possibly AGT) will be referred to the specialized unit for AGT students from the University of La Laguna and their parents will be recommended to take their son/daughter to participate in their workshops specifically designed for students with this learning profile.



- 3.8. The Class Support Plan (CSP) for students who will receive support inside the classroom will be discussed by the class teacher with the parents and, if necessary, with the ND Support Teacher or the ND Lead.

Parents will be invited to contribute in any way they might consider important for the support of their son/daughter. They will also be asked to support their child as suggested in the CSP/EHCP on a regular basis if needed.

4. ND Support at KS2.-

Since 2020/21 the ND department has adjusted its intervention program to comply with all the security measures put in place during COVID-19.

For this purpose, the intervention programs have been adapted accordingly, delivering support individually and/or in small groups.

Therefore, as support will be adapted for the current academic year as follows:

- 4.1. Support will be delivered inside and outside the classroom, depending on the needs of the students with ND and or AD.

Students who are below average will receive support inside the classroom once a week from the Support teacher in English and maths. For this purpose, the class teacher will provide the support teacher with their termly planning. Any changes need to be communicated to the Support teacher with enough time to allow adjustments accordingly.

- 4.2. Students who are very below average and find it challenging to meet their learning objectives despite the differentiation set in class, will receive support outside the classroom.

The support will focus on reading and/or maths skills, depending on each case. These sessions are timetabled in agreement with the class teacher once a week.

Careful planning at the beginning of the academic year in conjunction with the class teacher, support teachers, Head of Primary, Academic Director and ND Lead, must make sure that the students do not miss out on relevant content for their learning, including assessments.

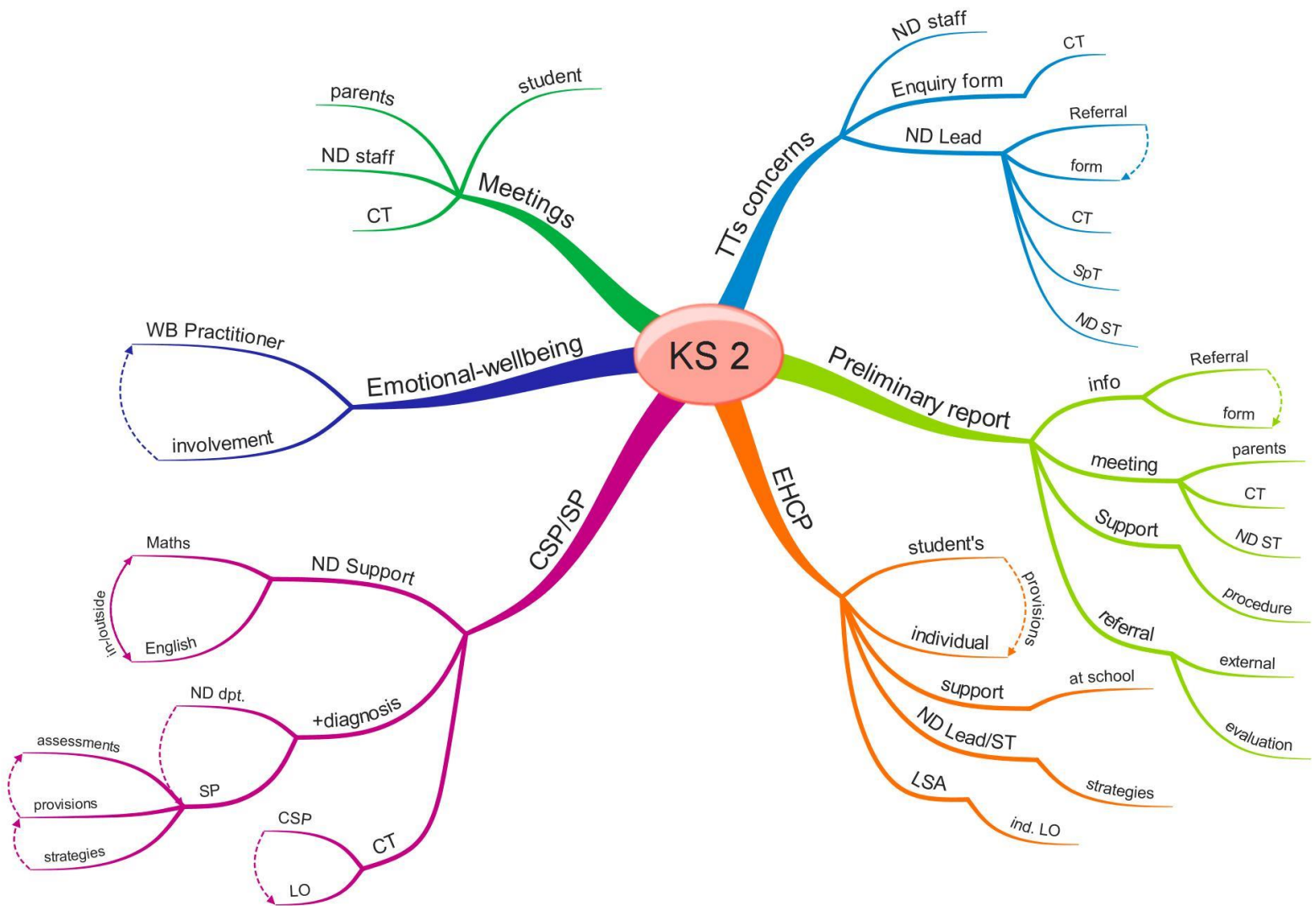
If, at times, this cannot be avoided, it will be the class teacher's responsibility to give the student the opportunity to learn this content in a different time frame with the class teacher and/or the teaching assistant. Under no circumstances should the student be assessed on the content they might have missed out on due to attending their support sessions outside the classroom.



- 4.3. If a student shows that they do not need support anymore, parents will sign a form to agree with this proceeding.
- 4.4. Once support has started with the student, the support teacher/ND Lead should be present at meetings held with parents if it involves the support that the student receives from the ND staff.
- 4.5. EAL learners may be included in the support groups if other students with neurodiversity and/or with areas of development are not losing out on the provisions they need and if they can be fit into the program of support sessions; the learning objectives in these lessons will be the same as those set for the students with neurodiversity and/or with areas of development.
- 4.6. The students with neurodiversity and/or with areas of development will receive support and sit their assessments outside the classroom if needed. When GL Assessments are due the support teachers will also assist the class teachers. The ND Lead/support teacher should be informed about this beforehand and will together with the Head of Primary, plan the ND staff's interaction and the resources needed.
- 4.7. If the ND staff considers it necessary that the student with neurodiversity and/or areas of development would benefit from external intervention, parents will be recommended to follow the advice and asked to sign a form of acknowledgment that they have been informed how to proceed for the best of their son/daughter, if needed.

5. Intervention program. -

- 5.1 Information about the intervention program implemented during this academic year is available in the ND department. Any member of staff and parents, if requested, can have access to arranging a meeting with any of the ND staff.
- 5.2 The class teacher, Head of Primary, Academic Director and parents will be informed about the work that is being carried out by the ND staff continuously. Meetings can be scheduled at any time if any of the above listed would like a more in-depth insight.





6. Exceptional circumstances in times of pandemic and/or any exceptional government regulations.-

Situation of lockdown.-

- 6.1 During a situation of a lockdown implemented by the Educational authorities in case of a pandemic (i.e. Covid-19) the ND department will provide each student with neurodiversity and with areas of development with a pack of resources and with appropriate reading books for their study at home.
- 6.2 Each year group will have access to a Blog for students with neurodiversity and with areas of development (ND Blog) where relevant links to online resources and tasks that will not be compulsory for the student will be posted.
- 6.3 The ND department in conjunction with each class teacher will allocate a convenient time to contact each student with ND or with AD and support them during a given time.
- 6.4 The support will be divided into delivering the intervention program and assisting the student with their class- and/or homework if needed.
- 6.5 Close liaison with parents will be held during the time of the lockdown.

Security regulations at school.-

- 6.6 In accordance with the school policies in case of emergency situations and to the Educational authorities' regulation, the ND department will adjust their ways of delivering support accordingly.
- 6.7 Students with neurodiversity and areas of development will receive support individually on a student's desk near the classroom area and/or may be withdrawn from lessons a few times during the week to join a reduced group of students in the ND room of the same year groups, if needed, to avoid the crossing over of bubbles.



7. Identifying the students' neurodiversity and/or areas of development in basic language and math skills in the ND department.-

7.1. If the student's neurodiversity and/or their area of development are related to their Reading and/or, Writing skills, their results in the PTE will be strongly considered to decide if intervention is needed.
In case of support needed in arithmetic skills, the results of the PTM will also be considered to include the student into the intervention groups.

7.2. An individual tracking of progress will be done by the ND department to record the students' progress during the year of those students who receive support outside the classroom.

7.3. Students at risk of a specific learning difficulty will be assessed by the ND Lead and/or the support teacher in the student's native language, in Year 6, before the transition to Secondary (under exceptional circumstances students may be assessed earlier).
Parents will be invited previously to a meeting to discuss their son/daughter's areas of improvement and strengths and will be asked to give their consent to proceed with these assessments.

7.4. If any other neurodiversity is likely to be present (ADHD/ADD, ADS, etc.), parents will be recommended to take their son/daughter externally for further assessments.

7.5. The first professional to be recommended should preferably be the paediatrician who parents should consult first for further advice.
However, if parents would like to get the school's advice to confirm or discard the teachers' concerns about their son/daughter, the ND Lead will be the person in charge of making these referrals.

The ND Lead and the Support teacher will issue a brief report for the pediatrician or external professional to inform them precisely about the student's learning profile and any other relevant information regarding the child by the parents' request.

Parents will be asked to sign a form to acknowledge that the school has recommended doing so, if needed. The final decision as to where to take their child will always be made by the parents and the school cannot make any commitment with any of the external professionals.

7.6. If parents decide not to take their son/daughter for further assessments outside school, they will be asked to sign a form to express that this is their wish, if necessary.



8. Special arrangements in academic assessments.-

- 8.1 Students whose area of development is focused on their language processing skills (i.e. risk at a Specific Learning Difficulty in Reading, Spelling), even if they have not got their ND confirmed through a formal assessment procedure, will be entitled to use a text reader software program if they are not able to access written text or their ability prevents them to use all their potential. Tutors will inform parents accordingly when discussing the Class Support Plan and will give their consent with this procedure when signing the CSP.

Nevertheless, before implementing this tool, the student should first try to complete the assessment without any help so that the ND staff can get a more accurate picture of the student's abilities.

The student should also have had opportunities to learn how to use the assistive technology tools previous to any assessment situation.

Those students whose handwriting may be laborious or illegible will be entitled to use their iPad with a keyboard or a laptop. It might be necessary -on some occasions- to act as a reader or a scribe as students might not be proficient enough in their touch-typing skills.

- 8.2 Individual cases regarding any other special arrangements in assessments will be agreed by the class teacher, the Head of Primary and the ND Lead.
- 8.3 Students with neurodiversity with Attention Deficit Disorder with or without hyperactivity and/or impulsivity, ADD/ADHD, will be entitled to have rest breaks in assessments and might, at times, need to complete their assessments in different sessions and/or different days.
- 8.4 Students with neurodiversity and/or areas of difficulties in their maths skills will be allowed to use a calculator in the reasoning paper and maths apparatus (multiplication grids (K2) and/or number squares (K1). However, these students need to have been introduced previously to the use of these resources, so that they can become their normal way of working.
- 8.5 When evaluating a neurodivergent student in mental maths assessments, it should be considered that their specific learning differences (i.e. their reading skills) and their slow processing speed, their poor working memory and their executive functions, in general, (basic cognitive processes: planning, cognitive inhibition, attentional control, cognitive flexibility, inhibitory control and higher order: planning, reasoning and problem solving), will inevitably have a negative effect on their mental maths that not necessarily will be due to lack of maths concepts or ability to solve the operation. Therefore, they will be given additional time to approach and process the task. In GL Assessments students with ND and/or AD will be assisted by the support teacher outside the classroom.



- 8.6 At the end of the academic year when the students are sitting the PTE and PTM assessments, the ND department will undertake the assessments with some of the neurodivergent students with and/or areas of development in a paper-based form, so that additional time can be given to these students or tasks may be split into different sessions, if needed, to avoid that their differentiated skills will make them underachieve when being under time pressure.

9. Students with Neurodiversity and Areas of Development at Primary.-

- 9.1 Students with neurodiversity and/or with areas of development -with or without an official assessment carried out- will be registered on the document *Students with Neurodiversity and Areas of Development at Primary* by the ND Lead who will keep the list updated throughout the year.

This register will provide information about:

- student's name
- the date of birth
- areas of concern
- availability of CSP/SP/EHCP
- Area of support
- assessments undertaken (if available)
- any other information.

- 9.2 If a former diagnosis by an external professional confirms the student's neurodivergent profile, the student's status on the document *Students with Neurodiversity at Primary* will be changed accordingly.
- 9.3 It will be the ND Lead's responsibility to recommend the parents to start assessment of their son/daughter with a health professional if needed (more information see *point 6*).
- 9.4 Once the student has been assessed by an external professional and received an official report about their specific needs, this report needs to be handed over to the ND Lead who will proceed as follows:
- a) Inform the Head of Primary, the class teacher, Spanish teachers, the Academic Director and the support teacher about the student's learning profile and/or needs.
 - b) The assessment report will be kept in the file in the ND Department and in the school file.



- c) The ND Lead will be in charge to update the document of the *Students with ND and AD at Primary* and will share it with all the teachers involved in the pupil's learning progress on the internal system (Office 365 → Sharepoint → Documents → *Neurodiversity at Primary*).
 - d) The current class teacher and the upcoming at the beginning of the new academic year must refer to the document of the *Students with ND and AD at Primary* to acknowledge the learning profile of their students and are welcome to ask any further information to the ND staff.
- 9.5 At the end of each academic year, the ND staff will meet with or ask the class teacher and the Spanish teacher to provide as much information as possible about their neurodivergent students or those with AD.
- 9.6 At the beginning of the academic year, the ND staff will invite all class teachers and Spanish staff to attend individual meetings to provide them with information about the needs of their students' neurodiversity or areas of development and any other background information relevant to the students' learning profile.

10. Feedback to the ND Lead.-

- 10.1 The ND Lead will need to be informed about any meeting that has been held regarding any of the neurodivergent student or with areas of development if s/he has not been able to be present.
- 10.2 Anything related to the neurodivergent and/or AD students discussed at Primary meetings needs to be passed on to the ND Lead/Support teacher if they have not been able to attend.
- 10.3 Class teachers will give feedback of parents' meetings held about any information that may refer to the student's needs or to the support they are receiving.

11. Other neurodiversity profiles.

11.1 Asperger/Autism condition/disorder (ASC/ASD)

Students whose neurodiversity is ASC/ASD and require individual support from a therapist to attend BST, will need to be provided by a Learning Support Assistant by their parents. The school will be supportive by finding an adequate professional, if possible.

If a student who is new to our school displays features of possible ASC/ASD, parents will be asked by the ND Lead, Head of Primary and/or Academic Director to look for professional help in the health system who will confirm or discard that ASD/ASC is present.



In case the student's diagnosis confirms the presence of ASD/ASD and the impact of their neurodiversity requires the support of a LSA, parents will be asked to proceed as mentioned before.

In an agreement reached with the Head of Primary, the Academic Director, and the ND Coordinator a *Protocol for students with ASD/ASC* has been added to this ND Policy with more specific guidelines (see Annex I).

11.2 Gifted and talented

(This section needs to be read in conjunction with the Policy for AGT and Most Able students.)

Some children, before the age of 13, are assessed by health professionals and reported to be of high abilities, possibly gifted and talented, either achieving an exceptionally high IQ or talented in certain areas.

On reaching the age of 13, it will be recommended by the ND Lead to get them reassessed as their development can vary over time to confirm this statement; in this case, their neurodiversity will be stated as AGT.

Students identified as being of high abilities (HA/AGT) will be stretched in all those academic subjects, in which their strengths and talents have been identified. The class teacher will provide the student with a Support Plan and set the learning objectives of the differentiation in lesson time, accordingly.

It needs to be considered that these students, although their cognitive skills may be exceptional when given differentiated work, will need to be instructed by the teacher before they are asked to complete it, as they may not have been exposed to the knowledge beforehand.

In agreement with the specialized unit for AGT students of the University of La Laguna, those students with a firm diagnosis will be referred to attend their AGT workshops outside school.

11.3 ADHD/ADD

All the students with a diagnosis of ADHD or ADD (predominately inattentive, predominately hyperactive, predominantly impulsive and/or combined) are entitled to get rest breaks during assessments and should also be allowed to have short breaks during lesson time, if necessary, as stated in their Support Plans.

If needed and whenever possible, they should be allowed to complete any assessments in different sessions and, in some cases, to be assisted by the class teacher, teaching assistant or the ND support teacher.



11.4 Low ability

No student should be considered as *low ability* or *less able unless* an official assessment regarding their IQ level has been undertaken by an external health professional and a diagnosis has been stated. It should be avoided to refer to students who may be weak in one or more academic areas as being of *low ability*.

12. Meetings at the ND Department.-

- 12.1 The ND staff will have regular meetings to discuss any issues related to the department. Teachers who previously emailed their concerns about a specific student are invited to come along and discuss their concerns.
- 12.2 The ND support teacher and the ND Lead will keep the Head of Primary and the Academic Director informed throughout the year about any issues that may arise relevant to the department.

13. Parental Involvement

- 13.1 Parental involvement in the educational process of students with neurodiversity or with areas of development is to be strongly encouraged.
- 13.2 In the teaching of reading in the Primary Department, parents are encouraged to not only hear their children read but also monitor their progress through reading record booklets, specific intervention programs or reading record cards.

The ND support teacher will provide the students with specific learning differences in their reading and/or writing skills with student-friendly reading books from the UK especially designed for students with this learning profile. Tracking of the books they are reading will be done by the support teacher throughout the year.

- 13.3 Consultation Days during the year enable parents to have discussions with Staff about reports, assessments, and programs of work. However, parents are welcome to meet with staff through prior appointments, at any time of the year.
- 13.4 Information on the school's *Policy for Students with Neurodiversity and with Areas of Development at Primary*, support available, confidentiality of ND records and assessments are available to be discussed with individual parents at their request.



- 13.5 The students with ND/AD whose areas of need are focussed on their Reading/Writing/Spelling will be provided with a license of a specific program for the student's use at home and monitored by the class teacher.

14. Staff Development: INSET

- 14.1 Attendance at courses or conferences in the UK is impractical for numerous reasons. Some correspondence courses can also be very expensive. However, the ND Department endeavours to keep abreast of current trends in curriculum development through Government circulars, documents, and the Educational press; it will also suggest professional development from experts from abroad or from Spain.

15. Resources

- 15.1 All students with neurodiversity and with areas of development can have access to specific software and have a reasonable provision in other curricular areas when using their Ipads and may use a computer at home where they have been given access to licenses provided by the school.

Some parents will be advised what other new technology tools might be beneficial for their child's specific needs (i.e. keyboard to the iPad or tablet, etc.)

- 15.2 At *British School of Tenerife*, a central resource area is allocated for the ND Department. An annual allowance for resources is awarded on an equal basis with the other classes.

A room also serves the students at Primary who are withdrawn from classes to receive language/learning support.

- 15.3 Students with neurodiversity and with areas of development whose specific needs are allocated in reading or math skills will have access to the specific tools used in the support group.

- 15.4 If a student shows the need of having to develop their touch-typing skills due to laborious and/or illegible handwriting, the ND department will recommend parents how to support their son/daughter in becoming proficient on the keyboard; they will be strongly advised to support their son/daughter to develop these skills on a regular basis at home.



For students in KS2 parents might be recommended to provide any external keyboard to be used with the student's iPad.

- 15.5 The ND department will provide the students with the necessary files of textbooks or reading books, if available and needed, in pdf format, so that student who require the use of a text reader software can access them more easily.

To be reviewed in 2024.



Acronyms used in this Policy

AD	Areas of Development
ADD	Attention Deficit Disorder without hyperactivity
ADHD	Attention Deficit Disorder with hyperactivity
ASD/ASC	Autism Spectrum Disorder/Condition
CT	Class Teacher
CSP	Class Support Plan
EHCP	Educational Health Care Plan
HOD	Head of Department
HOP	Head of Primary
LO	Learning objectives
LSA	Learning Support Assistant
ND	Neurodiversity
ND Co	Neurodiversity Coordinator
SLD	Specific learning difficulties / differences
CSP	Class Support Plan
SP	Support Plan
SpT	Spanish teacher
ND ST	Support teacher
TA	Teaching assistant