



## POLICY FOR STUDENTS WITH NEURODIVERSITY (ND)

SECONDARY - 2022/23





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## **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), within the curriculum area.
  - b) Ensure all staff knows about the learning profile of the neurodivergent (ND) students and the nature of their needs.
  - c) 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 ND students to feel valued and recognizes their achievements.

### **Objectives**

1. To recognize the importance of and encourage the involvement of students, family, and staff who play a role in 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 in liaison with tutors, subject teachers, Heads of Departments and Academic Director.
2. To implement programs for ND students.
3. To work with the Secondary Department to plan and prepare programs of study to meet the needs of ND students within the classroom.
4. To support staff and ND students.
5. To put together a bank of appropriate resources for use with ND students and for the use of all members of staff.
6. To maintain the school's ND register and oversee the records on all neurodivergent students.
7. To liaise with concerned parents of students with ND or areas of development (AD).
8. To be in constant communication with external professionals who carry out assessments to confirm or discard the learning profile of students who may be at risk of having neurodiversity.



## **Organization- Special Needs Support**

All students must have access to the National Curriculum. Students with special educational needs due to their neurodiversity or with areas of development are the responsibility of the whole staff. Staff will advise, share ideas and experience, develop strategies for assessment, monitor, evaluate and promote co-operation and communication between departments, staff and outside agencies.

### **Types of Support**

#### **a) In-class**

Some students with ND may benefit from support inside the classroom. This calls for a close liaison between class teachers and the ND staff to establish what is required from the students and to oversee that accessibility is granted to meet their differentiated learning objectives.

The ND Lead will introduce and encourage the students in using new technology tools to motivate them in becoming independent learners in a long run.

#### **b) Outside class**

Some neurodivergent students or with areas of development need more specific support in their Reading and Writing skills. Therefore, in some cases, support outside the classroom will be arranged in some sessions with close liaison of the subject teachers who are in charge of the students' learning and attainment.

The KS3, KS4 Leads, the Head of Secondary, the Academic Director and the ND Lead will be involved in the whole process accordingly.

Students from Year 7 onwards are being encouraged to attend the ND Workshop organized by the ND Lead once a week after school. They will be introduced to assistive technology tools and to study skills that will support their learning process and enable them to become independent learners and use their strengths in their learning. Students with ND who will be entitled to special arrangements in their official examinations in KS4 and 5, will need to prove that these tools have become their normal way of working during their Secondary Education to meet the criteria of the examination boards for the application of access arrangements.

Subject teachers are encouraged to motivate their ND students to complete any tasks with these tools accepting other forms of presentation of their work and making them feel positive about using their strengths for the benefit of their learning.



## **Factors influencing nature of support**

1. The abilities of the student with ND and/or area of development.
2. The flexibility and adaptability of teachers.
3. The student with ND/AD perception of the subject.
4. The physical conditions of the classroom.
5. The nature of the subject.
6. The teaching style.
7. The organization and management of the classroom.
8. The strengths of the ND Department.
9. The attitude of the student with ND/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.

## **ND Referral Procedures**

Although the main procedure for identifying students at BST with ND and/or with areas of development is through teachers' observation throughout the year, there may be times when a parent may express concern in a certain area, e.g. a student finding it challenging 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 at the ND department. Any recommendations given by an external professional will be passed on to all the staff by the ND Lead who will inform Heads of Department, tutors and subject teachers accordingly and include these strategies in the students' Support Plan (SP). If staff would like to have more detailed information, they can approach the staff from the ND department.

### *The transition from Year 6 to Year 7*

Students who received support during primary school and so displayed areas of development will preferably start secondary school with their neurodiversity status verified or deleted. The following procedure will be put in place:

- Year 6 students with risk of having a specific learning difficulty in Reading or Writing will be assessed internally by the ND staff, either in English or in Spanish, depending on the student's native language if no external assessment has already been carried out.



Parents of students with a different mother language than English or Spanish will be advised to get their son/daughter assessed by a professional in their native language. A copy of the final report will need to be handed over to the ND department in English or Spanish.

- Parents from Year 6 students with risk of having any other neurodiversity (i.e. ADD/ADHD, ASD/ACD, visual or motor dysgraphia) and who have not been assessed externally during their Primary education will be asked to start the procedure of getting their son/daughter's learning profile confirmed by an external source.
- The Safeguarding Officer together with the ND Lead will provide all teachers from Year 7 students with all the relevant information of each student's neurodiversity or their areas of development and emotional wellbeing at the beginning of each academic year.
- This input will complete the SP/EHCP and the information on the *ND Students at Secondary list* to enable all teachers to provide each student with the specific support they require to access the National Curriculum.
- The ND Lead will issue a Support Plan or EHCP that will be approved by the KS3/4/5, the Head of Secondary and the ND Lead that will be shared with all teachers during the first term. The student and their parents will be informed and invited to play an active role in the support plan that will be revised at the beginning of each academic year.

### Key Stage 3 & 4 and Sixth Form

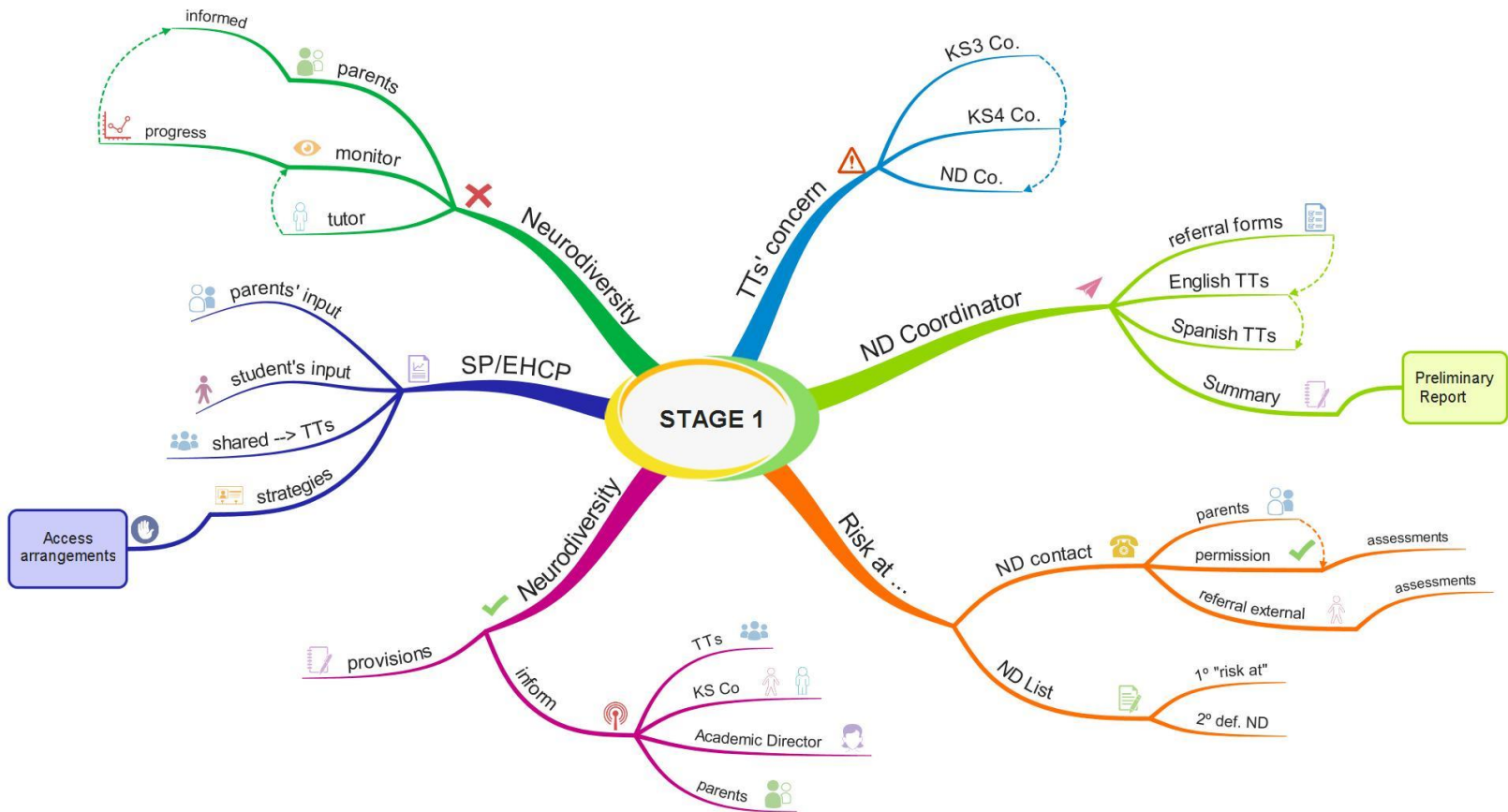
If a teacher is concerned about any student who may be displaying signs of being at risk of any neurodiversity, they need to contact the ND Lead and the following different stages may come into action:

#### **Stage 1**

- a) Initial concerns observed by teachers (tutor, Spanish teachers, and/or any of the subject teachers) to be communicated to the KS3/KS4 Coordinator of KS 3 & 4 and the ND Lead who will send the digital *referral form* to all the teachers involved in the student's learning.



- b) The ND Lead will analyse the information gathered in the Referral Form and determine whether an evaluation is necessary.
- c) If the teachers' observations suggest any possibility of a neurodiversity to be present, the ND Lead will inform parents and may suggest to start a process of evaluation. If internal assessments for Reading and Writing skills are to be carried out, parents will be asked to give their written consent. If external assessments are needed the ND Lead will suggest parents to initiate the process of evaluation and recommend a professional, although it will be their final decision where to go take their son/daughter.  
Students need to be assessed the latest when they are in Year 10 for the application of access arrangements in their IGCSEs.
- d) Until students of concerns have not been formally assessed, they will be registered on the ND Secondary list by the ND Lead as students “*at risk*”; however, as stated before their neurodiversity will need to be confirmed before the student is in Year 11.
- e) In case the student’s profile confirms a neurodiversity, the ND Lead will inform all Secondary teachers, KS3/4/5 Leads and the Academic Director, as well as parents. Provisions will be made in a document called a *Support Plan (SP)* or an *EHCP (Educational Health Care Plan)*, which will outline the accommodations that students with ND will be entitled to in internal and official exams as well as the strategies to implement by subject teachers to meet the student’s needs. If the *Referral Forms* do not indicate any risk of specific learning difficulty or any other neurodiversity, the teachers will monitor the student’s progress over time and keep parents informed.





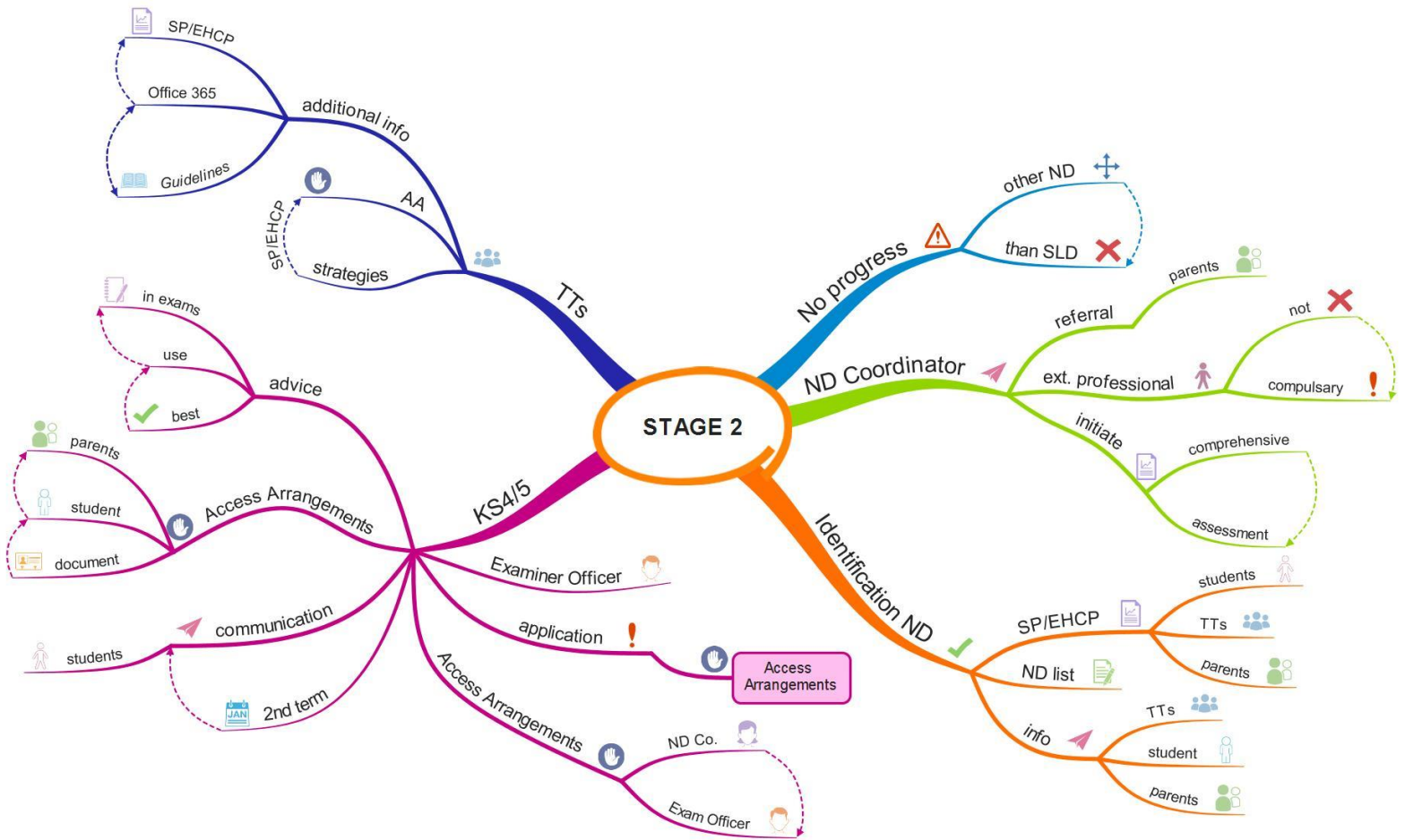


## **Stage 2**

The student is not progressing, and more specific measures need to be put in place:

If the student's learning profile indicates some other neurodiversity and/or areas of development, the ND Lead will refer parents to well-experienced professionals to proceed an in-depth evaluation process (see *Stage 3*). It will be emphasized, however, that it is the parent's decision as to which specialist they will consult to initiate any external evaluation.

- a) Once the student's ND has been identified and officially diagnosed an SP or EHCP will be drawn up with the access arrangements and with specific strategies to support the student in their learning; this document will be immediately shared with all the staff who will be asked to acknowledge it digitally as well as to parents.
- b) The student with ND will be registered at the *ND Secondary' List* that is accessible to the teachers from the beginning of each academic year and revised accordingly by the ND Lead.
- c) Regarding the KS4 and the Sixth Form Lead, the Examiner Officer, will apply for special arrangements to be granted in the official examinations of the CIE Examination board.
- d) Teachers need to follow the provisions and strategies included in each SP or EHCP and may refer to the *Guide for Students with Specific Learning Difficulties at Secondary* using the recommendations for their differentiation in class to meet each neurodivergent student's needs. However, they can approach the ND Lead for more specific information about students at any time.
- e) The Examiner Officer and/or the ND Lead will inform teachers and the students with ND in KS4/5 about the special arrangements they are entitled to in external examinations that will also be applicable in internal assessments. As in Stage 1, the parents will be informed about their son/daughter's learning profile and the school procedure to support them.
- f) The ND Lead will discuss with the student the specific needs they require and suggest what resources they have got available or would be more useful in their learning. They will also be instructed on what special accommodations they are entitled to in internal and external exams, as well as how to make the most of them.





### **Stage 3**

#### **External support**

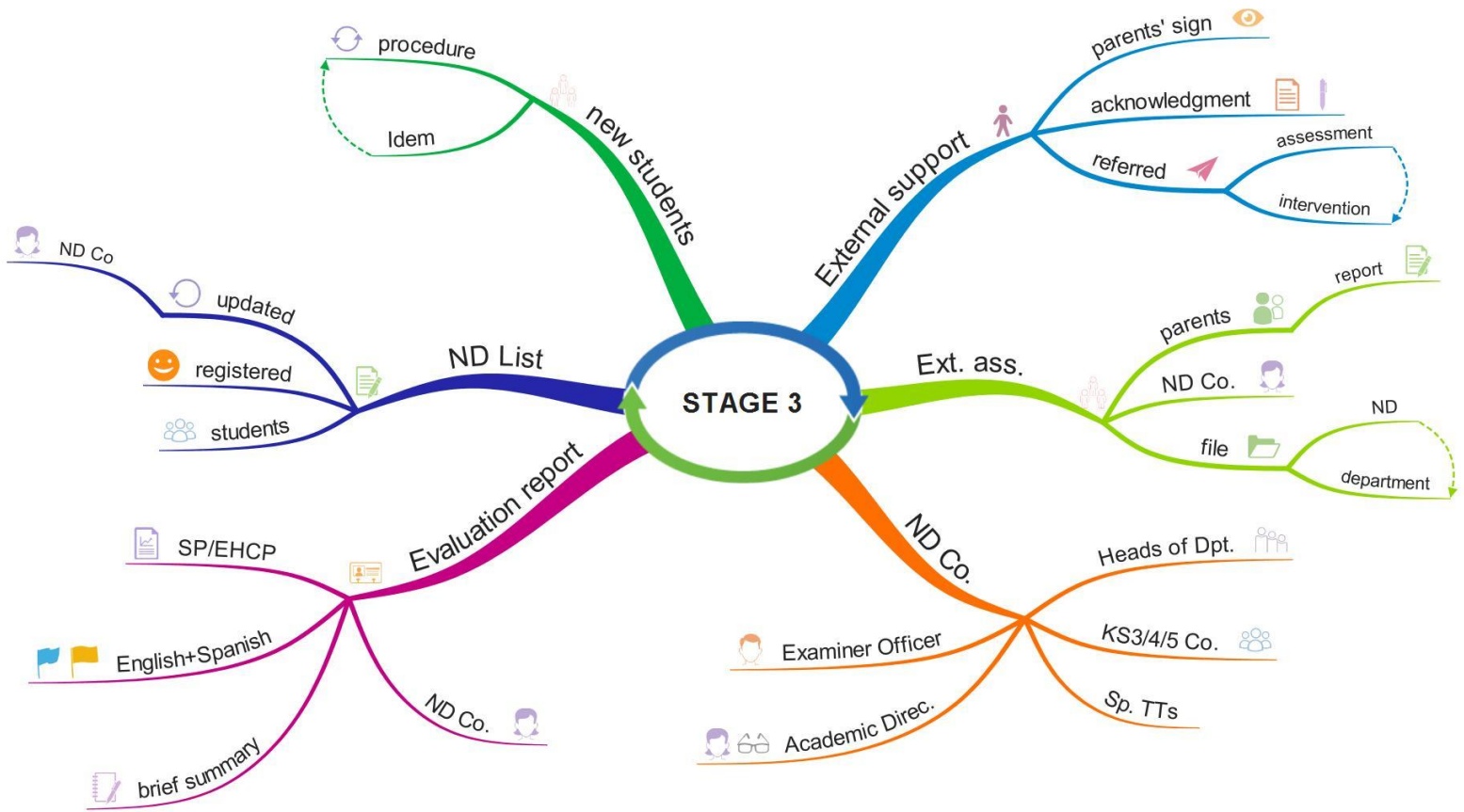
Parents will sign an acknowledgment form stating that they have been referred to a professional and/or Learning Center outside of school if the school recommends external support, if necessary.

#### **❖ External assessment reports**

Once an external assessment is available, the parents need to share the report with the school handing over a copy to the ND Lead. This will also be applicable in the case of a new student who may have a report about their differentiated learning profile. In the case of new parents to the school, they may have communicated in the registration document that they have got a neurodivergent son/daughter. If this is the case, Administration staff will need to inform the ND Lead and advise the parents to make an appointment with the ND Leads to discuss their son/daughter's learning profile. Parents will also be asked to hand in any external report about the neurodiversity of their son/daughter if available.

The ND Lead will proceed as follows:

- a) Heads of Departments, KS3/4 Leads and/or Sixth form Leads, the tutor, the Spanish teachers, subject teachers, the Academic Director, and the Examiner Officer, if needed, will be informed about the most relevant information of the student's neurodiversity that the external report may include.
- b) The assessment report will be kept in the file of the ND Department and in the school's file.
- c) Students to be registered on the *ND Secondary' list* that will be updated throughout the year and shared with all teachers as soon as any changes are made on Sharepoint (see *Neurodiversity folder* for Secondary).





## ***Support Plan (SP) – Educational Health Care Plan (EHCP) procedure***

- a) A *Support Plan (SP)* is issued by the ND Lead that will include the students' neurodiversity and/or other areas of development and provisions to be implemented by all teachers.
- b) An *Educational Health Care Plan (EHCP)* will be drafted if the student has got an official diagnosis that states the identification of a student's special needs who may require additional support from external professionals to meet the National Curriculum (i.e. LSA, disability status, students with ASD, etc.).
- c) The SP/EHCP will be shared with all teachers involved in the student's education so that the provisions can be implemented in their lessons. Teachers will be asked to digitally sign an acknowledgment form.
- d) The student will be included in the setting up of his SP/EHCP to allow opportunities to contribute actively to his own educational process.
- e) Parents will be informed about the provisions set up for their son/daughter and invited to contribute actively to the final version of the plan.
- f) The SP/EHCP will be set up and revised in the first term of each academic year. If by any chance, the SP/EHCP needs to be modified, the ND Lead will be the person in charge to do so and will share any changes with the teachers immediately.
- g) Parents, teachers, and the students themselves will be asked to sign the SP/EHCP to express their agreement and acknowledgment of the student's individual needs.



## **Additional information about other neurodivergent profiles**

### **+ Gifted and talented**

- a) Some students, during their Primary education, will have been assessed by external professionals and reported to be of an exceptionally high IQ or talented in one or more areas, meeting possibly the criteria for being Gifted & Talented (G & T).  
On reaching the age of 13, they should be reassessed as their development can vary over time to confirm this profile.
- b) These pupils should be stretched, particularly in academic areas where their exceptional potential has been identified and they have been revealed to be talented/gifted. Some strategies will be included in their SP to suggest to teachers how to implement differentiation in class, but, as specialists in their subject area, they will know best how to stretch these students with their expertise.
- c) Most of these students that have already been identified at Primary will have been referred by the ND Lead to the specialized team for AGT students from the University of La Laguna to take part in the workshops they run during the year outside school.

### **+ ADHD/ADD**

- a) All the students with a diagnosis of ADHD (predominately inattentive, predominately hyperactive, predominantly impulsive and/or combined) or ADD (predominately inattentive) are entitled to get rest breaks during tests (internal and official examinations) and should also be allowed to have short breaks during lesson time, if necessary.
- b) These students might need to be reminded about their provisions, i.e. in internal assessment for their own benefit.

### **+ ASD/ASC Asperger/Autism condition/disorder (ASC/ASD)**

- a) *When it comes to the transition from Primary to Secondary*, students whose neurodiversity is ASC/ASD and who have required individual support from a therapist during their daily school routine, will continue in Secondary with their Learning Support Assistant (LSA) provided by their parents.
- b) If a student is new to our school and displays features of possible ASC/ASD, parents will be asked by the ND Lead, Head of Secondary, and/or Academic Director to look for professional help specialized in autism 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 an LSA, parents will be asked to proceed as mentioned before.

If the student's neurodiversity confirms that autism is present but can follow the curriculum on their own without the need of an LSA, they will be provided with an EHCP (Educational Health Care Plan) which will include the provisions they will need and specific strategies.

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

### ***Access Arrangements in CIE official examinations***

All students with neurodiversity who will sit their IGCSE or their AS/A-Levels will be given during the second term of the academic year, a document that will include their special arrangements, approved by the CIE examination board, and agreed upon between the Examiner Officer and the ND Lead. Students will be asked to sign the document for acknowledgment of what access arrangements they are entitled to and advised on how to make the best out of their accommodation in their examinations.

The Access Arrangement document will be signed by the Examiner Officer, the Academic Director, the ND Lead, and the student.

Parents will receive the document electronically for their information and acknowledgment.

### **Report from the ND department for further education**

The ND Lead will provide the ND student with a report on their neurodiversity and the access arrangements they were entitled to during their academic education at the British School of Tenerife for their further education at a college or university in the UK or overseas if they wish.



### **Parental Involvement**

Parental involvement in the educational process of students with ND is to be encouraged.

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 from the ND department through prior appointments, at any time of the year, as well as the tutor or any other of their son's/daughter's subject teachers.

Information on the school's ND policy, support available, the confidentiality of ND records, and assessments are available to be discussed with individual parents at their request.

### **Staff Development: INSET**

Attendance at courses or conferences in the UK is impractical for numerous reasons. However, the ND Lead may suggest specialists of other neurodiversity, from abroad or from the mainland and/or the Canary Islands, to the management to bring over to organize a training day for the staff.

The ND Lead will also arrange meetings, at the beginning of each academic year, especially with the new staff, about the different learning profiles of students with neurodiversity and strategies they can implement to support their students.

The ND Department endeavors to keep abreast of current trends in curriculum development through Government circulars, documents, and the Educational press.

### **Resources**

At the *British School of Tenerife* an annual allowance for resources is awarded on an equal basis with the other classes.





**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
CIE	Cambridge Examination Board
EHCP	Educational Health Care Plan
LSA	Learning Support Assistant
ND	Neurodiversity
ND Co	Neurodiversity Coordinator
SLD	Specific learning difficulties / differences
SP	Support Plan
ST	Support teacher

To be reviewed in 2024.