Special Educational Needs and Disabilities/Specific Educational Support Needs

Colegio Internacional Meres

Spain
2026

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COGNITA

THRIVE IN A RAPIDLY EVOLVING WORLD

1. Introduction

The school is committed to the equitable treatment of all pupils, including those with Special Educationla Needs/*Necesidades Específicas de Apoyo Educativo/NEAE* (specific educational support needs). We recognise that the presence of a formal diagnosis is not a prerequisite for intervention, and our practice is guided by the individual learning profiles and needs of each pupil.

1.1. This policy outlines how we ensure inclusive education in accordance with Spanish national legislation — primarily Organic Law 2/2006 (LOE), Organic Law 3/2020 (LOMLOE), Royal Decree 696/1995, and regional guidelines as applicable. We aim to:

- Use our best endeavours to ensure that all pupils receive the support they need to access our full educational provision
- Avoid discrimination against pupils with disabilities or learning needs
- Implement reasonable accommodations to remove barriers to access and participation
- Promote inclusive practices that ensure pupils with NEAE engage as fully as possible in school life alongside their peers
- Collaborate with families throughout all stages of identification, planning, and review

1.2. This policy should be read in conjunction with the school's Applications and Admissions Policy, Curriculum Policy, Safeguarding and Child Protection Policy, Anti-Bullying Policy, Behaviour Policy and *Plan de Autoprotección*.

1.3. This policy is available on the school website and on request from the school office and can be made available in large print or another accessible format, if required.

2. Definition of NEALE

2.1. The term Necesidades Específicas de Apoyo Educativo (NEAE) refers to pupils who, due to a variety of circumstances, require specific educational support for either temporary or ongoing periods. This includes, but is not limited to:

- Pupils with disabilities (motor, cognitive, sensory, or neurodevelopmental)
- Pupils with specific learning difficulties (e.g. dyslexia, ADHD)
- Pupils with high intellectual abilities
- Pupils who join the education system late or require language support
- Pupils in socially disadvantaged situations

2.2. The broad definition allows schools to offer tailored support based on functional needs and barriers to participation, without the requirement for formal diagnostic labelling. Spanish law mandates the inclusion of pupils with NEAE in mainstream settings wherever possible, promoting an environment of equity, participation, and personalised attention.

3. Principles Underlying Practice

3.1. Our approach to NEAE is grounded in the values of inclusive education. These principles are embedded in daily practice and planning:

- Early identification of emerging needs
- High-quality, adapted teaching as the first level of response
- Removal of physical, curricular, and communicative barriers
- Co-production of support plans with pupils and families
- Continuous professional development for all staff
- Collaboration with health, education, and social services when required
- Use of Universal Design for Learning (DUA) to guide curriculum access

3.2. All staff are responsible for supporting inclusive practice, and the NEAE Learning Support Lead plays a central role in overseeing provision and ensuring that individual learning needs are understood and addressed.

3.3. The School takes a positive and professional whole-school approach to pupils with NEAE .

3.4. Pupils with NEAE are the shared responsibility of all staff. All staff are expected to have an understanding and awareness of the impact of specific learning profiles on teaching and learning.

- To ensure the needs of pupils with NEAE are addressed, the NEAE Learning Support Lead will:
- Identify and assess pupils with NEAE or pupils suspected of having NEAE , and where necessary, refer for further assessment by other professionals such as educational psychologists, specialist teachers and therapists;
- Develop and monitor support measures where a need is identified;
- Develop and update the NEAE register and ensure that this is circulated amongst teaching staff;
- Work in collaboration with teaching staff and support staff to ensure confidential communication on learning needs and progress of pupils;
- Work in collaboration with the Designated Safeguarding Lead and relevant pastoral staff where a pupil's SEND, mental health, attendance, behaviour or safeguarding needs overlap;
- Ensure teaching is in accordance with pupils specific needs, recognising their particular strengths and learning needs to promote achievement of their academic potential;

- Communicate effectively with parents/guardians on the learning needs of pupils and provide a support plan for those pupils on the NEAE register, where needed, and ensure that these are circulated to the staff of specific pupils;
- Work with staff to implement and review inclusive teaching and learning strategies and ensure high-quality first teaching, adaptation, and inclusive classroom environments are all in place.
- Monitor the progress of pupils on the NEAE register and ensure appropriate interventions are in place for pupils who require.

4. Identification of Necesidades Específicas de Apoyo Educativo/Specific Educational Support Needs

4.1. Early identification of pupils' needs is critical to ensuring the best possible outcomes. The school adopts a proactive approach to identifying pupils who may require additional support, recognising that delays in development or academic attainment can arise from a wide range of factors.

4.2. When identifying needs, the school will consider contextual factors such as attendance, wellbeing, family circumstances or previous educational experiences which may impact learning but do not necessarily indicate that there is a special educational need.

4.3. Repeated removal from the classroom, repeated sanctions, significant changes in mental health or the use or consideration of a part-time timetable will prompt consideration of whether the pupil has unmet needs, requires early help, or whether their provision and reasonable adjustments should be reviewed.

4.4. Repeated removal from the classroom, episodes of seclusion, repeated sanctions, or significant changes in a pupil's mental health may prompt consideration of whether the pupil has unmet needs, requires local authority Early/Family Help, and/or referrals to statutory agencies e.g. Social Care, or whether their provision and reasonable adjustments should be reviewed.

4.5. Where a pupil's mental health difficulties may have developed into a safeguarding concern, the school's safegaurding procedures will be followed.

4.6. Identification is not a one-off event, but an ongoing process that includes input from teachers, parents, the pupil and where necessary external professionals.

We use a graduated approach, incorporating the following:

- Classroom observations and progress tracking
- Pupil voice and engagement monitoring

- Consultations with families and teachers
- Use of diagnostic tools and assessments (where applicable)
- Involvement of external specialists, such as educational psychologists

4.7. We categorise needs using the following broad areas:

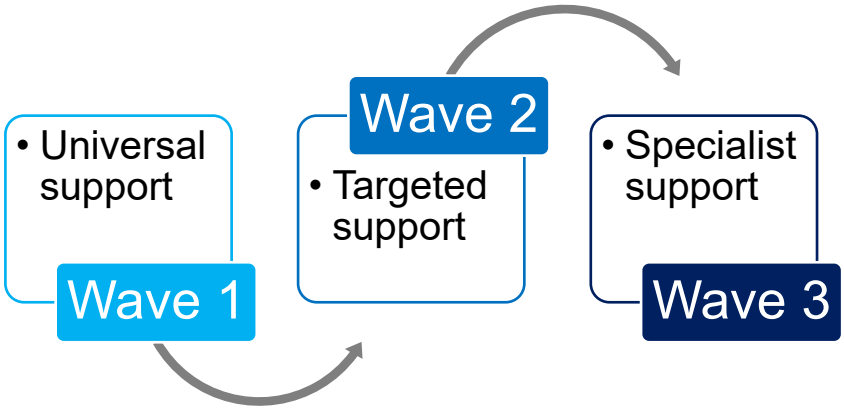
Communication and interaction needs	Cognition and learning needs	Social, emotional and mental health needs	Sensory and/or physical needs	Other specific circumstances
Pupils may experience challenges in language development, understanding verbal or non-verbal communication, or forming and maintaining social relationships. This includes pupils with speech, language and communication needs and those diagnosed with Autism Spectrum Condition (ASC).	Pupils may struggle with processing, reasoning, memory, or acquiring academic skills such as literacy and numeracy. This includes pupils with DSA, general learning difficulties, or intellectual disability. Targeted teaching and curriculum adaptation are key.	Pupils may face challenges related to emotional wellbeing, anxiety, low mood or difficulty with emotional regulation. This may include attention difficulties or social, emotional, and mental health needs. These may arise from life events, neurodevelopmental profiles, or mental health needs.	Pupils may experience visual or hearing impairment, mobility issues, or chronic health conditions that affect access to the curriculum or school environment. These pupils may require assistive devices, environmental adaptation, and specialist therapy.	Pupils may have needs arising from high intellectual ability, socio-economic disadvantage, or late incorporation into the education system, including those who require support due to language barriers. These pupils may need enrichment, differentiated challenge, language acquisition support, or social integration assistance.

5. Categorisation of Support

5.1. We use a simple categorisation of support which helps provide a consistent and understood language. This tiered approach ensures that support is matched to the levels of need and adjusted over time:

Provision is structured across three tiers:

- **Wave 1 (Universal):** Inclusive, high-quality teaching adapted through Universal Design for Learning principles (DUA). Teachers employ scaffolding, visual supports, adaptation, use of assistive technology, or specialist equipment.
- **Wave 2 (Targeted):** Time-limited interventions based on identified needs, delivered individually or in small groups.
- **Wave 3 (Specialist):** Sustained support informed by external specialists. May include significant curricular adaptations (Adaptaciones Curriculares Individualizadas – ACI).



Wave 1 Universal Support	Wave 2 Targeted Support	Wave 3 Specialist Support
It is our firm belief that pupils' needs are best met in the classroom and that, therefore, every teacher is responsible and accountable for the progress and development of all pupils they teach, including those with NEAE. At this universal level, we train teachers to deliver high quality-first teaching underpinned by adaptive teaching approaches that respond to individual needs as well as the use of continuous formative assessment to inform planning. This includes the use of inclusive strategies such as scaffolding, visual prompts, assistive technology, clear routines, adapted resources and a classroom environment that enables pupils to access learning and thrive. We review the progress of all pupils at least three times per year and make rapid adjustments to support strategies and, where necessary, teachers' understanding of the needs of individual pupils they teach. In addition, we talk to pupils and their parents to gain as full an understanding of their learning needs as possible.	Where pupils require additional input beyond the universal offer, we provide targeted support that addresses specific barriers to learning and supports their ongoing progress. This may be in response to emerging needs, observed challenges, or patterns identified through regular teacher assessments and pupil discussions. Targeted provision is time-limited and tailored to the pupil's profile, and may take place individually or in small groups, either within or outside the classroom. Interventions are designed with clear, measurable outcomes and are reviewed regularly to monitor effectiveness and inform next steps. Examples include pre-teaching of vocabulary or number concepts, precision teaching, targeted phonics, or social communication groups.	Specialist support is sought in consultation with parents when it is determined that a pupil requires sustained input from external professionals or highly individualised provision that goes beyond the school's universal and targeted offer. This may include assessment and/or support from: an Educational Psychologist, a Speech and Language Therapist, Specialist Dyslexia Teacher, Specialist Sensory Advisory Teacher, an Occupational Therapist; a Physiotherapist, an Art Psychotherapist; a Psychotherapist, Psychiatrist, Psychologist or Counsellor. This is not an exhaustive list. Specialist input is used to inform an ongoing Assess–Plan–Do–Review cycle, and strategies are shared with all relevant staff to ensure they are embedded into everyday classroom practice.

6. Supporting Learners on the NEALE Register

6.1. All pupils identified with NEAE are added to the school's NEAE register, which is managed by the NEAE Learning Support Lead and reviewed each term. Teachers remain accountable for the progress of pupils in their classrooms and are expected to implement the recommended strategies.

6.2. Each pupil will have a Support Plan where needed, co-developed with families and staff, outlining the following:

- A summary of the pupil's strengths and areas of need
- Details of agreed strategies, adaptations, and reasonable accommodations
- Roles and responsibilities of school staff, specialists, and parents
- Specific learning targets and progress indicators
- A timeline for review and evaluation
- Individual Curricular Adaptations or *Adaptaciones Curriculares Individualizadas (ACI),* if applicable

7. Working with Parents

7.1. We are committed to fostering strong, transparent, and collaborative partnerships with families. Parental insights are vital in understanding a pupil's needs, and we value them as active contributors to the support planning process. To ensure that parents and pupils can be given the most appropriate advice and support, it is important that all relevant information and documentation about any possible educational, social and/or emotional need and any history of learning, social or emotional support, is shared with the school.

7.2. Parents must provide the NEAE Learning Support Lead with copies of any reports or recommendations concerning the pupil's support needs from previous schools or professionals. We expect parents to communicate proactively and transparently about their child's needs and work collaboratively with the school to ensure the school can best support their child as far as reasonably possible.

7.3. We aim to ensure that parents feel heard, respected and supported. This includes:

- Providing clear and accessible information about NEAE processes and support available within the school
- Offering regular opportunities for discussion, including review meetings, parent consultations and informal check-ins
- Involving parents in the development of their child's support plan, ensuring their views are recorded and reflected in any planning

- Sharing updates on progress, including successes as well as areas of concern, and working together to adapt support as needed

8. Assessment and Exam Concessions and Use of Assistive Technology

8.1. The use of assistive technology may be provided where there is evidence that it will improve access to learning and support a pupil's individual needs, or if this is a specific recommendation from a report by an Educational Psychologist or other professional, such as an Occupational Therapist. If a laptop is part of a normal way of working in lessons, then it will normally be available for use in examinations but will be subject to the specific requirements of the relevant examination board.

8.2. Assessment boards and school-level testing regulations are subject to Spanish education law,local authority guidance, and exam board regulations. Where a pupil has a diagnosed learning difficulty, disability, or long-term condition, we will ensure access arrangements are considered. We will:

- Adhere to the requirements of relevant examination authorities (including regional equivalents of Cambridge, IB, or Spanish curriculum bodies)
- Ensure that any arrangement reflects the pupil's normal way of working in class
- Provide assistive technology where appropriate and available, in line with the pupil's learning needs and supported by formal assessment recommendations or specialist reports

8.3. The use of laptops, modified papers, oral instructions, or breaks during assessments may be approved when necessary. Parents should speak with the NEAE Learning Support Lead regarding any applications for additional support in a timely manner.

9. Transition Planning

9.1. Transition to a new school or educational setting can be challenging for many children, particularly for those with NEAE. The following key steps are adhered to in order to support successful transitions:

- An exchange of effective and meaningful documentation in order to understand learning needs and support in place
- The NEAE Learning Support Lead will contact the previous or next school, where possible, to coordinate plans
- Transition arrangements will be made in collaboration with the family, the receiving school, and any involved professionals

- Where children with NEAE leave the school, the NEAE Learning Support Lead will work cooperatively with the receiving school to provide appropriate information to assist the transition, when possible
- Transition planning also applies to internal school phases (e.g. EYFS to Primary, Primary to Secondary) and post-16 transitions where applicable

10. Use of External Professionals

10.1. The school recognises the valuable contribution of external professionals in supporting pupils with NEAE. We work in partnership with a range of specialists, including:

- Educational psychologists
- Speech and language therapists
- Occupational therapists
- Child and adolescent mental health professionals
- Regional inclusion teams

10.2. Parental consent is always required before involving external professionals in assessment or support.

10.3. Where families choose to work with independent specialists, the school will make reasonable arrangements to facilitate in-school visits or meetings, provided this is agreed in advance with the NEAE Learning Support Lead and Headteacher.

10.4. All recommendations made by external professionals will be considered carefully and, where appropriate, incorporated into the pupil's support plan.

11. Complaints Procedure

11.1. The school encourages early communication of concerns and will listen to any concerns expressed by parents about their child's development and any concerns raised by children themselves. Where concerns are related to NEAE provision, the NEAE Learning Support Lead should be consulted. Parents should also notify the NEAE Learning Support Lead or a teacher if their child's progress or behaviour gives cause for concern.

11.2. We hope that any concern can be handled sensitively and resolved informally in the first instance. Teachers and the NEAE Learning Support Lead will work in partnership with families to address concerns promptly, respectfully, and constructively.

11.3. Where a concern cannot be resolved informally, the school's Complaints Policy should be followed. This policy is available on the school website and outlines the formal steps for raising a complaint.

12. Inability to Meet Need

12.1. In some cases, a pupil may not be offered a place at the school, or an existing place may be withdrawn. This will only occur where, in the professional judgement of the Headteacher, and following consultation with parents and the pupil (where appropriate), the school is unable to adequately meet the pupil's needs despite reasonable adjustments. Any such decision will be made as a last resort and in accordance with the Admissions Policy and the terms of the parent contract.

Version control:

Ownership and consultation	
Document Sponsor	Group Director of Education
Document Author / Reviewer	Regional Leader of Inclusion
Consultation & Specialist Advice	Farrer's – 2015 Regional Safeguarding Lead
Document application and publication	
England	No
Spain	Yes
Italy	No
Greece	No
Switzerland	No
Austria	No
USA	No
Version control	
Current Review Date	September 2026
Next Review Date	September 2029
Related documentation	
Related documentation	Applications and Admissions Policy Complaint Procedure Policy on Supporting Pupils with Medical Conditions Parent Contract Plan de Autoprotección (School document)