

2026/2027

SEN Policy

WHOLE SCHOOL

Owned By:
Head Teacher



SINCE 1973

1. Purpose and Commitment

Morna International College (MIC) is committed to inclusive education and to enabling students to access, participate in and make progress through the curriculum. This policy explains how the school identifies and responds to special educational needs (SEN), how support is planned and reviewed, and how the school works with students, parents and external professionals.

SEN is a whole-school responsibility. Classroom and subject teachers remain responsible for the progress and development of the students they teach, including where a student receives additional support. The Learning Support/SEN function coordinates the school's graduated response, but does not replace high-quality classroom teaching or the responsibilities of teachers and school leaders.

This policy is deliberately framed around the provision MIC can reasonably and safely deliver within its staffing, facilities, curriculum, admissions arrangements and contractual model. Identification of a need does not, by itself, guarantee that every form or level of specialist provision can be delivered by the school.

2. Legal, Regulatory and Good-Practice Framework

Spanish national and Balearic regional law govern MIC's legal obligations in Spain. In developing and applying this policy, the school has regard, where applicable to its status and provision, to Spanish national education legislation, including Organic Law 2/2006 on Education (Ley Orgánica 2/2006, de Educación – LOE), as amended by Organic Law 3/2020 (LOMLOE). In particular, Articles 71–74 establish principles concerning *alumnado con necesidad específica de apoyo educativo* (NEAE), early identification, inclusion, non-discrimination, family participation, specialist assessment and appropriate educational support. These Spanish legal concepts inform MIC's approach but are applied in accordance with the legal requirements applicable to the school as a private British international school in Spain.

At Balearic level, MIC has regard, where applicable, to Law 1/2022, of 8 March, on Education in the Illes Balears (Ley 1/2022, de educación de las Illes Balears). Articles 111 and 112 address the inclusive schooling of students with NEAE and identify the breadth of the NEAE category; Article 141 establishes an inclusive educational approach in which all students benefit from universal measures and students with NEAE may receive appropriate additional support. MIC will also follow any applicable current instructions, procedures or requirements issued by the competent Spanish or Balearic education authorities.

As a British international school, MIC also uses the English Special Educational Needs and Disability Code of Practice: 0 to 25 years as professional guidance and a good-practice benchmark. The Code does not operate at MIC as though the school were an English maintained school, academy or English local authority setting, and English statutory processes such as Education, Health and Care plans do not apply directly in Spain. Where British guidance and Spanish national and Balearic regional requirements differ, applicable Spanish national and Balearic regional law and procedure take precedence. The school also follows applicable EU and Spanish data-protection requirements, safeguarding, health and safety, examination-board and access-arrangement requirements. This policy should be read alongside the Admissions Terms and Conditions, Finance Policy, Data Protection Policy, Safeguarding Policy, Complaints Procedure and relevant examination policies.

3. Scope and Terminology

For the purposes of this policy, MIC uses “SEN” as its principal school term for special educational needs. “SEND” may be used when referring to the English SEND Code of Practice or source material that uses that term. Spanish legislation may use the broader term *alumnado con necesidad específica de apoyo educativo* (NEAE), which includes a wider range of circumstances than SEN alone.

A student may have SEN where a barrier to learning, access, participation or progress means that educational provision additional to or different from the school's ordinarily available provision is required. A

diagnosis is not required before the school can provide proportionate support, and a diagnosis does not automatically determine the support a student will receive.

The four broad areas of need used in the English Code are helpful for educational planning: communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs. These categories are not labels and students may have needs across more than one area.

High attainment, high potential, giftedness or talent is not, in itself, SEN. Provision for able and high-potential learners sits within the school's curriculum and teaching arrangements. Where a high-attaining student also has SEN, their SEN is supported through this policy without conflating the two forms of provision.

4. Accountability, Leadership and Staffing

4.1 Proprietor

The Proprietor retains strategic oversight of the school's overall approach to SEN but is not involved in the day-to-day operation or management of SEN provision. The Proprietor would become involved where a significant change to the school's existing SEN model or provision is proposed, particularly where this involves a major financial or capital commitment.

4.2 Executive Director

The Executive Director provides executive oversight and approves this policy. The Executive Director oversees the financial, contractual and HR aspects of additional SEN provision, including approving the contractual terms for individually commissioned support, overseeing applicable charges and the HR processes associated with the recruitment and employment of additional support staff.

4.3 Head Teacher

The Head Teacher owns this policy and has overall responsibility for its implementation and for ensuring a coherent whole-school SEN model, appropriate leadership, staff training and resources.

Where additional individual support requires the recruitment of a dedicated one-to-one LSA, the Head Teacher initiates the recruitment process and, together with the relevant SEN lead, is involved in the selection and interview process.

4.4 Heads of Section and Designated SLT Leads

Heads of Section and other designated members of the Senior Leadership Team provide operational leadership and oversight of SEN within their areas of responsibility. They work closely with the relevant SEN lead and, where assigned, provide line management and performance management of SEN leadership.

They support the implementation and review of SEN provision, may meet with parents alongside the relevant SEN lead where appropriate, and become involved in more complex or significant cases requiring senior leadership input. Significant concerns are escalated to the Head Teacher and/or Executive Director as appropriate.

4.5 SEN Leadership

MIC maintains qualified SEN leadership across the school, with designated SEN leadership covering EYFS and Primary, and Secondary respectively. The SEN leads work closely together to ensure continuity of provision across the school, particularly during the transition from Year 6 to Year 7, so that identified needs, effective strategies and relevant support arrangements are communicated and appropriately maintained as students move from Primary to Secondary.

Current role-holders, interim arrangements and any vacancies are maintained on a controlled internal staffing and responsibility list rather than fixed by name in this policy. This avoids the published policy becoming inaccurate following staffing changes. Where a SEN leadership post is vacant, the Head Teacher identifies an interim accountable lead and defines the operational cover arrangements until a substantive appointment is made.

The designated SEN leads coordinate identification, assessment, Student Passports / Profiles, the SEN Register, referrals, provision reviews, staff guidance, access-arrangement evidence and liaison with families and external professionals. They communicate agreed individual support arrangements with parents and coordinate the educational implementation and review of those arrangements. They advise and coordinate provision; they do not remove teachers' responsibility for classroom provision.

4.6 Teachers and Learning Support Assistants

Teachers are responsible and accountable for the progress and development of all students they teach. Learning Support Assistants (LSAs) work under school direction and in partnership with teachers to promote access, participation, independence and progress rather than create unnecessary dependence or replace teacher instruction.

Dedicated one-to-one LSAs providing individual SEN support are line-managed by the relevant SEN lead, who oversees their deployment and the implementation and review of the student's agreed support provision. One-to-one LSAs work closely with the student's teachers to ensure that support is integrated appropriately within classroom teaching and promotes increasing independence wherever possible.

5. Admissions, Disclosure and Capacity to Meet Need

MIC welcomes applications from students with a range of learning profiles. Admission is considered in accordance with the school's Admissions Terms and Conditions and applicable law. Parents are expected to provide full, accurate and timely information about known or suspected educational, developmental, behavioural, medical, therapeutic or access needs, together with relevant reports and information from previous schools or professionals.

The school may request additional information, meetings, observations, school-based assessment, previous records or an external professional assessment where this is reasonably necessary to understand a student's needs and the provision likely to be required. Parent consent will be sought for school-initiated external assessment or information-sharing except where another lawful basis permits or requires action without consent, including safeguarding or other legal obligations.

An offer of a place, continuation of a place or proposed package of support is based on the information available at the time and on the school's reasonable assessment of whether it can meet the student's needs safely and effectively within its curriculum, staffing, expertise, facilities and resources. Where significant needs emerge after admission, or where information previously unavailable materially changes the school's understanding, MIC will review provision with the family and may consider additional support, external input or other steps permitted under the Admissions Terms and Conditions and applicable law.

Where a student requires individual SEN support beyond ordinary school provision, the charging arrangements are governed by the current Finance Policy and Price Guide. The Finance Policy requires applicants with SEN to provide relevant previous assessments, reports or test results and provides for an interview with the Head of Section and SEN lead, after which recommendations and, where appropriate, a support plan are provided. Any SEN support that is chargeable is billed directly to parents as a separate item on the school fee invoice. The Finance Policy and current Price Guide are the controlling documents for the amount of any charge and the applicable financial terms.

6. Identification and the Graduated Pathway

MIC uses a graduated cycle of Assess – Plan – Do – Review. Identification is based on evidence over time and professional judgement, not on a single test score or diagnosis. Concerns may arise through teacher observation, assessment data, attendance or engagement patterns, student voice, parent information, previous-school records, screening, specialist reports or a change in a student’s functioning or progress.

The first response to emerging difficulty is high-quality teaching and reasonable classroom adjustment. Where concern persists, the teacher records the concern and follows the school referral route. The relevant SEN lead reviews available evidence, gathers student and parent views where appropriate, and decides the next stage of support and monitoring.

Stage	Purpose	Typical provision / record
Universal / Ordinarily Available	Meet diverse needs through high-quality teaching and routine adjustment.	Teacher-led differentiation, scaffolding, accessible resources, seating or organisational strategies. No SEN Register entry is required solely for routine classroom adjustment.
Monitoring / Cause for Concern	Clarify a persistent concern and evaluate response to targeted strategies.	Time-limited strategies or intervention; evidence gathered; parent/student discussion as appropriate. A monitoring record may be used. This is not automatically an SEN Register entry.
SEN Support	Provide provision additional to or different from ordinarily available provision where evidence indicates SEN.	SEN Register entry; Student Passport / Profile; defined outcomes, strategies, responsible staff and review date; targeted intervention and/or in-class support as appropriate.
Specialist / Enhanced Support	Respond to more complex, persistent or higher-level need requiring specialist assessment/advice or substantial individual provision.	External professional advice where appropriate; enhanced Student Passport / Profile or support plan; possible dedicated LSA or specialist provision subject to capacity, agreement and funding arrangements.

Movement between stages is based on need and evidence, not a fixed entitlement to a particular “wave”. Students may move up or down the pathway as needs change. The school will not delay reasonable classroom support while awaiting a formal diagnosis.

7. SEN Register, Monitoring Record and Student Passports / Profiles

The SEN Register is the school's controlled record of students currently receiving SEN Support or Specialist/Enhanced Support. A separate monitoring or Cause for Concern record may be used for students whose progress or presentation requires closer review but for whom the evidence does not currently justify SEN Register entry.

A Student Passport / Profile is a practical classroom-facing summary for a student on the SEN Register. The format, terminology and level of detail may vary between EYFS, Primary and Secondary and may be supplemented by other SEN planning and review documentation. Further guidance on content is set out in Appendix 2.

The relevant SEN lead owns the integrity of the SEN Register and coordinates Student Passport / Profile review. Teachers contribute evidence and implement the agreed strategies. Parents and students are involved proportionately, taking account of age, maturity and the nature of the decision. Diagnostic reports do not replace school-based review of what helps the student learn in MIC's context.

8. Review Frequency, Entry and Exit Criteria

Students on the SEN Register are reviewed at least termly through the school's Assess – Plan – Do – Review cycle, with earlier review where needs change materially, provision is not effective, a new report is received, transition is approaching, or significant concern arises. Monitoring/Cause for Concern cases are normally reviewed within a defined period, ordinarily no longer than one term, unless a different timescale is recorded with reasons.

Entry to the SEN Register is appropriate where evidence indicates that a student requires provision additional to or different from ordinarily available teaching and adjustment, and the school identifies SEN support as necessary. The decision and rationale are recorded and communicated to parents. A formal diagnosis is neither a prerequisite nor, by itself, sufficient reason for entry.

A student may exit the SEN Register where sustained evidence shows that SEN-specific provision is no longer required and the student's needs can be met through ordinarily available classroom provision. Exit is a planned review decision, not simply the achievement of a single target or comparison with peers. The school records the rationale, informs parents and may retain a time-limited monitoring period. A student can re-enter support if needs recur or change.

9. External Assessment and Professional Support

Where school evidence suggests that specialist assessment or advice would be helpful, MIC may recommend or request involvement from an appropriately qualified professional. Depending on need, this may include educational psychology, speech and language therapy, occupational therapy, physiotherapy, counselling/psychology, medical or sensory specialists, or other relevant professionals. The school does not guarantee the availability of any particular external professional.

Where an assessment is parent-commissioned, parents are asked to provide the school with the relevant report if they wish recommendations to inform school provision. MIC will consider external recommendations carefully but will determine which recommendations can reasonably be implemented in its educational setting, taking account of professional judgement, curriculum, staffing, safety, feasibility and contractual arrangements. The school may seek clarification from the professional with parent consent.

Where specialist assessment or external professional input is recommended, the school will explain the proposed educational purpose and whether the professional is being commissioned by MIC or independently by the family. Any chargeable external service must be agreed with the family before commissioning, with responsibility for payment and invoicing made clear. External professionals working on site must comply with the school's safeguarding, visitor, confidentiality and professional requirements.

10. One-to-One LSA and Individually Commissioned Support

A dedicated one-to-one LSA is an enhanced provision and is not an automatic consequence of a diagnosis, report or SEN Register entry. It may be considered where evidence shows that a student requires sustained individual adult support to access learning, participate safely or develop essential skills and where the school has the capacity to provide the arrangement.

Any one-to-one arrangement will have a written purpose, expected outcomes, timetable or scope, supervision arrangements, review date and funding basis. Dedicated one-to-one LSAs are line-managed by the relevant SEN lead and work in partnership with the student's teachers. The school will review whether the support remains necessary, proportionate and effective and will seek to promote independence. Staffing may be provided through an appropriately recruited school employee or another arrangement expressly approved by the school; parents may not independently place an adult in school without the school's prior written approval and required safeguarding checks.

Where dedicated one-to-one or other individual SEN support is provided as a chargeable additional service through MIC, the arrangement is subject to the school's Additional Support Services Agreement, together with the current Finance Policy and Price Guide. The agreed support level, educational purpose and review arrangements should be recorded in the student's support documentation. The Additional Support Services Agreement governs the contractual terms of the service, while the Finance Policy and Price Guide govern the applicable financial arrangements and charges.

The school cannot guarantee indefinite continuation of a particular individual staff member. Any change to the educational support package will be determined through review of the student's needs and provision, with any resulting contractual or financial changes managed in accordance with the applicable agreement and financial documents.

11. Curriculum Access and Reasonable Educational Adjustments

MIC aims to reduce barriers to learning through proportionate adjustments and inclusive teaching. Adjustments are individual and evidence-based; the school does not prescribe a single font, colour, device or strategy as universally suitable for a particular diagnosis. Examples may include changes to presentation, chunking of instructions, visual supports, assistive technology, alternative methods of recording, movement or sensory breaks, adapted seating, additional processing time in class, or targeted teaching.

Adjustments are considered in the context of the student's needs, the learning objective, health and safety, the rights and learning of others, examination rules and the school's available resources. Where a requested adjustment cannot reasonably be provided, the school will discuss the reasons and consider practicable alternatives.

12. Examination Access Arrangements

Access arrangements for external examinations are governed by the current rules of the relevant awarding body and, where applicable, Joint Council for Qualifications (JCQ) regulations. They are not awarded solely because a student has a diagnosis or is on the SEN Register. Evidence must demonstrate eligibility and, where required, that the arrangement reflects the student's normal way of working.

The relevant SEN lead, examinations staff, teachers and appropriately qualified assessors work together to gather evidence, conduct or commission permitted assessments and submit applications within required timescales. Families should provide relevant previous-school evidence promptly. MIC cannot guarantee that an arrangement used at another school or recommended in a private report will be approved by an awarding body.

13. Parent and Student Partnership

Parents are important partners in identifying needs, reviewing support and planning next steps. The school will communicate significant SEN decisions and invite relevant information from families. Parents are expected to share reports and material changes in a student's needs promptly and to work with the school on agreed strategies and attendance at review meetings where requested.

Students should be involved in decisions about their support in a manner appropriate to their age, communication needs and maturity. Their views should inform Student Passports / Profiles and reviews, while recognising that the school retains responsibility for educational, safeguarding and operational decisions.

14. Transitions and Transfer of Information

SEN information is shared internally on a need-to-know basis so that relevant staff can support the student effectively. Key information is reviewed at transition points, including movement between phases, changes of teacher, entry to examination courses and transfer to another school. Particular attention is given to the transition from Year 6 to Year 7, with the relevant SEN leads working together to ensure that identified needs, effective strategies and agreed support arrangements are appropriately communicated and maintained as students move into Secondary.

Where a student leaves MIC, relevant SEN records may be transferred securely to the receiving school where appropriate and lawful. The school will record what is transferred and use proportionate safeguards for sensitive diagnostic, medical and professional information.

15. Data Protection, Confidentiality and Record Management

SEN records may contain special-category personal data, including health, disability, diagnostic and psychological information. MIC processes and stores this information in accordance with applicable Spanish and EU data-protection requirements and the school's Data Protection and Privacy Policy. Access is limited to authorised staff with a legitimate educational, safeguarding, operational or legal need to know.

The relevant SEN lead is responsible for the day-to-day quality of SEN records; the Head Teacher is accountable for ensuring appropriate systems, access controls and retention arrangements. Records should distinguish observed facts, information supplied by parents or students, professional opinion and formal diagnoses. Sensitive reports should not be circulated more widely than necessary merely because a student is on the SEN Register.

Consent will be sought where required for referrals, external professional liaison and disclosure. However, consent is not the only lawful basis for processing or sharing information, and the school may act without consent where this is necessary and lawful, including to meet safeguarding or other legal obligations.

16. Training and Quality Assurance

New staff receive information about the school's SEN pathway, SEN Register/Student Passport / Profile arrangements and their classroom responsibilities. Ongoing professional development is planned according to student need, staff role and school priorities. Training should focus on practical, evidence-informed teaching and support rather than diagnosis-based assumptions.

The Head Teacher and SEN leadership monitor the effectiveness of SEN provision through appropriate review of student progress, Student Passports / Profiles, intervention evidence, classroom practice, parent/student feedback, staff training and the use of resources. The Executive Director receives proportionate assurance information while respecting student confidentiality.

17. Safeguarding and SEN

Students with SEN or disabilities may face additional barriers to recognising or reporting harm. Staff must not assume that behaviour, communication differences, distress, absence or changes in presentation are explained by a diagnosis or learning profile. Safeguarding concerns are reported through the Safeguarding Policy and are not managed solely as SEN matters.

18. Complaints and Resolution of Concerns

Parents are encouraged to raise concerns about SEN provision promptly with the relevant teacher or SEN lead so that issues can be understood and, where possible, resolved. Formal complaints are managed under the school's Complaints Procedure. Questions or disputes concerning SEN individual-support charges, invoices or payment terms are managed under the Finance Policy and current Price Guide, with the Finance Department responsible for financial communication. Educational decisions about need and provision remain the responsibility of the appropriate school leaders and SEN professionals and are not determined by Finance staff.

19. Policy Governance and Review

The Head Teacher owns this policy and is responsible for ensuring that it remains aligned with the school's actual staffing, operational model and applicable Spanish national and Balearic regional requirements. The Executive Director provides executive oversight and approves material amendments. Operational SEN names, contact details and temporary cover arrangements are maintained separately so that staffing changes do not render the published policy inaccurate. The legal and good-practice references in Appendix 4 must be checked at each formal review and sooner following a material legislative, regulatory or procedural change.

Policy Title	SEN Policy 2026/2027
Policy Owner	Head Teacher
Responsible Officers	SEN Leadership
Applies to	All students, staff and relevant members of the school community
Approved By	Executive Director
Date Approved	12 th September 2026
Review Frequency	Annually, and sooner following a material change in law or guidance, staffing, admissions or finance arrangements, examination requirements, or identified learning from practice
Next Review Date	12 th September 2027
Version	1.0

Appendix 1 – SEN Referral and Review Route

Situation	Required action / record
Routine variation in learning	Teacher adapts teaching through ordinarily available provision and monitors response.
Persistent concern despite appropriate teaching	Teacher records concern and follows the SEN referral route; evidence and student/parent views are gathered as appropriate.
Need not yet clear	Monitoring/Cause for Concern stage with defined strategies, responsible staff and review date.
SEN identified	SEN Register entry and Student Passport / Profile; Assess – Plan – Do – Review cycle begins.
Need is complex, persistent or higher-level	Consider specialist assessment/advice and enhanced provision, subject to consent where required, capacity and funding arrangements.
Support no longer required	Planned exit from SEN Register with recorded rationale, parent communication and monitoring where appropriate.
Safeguarding concern arises	Follow the Safeguarding Policy immediately; do not treat the matter only as SEN.

Appendix 2 – Student Profile / One Page Profile Content

The format, terminology and level of detail used may vary between EYFS, Primary and Secondary. In Secondary, these documents are currently referred to as Student One Page Profiles. The information below represents the areas that may be recorded within the pupil/student profile or, where appropriate, within other SEN planning and review documentation.

Where applicable, this may include:

- Student strengths, interests and relevant student voice.
- Identified barriers to learning, access or participation and the evidence informing them.
- Priority outcomes for the review period.
- Effective classroom strategies and reasonable educational adjustments.
- Any targeted or specialist provision, including frequency/responsible person where appropriate.
- Relevant normal way of working for examination access-arrangement evidence, where applicable.
- Parent/student contribution and any agreed actions.
- Review date and review outcome.

The SENCOs will keep the format and content of these documents under review to support appropriate consistency across EYFS, Primary and Secondary.

Appendix 3 – Current and Respectful Terminology

Term	How MIC uses it
SEN	Special educational needs: needs requiring educational provision additional to or different from ordinarily available provision in the school.
SEND	Special educational needs and disabilities; used mainly when referring to English guidance or where disability is specifically relevant.
NEAE	Spanish term for alumnado con necesidad específica de apoyo educativo; a broader legal/educational category that may include SEN and other circumstances.
SEN lead / SEN leadership	The person or team designated by MIC to coordinate SEN provision. MIC's designated SEN leads may hold the role/title of SENCO; however, references to SENCO within the school do not imply that the English statutory SENCO framework applies directly to MIC in Spain.
Student Passport / Profile	MIC's term in this policy for the concise classroom-facing record used to communicate relevant information about a student's needs, strengths, strategies, adjustments and provision. The terminology, format and level of detail may vary between EYFS, Primary and Secondary.
SEN Register	MIC's controlled record of students currently receiving SEN Support or Specialist/Enhanced Support.
Monitoring / Cause for Concern	A time-limited monitoring status used where a concern requires structured review but SEN Register entry is not yet justified.
Autism / autistic student	Current respectful terminology for autism spectrum condition/disorder, used according to the individual's or professional report's language. The outdated separate diagnostic label "Asperger's Syndrome" is not used as a current school category.
ADHD	Attention-deficit/hyperactivity disorder. MIC does not use "ADD" as a separate current diagnostic category.
Specific learning difficulty (SpLD)	A term that may include dyslexia, dyscalculia or related specific learning differences/difficulties. Provision is based on the student's functional learning needs rather than a label alone.
Learning disability / intellectual disability	Terminology is used carefully and, where relevant, follows current professional reports. MIC does not define severity by simplistic IQ cut-offs in this policy.

Appendix 4 – Spanish National and Balearic Regional Legal and Good-Practice Reference Framework

Legal position: Spanish national and Balearic regional requirements applicable to MIC take precedence over British professional guidance. References below are included to make the legal basis of the school's approach transparent; they do not imply that every provision applying to a Spanish public or publicly funded school applies identically to MIC as a private British international school.

Organic Law 2/2006, of 3 May, on Education (LOE), as amended by Organic Law 3/2020 (LOMLOE): Articles 71-72 address students requiring educational attention different from ordinary provision, early identification, inclusion, family participation and resources; Articles 73-74 address students with special educational needs, barriers to access, presence, participation or learning, specialist identification and assessment, inclusion and non-discrimination.

Law 1/2022, of 8 March, on Education in the Illes Balears: Article 111 addresses inclusive schooling for students with NEAE; Article 112 describes the breadth of the NEAE category in the Balearic framework; Article 141 establishes inclusive educational attention, universal measures for all students and appropriate additional support for students with NEAE who require it.

English SEND Code of Practice: 0 to 25 years: used by MIC as professional guidance and a British good-practice benchmark only. It does not create an English statutory SEN process at MIC and does not displace Spanish or Balearic law or procedure.

Verification: the Head Teacher, supported by SEN leadership, must review these references at least annually and sooner if the school is notified of a relevant legal, regulatory or procedural change. Where necessary, MIC will obtain appropriate professional or legal advice on the application of Spanish national and Balearic regional requirements