



DIVERSITY AWARENESS PROTOCOL

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“Education is not a school formula but rather the work of a lifetime.”
Célestin Freinet

DIVERSITY AWARENESS IN GÁNDARA

Gándara is a school committed to diversity awareness. According to the Royal Academy of Language, diversity refers to variety or dissimilarity. Following Decree 229/2011, of December 7, which regulates the attention to the diversity of the students of the educational centers of the Autonomous Community of Galicia in which the teachings established in the Organic Law 2/2006 are taught, as of May 3, on education, [...] “educational diversity awareness is understood as the set of measures and actions that are designed and utilized to help adapt our current educational offering to the different characteristics, potentialities, rhythms and styles of learning, motivations and interests and social and cultural situations of each and every student. ”

In Gándara, this diversity is made up of every boy and girl who form a part of our community. Each one of them influences our way of understanding education and personal development. Thus, diversity is understood in a positive way, as the whole set of characteristics that make up an individual, or that make each boy and girl unique. These characteristics, in turn, allow them to reach their full potential and become self sufficient individuals in the future.

In order to serve the needs of each boy and girl, Gándara's objective is to adapt to their individual rhythms and interests, as well as transmit an environment of closeness and openness to enhance their personal development. In order to achieve this, we carry out a rigorous process of individual identification. In this process, we identify the personal characteristics, learning style, and learning style of each child. This allows us

to design individualized programs that support the specific needs of each and every one of our boys and girls.

For reasons of importance and responsibility, it is necessary to have a clear and detailed record of Gándara's diversity awareness vision and protocol. This protocol combines the requirements of Galicia's current legislative regulations regarding special needs education as well as the pedagogical principles of our educational project.

CURRENT SPECIAL NEEDS EDUCATION LEGISLATION IN SPAIN

The **Organic Education Law 8/2013**, on the **Improvement of Education** (LOMCE) modifies the previous Organic Law 2/2006, of May 3, on Education. In its **Royal Decree 126/2014**, of February 28th, by which the basic curriculum of Elementary Education is established, in its Article 9 that deals with the learning process and individualized attention, it is established that:

- At this stage, special emphasis will be placed on attention to student diversity, individualized attention, the prevention of learning difficulties and the implementation of reinforcement mechanisms as soon as these difficulties are detected.
- Special attention will be paid during the stage of personalized attention for students, especially the realization of early diagnoses and the establishment of reinforcement mechanisms to achieve school success.
- The educational intervention must contemplate the diversity of the students as a basis, understanding that in this way the development of all of them is guaranteed, as well as giving personalized attention depending on the needs of each individual.
- Reinforcement mechanisms should be put into practice as soon as learning difficulties are detected and may be both organizational and curricular. These measures may include support in an ordinary group (normal classroom), flexible groupings or adaptations of the curriculum.

Likewise, according to Art. 73 of Organic Law 2/2006, of May 3, on Education, **students who have special educational needs (aneae) are**

understood to be those who require support and specific educational care during a period of their schooling or throughout all of it because of a disability or a serious conduct or behavioral disorder.

Decree 229/2011, of December 7, by which the attention to the diversity of the students of the educational centers of the Autonomous Community of Galicia is regulated, and where the teaching that is conducted in those centers, is conducted in a manner that is consistent with the following education law - Organic Law 2/2006, of 3 May, (DOG, 12/21/11).

This law regulates issues related to schooling in different modalities and stages, resources, etc. It also highlights the following:

Ordinary measures of attention to diversity. Art. 8 highlights:

- Adaptation of evaluation times and evaluation times and procedures.
- Education attention and behavior classroom as well as measures and actions to aimed at improving behavior and school harmony.
- Educational reinforcement and teacher support within a set schedule of availability.

Extraordinary Measures Art. 9 specifies:

- Curricular Adaptations
- Support from specialist teachers in Therapeutic Pedagogy and / or Hearing and Language.
- Flexibility of the duration of the schooling period.

General Plan for Attention to Diversity. Chapter II. Section 3^a.

Schooling. Chapter III.

Promotion of schooling and training. Chapter IV details:

- Absenteeism: absence without duly justified cause of at least 10% of the monthly school hours. Art. 22^o.
- Procedures for action in the face of unschooling, absenteeism and / or quitting school early. Art. 23^o.3
- Hospital and home schooling care. Art. 25^o.
- Minor student body subjected to imprisonment measures. Art. 26^o. (See section 2.7 of this document).
- Students subjected to protection and guardianship measures. Art. 27^o.
 - Consideration of aneae due to personal conditions or school history.
 - Guarantee of a place in the school center where the children or foster children of the family are already schooled.

- School changes resulting from these measures: will be processed with urgency.
- Students affected by gender violence and / or bullying measures. Art. 28°.
 - Immediate school enrollment. Students belonging to nomadic families Art. 29°.
- Students from other countries, or foreign students Art. 30°.
- Educational care for young pregnant women. Art. 31°.
 - Education measures necessary in order to continue studies for a young pregnant minor student during her pregnancy and in the two years following delivery. Possibility of intermittent assistance. This educational right is also extended to the father if he is taking responsibility and an active role as father of said child.

Students with a specific need for educational support. Chapter V.

- Psychological and Pedagogical Evaluation. Art. 34°.
 - Responsibilities of Education Psychologists
 - Identify educational needs. Support proposals and decisions.
 - Develop action protocols for the education community as needed.
- Psychological and Educational Report. Art. 35°.
 - Parts of the Psychological and Educational Report.
 - Information for parents, and rights to a copy of the report.
- School's decision and opinion. Art. 36°.
 - Purpose of the opinion: Need for extraordinary resources/ Determine the relevance and necessity of a different type of schooling the traditional one.
 - Prepared by the Education Psychologists
 - Carrying out of a previous psychological and educational evaluation.

Resources. Chapter VI.

- Amount of material and human resources (Education Psychology Therapist / Speech Therapist).
- Proposal for the organization of the attention provided by education psychologists and speech therapists: done by the education psychologist according to the criteria of the PXAD (Plan Xeral de Atención a la Diversidad - General Attention to Diversity Awareness Plan) and with the participation of the student's teacher and the education psychology therapist and / or speech therapist.

Participation and coordination. Chapter VII.

- Coordination mechanisms between the different education stages and centers: PXAD. Art. 41°.

Decree 374/1996, of October 17, which approves the Organic Regulation of early childhood schools and primary schools. (DOG 10/21/96). Regarding the attention to students with specific educational support needs, Title III, Chapter VI (articles 82º, 83º and 84º), Article 83º establishes that “students with special educational needs will receive direct teaching attention from the teachers from the group in which they are integrated, with the help, if applicable, of the support teachers in the classroom itself. Exceptionally, depending on the needs of the students and the curricular adaptations established, differentiated interventions may be made, duly timed outside the classroom. ”

Thus, the **Order of July 22, 1997**, regarding the Annual General Schedules (PGA), in Chapter I, sections 3.2 and 3.4., Establishes:

3.2. The annual general programming of the center will guarantee the coordinated development of the educational action and the response to the diversity of the students, as well as the correct exercise of the competences of the different government bodies and the participation of the entire educational community.

3.4. The annual general programming will include the methodological and organizational strategies for serving students with special educational needs.

Decree 105/2014, of September 4, which establishes the curriculum for primary education in the Autonomous Community of Galicia (DOG 09/09/14), specifies:

Article 6. Autonomy of educational centers

6.2. The educational centers will develop and complete, as the case may be, the curriculum and the measures of attention to diversity established by the competent counseling in educational matters, adapting them to the characteristics of the students and their educational reality, in order to attend to the entire student body. Likewise, they will arbitrate methods that take into account the different learning rhythms of the students, that favor the ability to learn for themselves and promote teamwork.

6.44. The educational centers will also promote commitments to families and to the students themselves, specifying the activities that each undertakes in order to facilitate educational progress.

Article 7. Participation of fathers, mothers or persons who exercise legal guardianship in the educational process.

In accordance with the provisions of article 4.2.e) of Organic Law 8/1985, of July 3, regulating the right to education, and in accordance with the provisions of Law 4/2011, of June 30, of social harmony and participation of the educational community, fathers, mothers or people who exercise legal guardianship must participate and support the evolution of the educational process of their sons, daughters or guardians, as well as know the decisions related to evaluation and promotion, and collaborate in the support or reinforcement measures that schools adopt to facilitate their educational progress. Additionally, they will have access to the official evaluation documents and to the exams and evaluation documents that are carried out for their sons, daughters, or person/s for whom they are the legal guardian/s.

Furthermore, **Article 15 of Decree 105/2014** establishes some Methodological Principles to follow:

1. At this stage, special emphasis will be placed on attention to student diversity, individualized attention, the prevention of learning difficulties and the implementation of reinforcement mechanisms as soon as these difficulties are detected.
2. The teaching methodology will be fundamentally communicative, inclusive, active and participatory, and aimed at achieving the objectives and key competencies. In this sense, attention will be paid to the development of methodologies that allow integrating the elements of the curriculum through the development of tasks and activities related to solving problems in real life contexts.
3. The educational action will seek the integration of the different experiences and learning of the students and will take into account their different rhythms and learning styles, favoring the ability to learn for themselves and promoting collaborative work and team work.
4. Reading is a fundamental factor for the development of key competences; of special relevance is the development of reading comprehension strategies for all types of texts and images, in any medium or format. In order to promote the habit of reading, schools will organize their teaching practice in such a way that the incorporation of a daily reading time of not less than thirty minutes is guaranteed.
5. The educational intervention must take into account the diversity of the students as a principle, understanding that in this way the development of all

students and personalized attention depending on the needs of each student are guaranteed.

6. Special attention will be paid during the stage of personalized attention of the students, to encourage early diagnosis and the establishment of reinforcement mechanisms to achieve school success.

7. Reinforcement mechanisms, which should be put into practice as soon as learning difficulties are detected, may be both organizational and curricular. These measures may include support in the common group, flexible groupings or adaptations of the curriculum.

8. For an effective acquisition of the competencies and their effective integration in the curriculum, integrated learning activities must be designed that allow the student to advance towards the learning results of more than one competency at the same time.

9. The educational centers will impart in an integrated way the curriculum of all the languages of their educational offer, in order to favor the knowledge and linguistic experiences of the students and contribute to the development of their multilingual communication skills. The center's linguistic project will specify the measures taken to teach the integrated language curriculum. These measures will include, at least, agreements on basic methodological criteria for action in all languages, agreements on the terminology to be used, and the treatment that will be given to the contents, evaluation criteria and standards of similar learning in different linguistic areas, so as to avoid repetition of the common aspects of learning any language.

In **Article 16** of **Decree 105/2014**, regarding Students with specific educational support needs, it is specified:

1. For students with specific educational support needs who require different educational attention than the common one because they present special educational needs, specific learning difficulties, attention deficit hyperactivity disorder (ADHD), high intellectual abilities, because of joining the educational system late or due to personal conditions or school history can achieve the maximum development of their personal capacities and the objectives and competencies of the stage, the appropriate curricular and organizational measures will be established to ensure their ideal progress, in accordance with the provisions of Articles 71 to 79 bis of Organic Law 2/2006, of May 3 ([https://www.boe.es/boe/dias/2006/05/04/pdfs / A17158-17207.pdf](https://www.boe.es/boe/dias/2006/05/04/pdfs/A17158-17207.pdf)).

2. Among the measures indicated in the previous section are considered those that guarantee that the conditions for carrying out the evaluations are

adapted to the needs of the students, especially those with specific needs for educational support.

3. The schooling of students with specific educational support needs will be governed by the principles of normalization and inclusion and will ensure their non-discriminatory and effective equality in access and permanence in the educational system.

4. The identification and assessment of students with specific needs for educational support and, if applicable, the educational intervention derived from that assessment will be carried out as early as possible, in the terms determined by the competent counseling in the field of education. Educational centers must adopt the necessary measures to make this identification, assessment and intervention a reality.

5. It is the responsibility of the Education Ministry to establish the conditions of accessibility to the curriculum for students with special educational needs, the support resources that favor such access and, if applicable, the appropriate procedures when it is necessary to make significant adaptations to curriculum elements. These adaptations will be carried out seeking the maximum possible development of the key competencies, and the continuous evaluation and promotion will take as reference points, the elements set out in the aforementioned adaptations.

6. Notwithstanding the permanence for one more year in the stage, provided for in article 20.2 of the Organic Law 2/2006, of May 3, the schooling of students with special educational needs in the stage of primary education in common schools. These students may continue for another year, provided that this favors their social and educational integration.

7. The schooling of students with high intellectual abilities, identified as such, the procedure and in the terms established by the competent Ministry in the field of education, will be flexible in the terms determined by current regulations. This flexibility may include both the teaching of content and the acquisition of skills of higher courses as well as the expansion of content and skills of the current course, or any other measures deemed appropriate.

8. The action plans, as well as the curricular enrichment programs appropriate to the needs of students with high intellectual abilities, which must be adopted by the competent Education Ministry, will allow the maximum development of this student's abilities and will take into consideration their rhythm and learning style, as well as that of students especially motivated by learning.

9. The schooling of students who join the educational system late, as referred to in article 78 of Organic Law 2/2006, of May 3, will be carried out according

to their circumstances, their knowledge, their age and academic history. Whoever presents a gap in their level of curricular competency of more than two years may be enrolled in the lower grade than would correspond to their age. In the event of overcoming this gap, he will join the course corresponding to his age.

10. For students who join the educational system late, the necessary reinforcement measures will be adopted to facilitate their school integration and the recovery, if applicable, of their gap and allow them to continue with their studies.

In addition, in terms of individualized attention to students with specific needs for educational support, tutoring must be highlighted. Thus, **Article 17 of Decree 105/2014**, details that:

1. The tutorial action will guide the individual and collective educational process of the students, without prejudice to the competences and coordination with the guidance department. The tutor teachers will coordinate the educational intervention of all the teachers that affect the same group of students, in accordance with the one established by the competent education department, and will maintain a permanent relationship with the family, attending to professional reconciliation and family, in order to facilitate the exercise of the rights recognized in article 4.1.d) and g) of the Organic Law 8/1985, of July 3, regulating the right to education and in article 6.1 of the Galician Law 4/2011, of June 30, of coexistence and participation of the educational community.

PEDAGÓGICAL PRINCIPLES IN GÁNDARA

In accordance with this protocol on attention to diversity, the guiding action will be carried out from a global and common perspective, coordinated and focused on the child, combining and taking into account information from the

child, their family, their companions, and external professionals who may be offering any type of psycho-pedagogical or clinical support.

Taking into account the current regulations and the unique educational environment in which boys and girls live in our center, Gándara is formed as a Private Foreign School (CPREX) in Spain, being called Gándara International School.

Thus, in Gándara we combine the legal requirements regarding diversity awareness in public centers and we also have our own vision and psychological and pedagogical orientation, highlighting a series of **pedagogical principles** that help children to fully develop as themselves, in their own unique way.

Prepared Academic Environments & Safe Spaces

The creation of an environment where boys and girls can feel safe is essential to be able to develop diverse learning. In order to achieve this, it is necessary to create a solid structure of limits and school behavior code. Additionally, it is also necessary to accompany our children with respect and to facilitate a space rich in possibilities. This safe educational space allows them to experiment and facilitates their discovery of diverse knowledge.

Respectful accompaniment

In order for boys and girls to develop fully, it necessary we attend to their different rhythms and individual needs. We do not put limits on their interests, nor impose adult expectations in their processes. To assist us in this process, we use nonviolent communication, active listening, positive non-manipulative discipline and conflict mediation as tools.

Active and experiential learning

We believe in active learning in which children are not mere passive recipients of data, but the protagonists in their own learning process. The companions observe, detect and create the necessary conditions so that boys and girls can satisfy their emotional, social and intellectual needs, while also discovering learning and promoting each child's self-awareness.

Contact with nature

Nature is just one more active learning scenario that gives them the opportunity to discover and investigate. At the same time, outdoor activity allows children to acquire greater physical and emotional security, since it meets their needs for movement and self-discovery, strengthening the development of self-esteem, creativity and respect for the environment around us.

Autonomy and self-regulation

We accompany girls and boys to develop as autonomous beings in all the tasks of life and in their learning processes, respecting the different evolutionary stages and their individual rhythms. We promote their emotional and cognitive self-regulation, understood as the ability to control their own thoughts, emotions and actions, direct their behavior in changing situations and activate the learning strategies necessary to achieve established objectives.

School Life & Social Interaction

School life and social interaction are regulated through a series of limits and rules that advocate a respectful and safe environment. Boys and girls are part of the decisions and responsibilities that coexistence or social harmony entails, not only for the group of people, but for the care of the space. Social conflicts are worked out from a place of respect, with adult mediation, avoiding manipulation and favoring autonomy.

DIVERSITY AWARENESS IN GÁNDARA

The educational context regarding diversity in Gándara means that we intend to plan and implement supports as far as possible in the following areas:

- **Communication and Interaction.** This area refers to those students who may present certain difficulties when expressing themselves, communicating their points of view and understanding the messages of others.
- **Cognition and Learning.** This area encompasses the various learning styles (i.e., active, pragmatic, reflective, theoretical, logical, visual, social,

individual ...) and the way in which each student collects and processes information and knowledge.

- Socialization, Emotion and Mental Health. This area refers to all those students who may need support regarding how to establish and consolidate healthy and respectful social relationships, managing emotions, knowing oneself, and resolving conflicts assertively.
- Sensory and / or Physical Needs. This area encompasses needs of an auditory, visual, physical or medical nature due to an illness that requires clinical treatment, therefore limiting or restricting the design of an individualized intervention in Gándara.

It should be noted that the possession of a certain diagnosis of a disorder and / or disease does not immediately trigger the implementation of this protocol. This protocol would be initiated if said disorder or illness affects the life of the student and negatively affects their personal, emotional and social development.

In the same way, the work of attention to diversity in Gándara is psychological and pedagogical, meaning it focuses on the field of educational psychology and everything that affects students from an educational standpoint: academic performance, cognition, learning styles, emotional states, social relations, etc. To clarify, our psychological work is not clinical, since we are not trained to establish a clinical diagnosis. However, standardized scales and instruments can be put in place that could give certain parameters and traits that would support future clinical diagnoses of various psychological disorders, for those families who desire to have further evaluation done by an external psychologist.

In the event that any member of the educational community (family, companions, etc.) observes any kind of difficulty, it is advisable to share that information with the family while maintaining transparency and confidentiality. As a result, a series of steps have been developed to ensure that the transfer of this information to families is done in a way that maintains transparency and confidentiality. These steps are to be followed from the moment a person observes or thinks that there is something that may be affecting the personal, emotional, affective, or academic state of the child.

- If the person who observes the difficulty is a companion of Gándara, they will inform the Education Psychology Department, who will arrange a meeting with the family.
- If the person who observes that something is affecting the child is a family member, they can share this with a companion, who will relate the information to the Education Psychology Department.
- A meeting between family, companion and a person representing the Education Psychology Department will be organized. At that meeting, the observations that have been made about the child will be explained and shared and an action protocol will be agreed upon, which may be:
 - Explanation of the type of difficulty, what it is and how it affects the child's current situation.
 - Explanation of the intervention protocol:
 - Presentation of the informed consent document for families
 - Explanation of diagnostic tests, scales or questionnaires necessary to identify the type or types of difficulties observed in the boy or girl.
 - Carrying out of diagnostic tests, scales or questionnaires necessary to specify the type or types of difficulties observed in the boy or girl.
 - Design and implementation of strategies and resources to manage the difficulty, both in Gándara and at home if necessary.
 - If possible, design and implement a specialized intervention program.
 - It is advisable to hold regular meetings with the family to attend to any progress or change that may occur during the intervention period.

Likewise, it is recommended that any documentation, diagnosis, relevant information, or education psychology report obtained before the admission of a boy or girl in Gándara is shared with us. Especially considering that the process of transition to a new school can be a major cause of anxiety.

Currently, among our students, there are 8 who would benefit from the initiation of this protocol to adapt the teaching and living styles in Gándara to their learning styles, whether for emotional, psychological or cognitive reasons. This does not mean to say that all 8 have an individualized learning plan. Some may have one, and for others it may still be in the design and planning phases.

METHODOLOGICAL STRATEGIES FOR NEURO-DIVERSITY

The current regulations on educational guidance in Galicia, in Article 15 of Decree 105/2014, specify some Methodological Principles that are in line with the psychological and pedagogical vision in Gándara. These regulations highlight the emphasis on individualized attention to diversity of the students to prevent and identify any learning difficulties and, if it is the case, implement reinforcement mechanisms if difficulties are detected. Thus, our methodology is communicative, inclusive, active and participatory, and respects individual learning styles and rhythms.

The Order of October 6, 1995, which regulates the adaptations of the curriculum in general education, demands "an inclusive education that recognizes the diversity of the school population and responds to it by adapting to different styles and learning rhythms of the students. This diversified attention can be carried out for most of them in the field of pedagogical actions that configure the usual way of proceeding of educational teams in schools and classrooms. Sometimes, however, the educational needs of some students require the adoption of a series of actions, both pedagogical, curricular and organizational, that differ from the ones that are normally implemented."

Thus, taking into account the current legislation and our psychology and pedagogical principles, in Gándara we carry out a gradual approach, where flexibility and the Individual Learning Plan stand out.

Flexibility:

Flexibility is introduced in Gándara as further step in terms of working the content of our curriculum. This flexibility refers to the continuous, calm and consensual reflection on learning style, emotional state and personal situation. Flexibility is not understood in Gándara as presenting more or less content based on skills. Flexibility refers to taking a step back and "thinking of the child" in a thoughtful, reasonable and respectful way to adapt to his or her specific way of seeing life.

Flexibility occurs in the day-to-day life of any educational center based on the skills and knowledge of the professionals who accompany children. These

adaptations refer to modifications regarding how to ask questions to motivate curiosity, critical thinking and independent activity of each child, adapting our way of offering and receiving information.

However, when verbal adaptations and daily methodological adjustments to adapt to each learning style are not enough for a child to be able to fully take advantage of the learning environment, a systematic design and action process is necessary to evaluate and identify any type of specific need.

Individual Learning Plan (ILP):

In this way, those children who experience some type of difficulty that affects their experiential, personal and social learning, for which they may need some type of individualized or personalized support, will be subject to an Individual Learning Plan evaluation and protocol. This protocol will be carried out in agreement and consent with families and companions, in order to design an Individual Learning Plan (ILP) that meets their specific needs. In some cases, the corresponding evaluations will be carried out with observation scales and standardized tests that will support the design of an action plan. This protocol will be reviewed every quarter by all the people involved: boy or girl, family, companions and tutor. The ILP will proceed as follows:

a. **Evaluation**: Observations and impressions of all socializing agents will be collected but at all times still taking into account the child's vision. In some cases, necessary and pertinent evaluations will be carried out, in order to advise external professional and clinical evaluations by families.

b. **Plan**: after an exhaustive evaluation and advising, an action plan will be designed that will have all the opinions, resources, strategies and motivations designed to improve and enhance the child's learning experience. This action and intervention plan will detail the steps and stages of said plan and which people and / or professionals should act at all times. Likewise, the evaluation process and what criteria will be taken into account in the periodic review will also be detailed out.

c. **Intervention**: Once the plan has been designed, the person or persons in charge of carrying out the corresponding adaptations and strategies will follow the guidelines for action, taking into account: the child's rhythms, learning style, and personal motivations. We must bear in mind that both the motivations and the learning style can change during this phase due to the

introduction of changes and expectations. As a result, it would be advisable to share observations regularly about any change or aspect that could influence the boy or girl during this period.

d. **Review:** The action plan will be reviewed periodically every quarter through meetings and individual or group observations. It is advisable to hold a meeting at the end of each trimester to review the status of interventions and adaptations, as this will allow us to better adapt to the child's individual context.

Periodic meetings:

It is also important to highlight the periodic family-Gándara meetings to keep the information as up-to-date as possible, that way we are able to detect any situation that could affect the child's daily life.

Information from external professionals:

In the same way, the communication of information from external professionals such as: medical centers, psychology offices, Educational Psychologist, speech therapists, etc., will be of equal importance so that the pedagogical perspective is as solid and as firm as possible and we are therefore able to send the same educational message from all socializing agents.

Education Psychology Strategies:

Depending on the specific needs of each child, some of the psycho-pedagogical strategies used are, among others:

- Short duration activities
- After the fact analysis of a situation or conflict
- Establishing Routines
- Regular breaks
- Drawing
- Social Stories
- Personal space identification / time to be alone

- Role-play games
- Lists with routines or steps to follow
- Short, clear, and firm messages
- Modeling
- Giving information ahead of time
- Points program
- Verbal Reminders
- Visual Reminders
- Positive Reinforcement
- Conflict Resolution
- Suggest realistic goals
- Tasks broken down step by step
- Emotional Techniques
- Reflection Time
- Time for working alone
- Using manipulative resources
- Utilizing a child's own motivations and interests
- Utilizing familiar situations
- Regulations Zones

FAMILY PARTICIPATION

The participation of families in the life of Gándara is essential. The most important elements of this relationship are:

- Constant bi-lateral family-Gandara communication and active listening. Through a digital communication system, families and Gándara have the most up-to-date information on the situation of boys and girls. The exchange of this information should be as transparent as possible and is carried out through:
 - Brief comments / conversations during the arrival and sending-off times of school.
 - Telephone

- Email.
 - Encrypted text messaging
- Common perspective regarding learning style. This shared vision helps children see and live a common and consistent perspective on their education and learning. For this reason, it is extremely important to offer a clear, strong and common message regarding education.
 - Support during the transition. It is advisable to be totally transparent with the child regarding admission to Gándara to support and enable a healthy and positive transition process, where the child feels safe to start a new stage and does not generate internal conflicts that they aren't able to resolve. In this way, at Gándara we commit ourselves to a slow transition process adapted to each boy and girl, where we respect their rhythms and intrinsic motivation. In Gándara three stages of transition are distinguished:
 - Start of the Gándara experience at any educational stage.
 - Transition from Pre-school to Primary. This is carried out when the stipulated age is reached (6 years), and not following the beginning of the academic year (September) in order to respect their own evolutionary processes.
 - Completion of the Gándara experience. All documentation will be delivered to families for the transfer of information with a future educational center.

CONFIDENCIALITY

On May 25, 2018, the new General Data Protection Regulation (GDPR) (Regulation 2016/679) entered into force, by which the European Parliament, the Council of the European Union and the European Commission intend to strengthen and unify the protection of data for all individuals within the European Union (EU).

Thus, in Gándara:

- The registration, custody, modification, and consultation of personal data is reflected in line with this General Data Protection Regulation (GDPR; 2016/679).

- Personal identification data is stored and protected in a secured cabinet and locked in the office. In the same way, the main computer is also locked up and password protected.
- Furthermore, to further protect the identity of the boys and girls, the reports, plans and documents that are created in the counseling department bear only the first name.
- All documentation and all personal data will not be shared with third parties or any external person (i.e., psychologists, speech therapists, medical centers) without the prior and express authorization of the family.
- All design, planning and / or modification of relevant documentation (i.e., PIA, psychological education report ...) will be carried out with the express and prior authorization of the family.

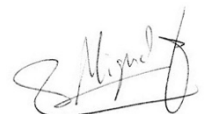
CONTINUOUS EDUCATION & DIVERSITY TRAINING

At Gándara we consider that training in neurodiversity is very important in order to understand the rhythm, experience and individual learning style of each child. Throughout the year our objective is to offer courses and informative talks to inform and educate in matters of neurodiversity, autism (ASD), hyperactivity (ADHD), attention deficit (ADD), recognition of emotions, conflict resolution, assertive and non-violent communication, etc.

In the same way, these talks will be offered to families to contribute to the aforementioned common psychological education approach.

This awareness of neurodiversity will be in line with Gándara's pedagogical principles and educational style.

Orientador:



Miguel Lois Mosquera

GLOSSARY OF SPANISH / ENGLISH TERMINOLOGY:

SPANISH	ENGLISH
1. Atención a la diversidad	1. Diversity Awareness / Attention to Diversity Awareness
2. Orientación Educativa	2. Special Education / Special Needs Education
3. Normas de Convivencia	3. School Behavior Code / School Code of Behavior
4. Convivencia	4. Behavior / Social Harmony
5. Departamento de Orientación	5. Education Psychology Department
6. PT	6. Education Psychology Therapist
7. AL	7. Speech Therapist