



Attention to Diversity Plan

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"Education is not a school formula but a work of life."

Célestin Freinet

1. ATTENTION TO DIVERSITY IN GÁNDARA

Gándara is a school committed to diversity. According to the Royal Spanish Academy (RAE), diversity refers to *variety* or *dissimilarity*. According to Decree 229/2011, of December 7, which regulates attention to diversity of students in the schools of the Autonomous Community of Galicia where Organic Law 2/2006, of May 3, is implemented, [...] "educational attention to diversity is conceived as the set of measures and actions designed with the aim of adapting the educational response to the different characteristics, potentialities, rhythms and learning styles, motivations and interests, and social and cultural situations of all students."

At Gándara, this diversity is embodied by each boy and girl who make up our way of understanding education and personal development. Thus, diversity is understood in a positive way as the whole set of individual characteristics that allow each child to develop his or her full potential and become autonomous people in the future.

In order to attend to each child, Gándara's objective is to adapt to each child's pace and interests in order to transmit closeness and promote personal development. In this way, we carry out a rigorous process of identification of individual characteristics and learning profiles to design individualized programs that can support the specific needs of each and every one of our students.

Considering the importance and responsibility involved, this protocol specifies how we understand attention to diversity counseling in Gandara, offering a vision and an action plan that shows a common perspective, and combining the current regulations on educational guidance with the pedagogical principles of our educational project.

2. CURRENT LEGISLATION ON EDUCATIONAL GUIDANCE

The **Organic Law of Education 8/2013**, for the Improvement of Education (LOMCE) modifies the previous Organic Law 2/2006, of May 3, of Education. (During year 22/23, the new Educational Law will be implemented (LOMLOE (Organic Law

3/2020, of December 29, which modifies the Organic Law 2/2006, of May 3, of Education). **Royal Decree 126/2014**, of February 28, which establishes the basic curriculum for Elementary Education, in its Article 9 dealing with the learning process and individualized attention, states that:

At this stage, special emphasis will be placed on the attention to students' diversity, on individualized attention, on the prevention of learning difficulties and on the implementation of reinforcement mechanisms as soon as these difficulties are detected.

Special attention will be paid during this stage to providing personalized attention to students, undertaking early diagnoses and setting up reinforcement mechanisms to achieve school success.

On principle, educational intervention must incorporate students' diversity, taking into account that this will contribute to their development and guarantee personalized attention suited to the needs of each student.

Reinforcement mechanisms to be implemented as soon as learning difficulties are detected may be both organizational and curricular. Among these measures, support in the regular group, flexible groupings or curriculum adaptations may be considered.

Likewise, according to Art. 73 of **Organic Law 2/2006**, of May 3, on Education, it is considered that students with SEND needs (Special Educational Needs and Disabilities) require, a specific period during their schooling or throughout it, certain support and specific educational attention derived from disability or serious behavioral disorders.

Decree 229/2011, of December 7, which regulates the attention to students' diversity in the schools of the Autonomous Community of Galicia where **Organic Law 2/2006**, of May 3, is taught (DOG, 21/12/11).

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

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

- Adaptation of assessment times and instruments or procedures.
- Classrooms for educational attention and coexistence and measures and actions aimed at improving coexistence.
- Educational reinforcement and support of teachers with time availability.

Extraordinary measures. Art. 9 specifies:

- Curricular adaptations.
- Support from teachers specializing in Therapeutic Pedagogy and/or Hearing and Language.
- Flexibility in the length of the schooling period.

General Plan of Attention to Diversity. Chapter II. Section 3.

Schooling. Chapter III.

Promotion of schooling and training. Chapter IV:

- Absenteeism: absence without a duly justified cause of at least 10% of the monthly school hours. Art. 22.

- Procedures to be followed in case of truancy and/or early school dropout. Art. 23°.3.
- Hospital and home educational care. Art. 25.
- Minor students subject to measures of penitentiary responsibility. Art. 26. (See section 2.7 of this document).
- Students under protection and guardianship measures. Art. 27.
 - Consideration of aneae due to personal conditions or school history.
 - Guarantee of a school place in the center where the family's children or foster children attend school.
 - Changes of center derived from these measures: urgent processing and resolution.
- Students affected by measures of gender violence and/or bullying. Art. 28.
 - Immediate schooling. The Pupils belonging to itinerant families. Art. 29.
- Students coming from abroad. Art. 30.
- Educational attention to pregnant students. Art. 31.
 - Necessary measures for the continuation of the child's studies during pregnancy and in the two years following childbirth. Possibility of intermittent assistance. Right extensible to the father with responsible paternity behavior.

Students with specific educational support needs. Chapter V.

- Psycho-pedagogical assessment. Art. 34.
 - Counsellor's role.
 - Identifies educational needs. Support proposals and decisions.
 - Demand protocols for the educational community.
- Psycho-pedagogical report. Art. 35°.
 - Elements of the psycho-pedagogical report.
 - Information to parents. Right to copy.
- Schooling report. Art. 36°.
 - Purpose of the report: Need for extraordinary resources/ To determine the relevance of a schooling modality other than the regular one.
 - Prepared by the counselor.
 - Previous psycho-pedagogical evaluation.

Resources. Chapter VI.

- Provision of material and human resources (PT/ AL).
- Proposal for the organization of the PT/ AL teacher's attention: made by the counselor according to the criteria of the PXAD and with the participation of the student's tutor and the PT/ AL teacher.

Participation and coordination. Chapter VII.

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

Decree 374/1996, of October 17, 1996, which approves the Organic Regulations of the schools of pre-school education and elementary education. (DOG 21/10/96). Regarding the attention to students with specific educational support needs, Title III, Chapter VI (articles 82°, 83° and 84°), Article 83° establishes that "students with special educational needs will receive direct teaching attention by the teachers of

the group in which they are integrated, with the help, if it is the case, 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 Programs (PGA), in Chapter I, sections 3.2 and 3.4, establishes:

The annual general programming of the center will guarantee the coordinated development of the educational action and the response to the diversity of the student body, as well as the correct exercise of the competencies of the different governing bodies and the participation of the entire educational community.

3.4. The annual general program will include the methodological and organizational strategies of attention to students with special educational needs.

Decree 105/2014, of September 4, establishing the curriculum of elementary education in the Autonomous Community of Galicia (DOG 09/09/14), specifies:

Article 6. Autonomy of educational centers.

6.2. The schools will develop and complete, if necessary, the curriculum and the measures of attention to diversity established by the competent ministry in educational matters, adapting them to the characteristics of the students and their educational reality, in order to serve all students. Likewise, they shall arbitrate methods that take into account the different learning rhythms of the students, that favor the ability to learn by themselves and promote teamwork.

6.44. The educational centers shall also promote commitments with the families and with the students themselves, specifying the activities that both parties undertake to carry out in order to facilitate educational progress.

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

In accordance with the established in article 4.2. e) of Organic Law 8/1985, of July 3, 1985, regulating the right to education, and in accordance with the provisions of **Law 4/2011**, of June 30, on coexistence and participation in the educational community, fathers, mothers or persons exercising legal guardianship shall participate and support the evolution of the educational process of their sons, daughters or persons under their guardianship, as well as to know the decisions related to the evaluation and promotion, and to collaborate in the measures of support or reinforcement adopted by the educational centers to facilitate their educational progress, and shall have access to the official evaluation documents and to the exams and documents of the evaluations carried out on their sons, daughters or persons under guardianship.

In addition, Article 15 of **Decree 105/2014** establishes Methodological Principles to be followed:

1. At this stage, special emphasis will be placed on providing attention to diversity and individualized attention to students, on preventing learning difficulties and on

implementating 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 the integration of the curricular elements through the development of tasks and activities related to problem-solving in real life contexts.

3. The educational action will seek the integration of the different experiences and learning of students and will take into account their different rhythms and learning styles, favoring the ability to learn on their own and promoting collaborative and teamwork.

4. Reading is a fundamental factor for the development of key competences; it is of special relevance the development of reading comprehension strategies of all types of texts and images, in any support and format. In order to encourage the habit of reading, schools shall organize their teaching practice in such a way as to guarantee the incorporation of a daily reading time of no less than thirty minutes.

5. On principle, educational intervention must take into account students' diversity, taking into account that this will contribute to their development and guarantee personalized attention suited to the needs of each student.

6. Special attention will be given during this stage to students' personalized attention, to the realization of early diagnosis and the establishment of reinforcement mechanisms to achieve school success.

7. The reinforcement mechanisms, which should be put into practice as soon as learning difficulties are detected, may be both organizational and curricular. Among these measures, support in the common group, flexible groupings or curriculum adaptations may be considered.

8. For effective acquisition of competencies and their effective integration into the curriculum, integrated learning activities should be designed to enable students to progress towards the learning outcomes of more than one competency at the same time.

9. Schools shall teach the curriculum of all the languages in an integrated manner, in order to encourage all students to develop their linguistic knowledge and experiences in order to contribute to the development of their multilingual communicative competence. The school's linguistic project will specify the measures taken for the delivery of the integrated curriculum of languages. 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 to be given to the contents, assessment criteria and similar learning standards in the different linguistic areas, so as to avoid the repetition of aspects common to the learning of any language.

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

1. For students with specific educational support needs who require educational attention different from the common one for presenting special educational needs,

specific learning difficulties, attention deficit and hyperactivity disorder (ADHD), high intellectual abilities, due to late incorporation to the educational system or due to personal conditions or school history, can reach the maximum development of their personal abilities and the objectives and competences of the stage, the appropriate curricular and organizational measures will be established to ensure their suitable progress, in accordance with the provisions of articles 71 to 79 bis of the Organic Law 2/2006, of May 3 (<https://www.boe.es/boe/dias/2006/05/04/pdfs/A17158-17207.pdf>).

2. Among the measures indicated in the previous epigraph are considered those that guarantee that the conditions for carrying out the evaluations are adapted to the needs of students with specific educational support needs.

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

4. The identification and assessment of students with specific educational support needs and, if applicable, the educational intervention derived from this assessment shall be carried out as early as possible, under the terms determined by the competent ministry of education. The educational centers shall adopt the necessary measures to make this identification, assessment and intervention a reality.

5. It is the responsibility of the competent department of education to establish the conditions of accessibility to the curriculum for students with special educational needs, the support resources that favor such access and, if necessary, the appropriate procedures when it is necessary to make significant adaptations to the elements of the curriculum for such students. These adaptations will be made seeking the maximum possible development of key competencies, and continuous assessment and promotion will take as a reference the elements set in these adaptations.

6. Without prejudice to the permanence of one more year in the stage, provided for in article 20.2 of Organic Law 2/2006, of May 3, the schooling of students with special educational needs in the elementary education stage in regular schools may be extended for one more year, provided that this favors their socio-educational integration.

7. The schooling of students with high intellectual abilities, identified as such according to the procedure and in the terms established by the competent Ministry of Education, shall be flexible in the terms determined by the regulations in force. This flexibility may include both the provision of contents and the acquisition of competences of higher courses and the extension of contents and competences of the current course, as well as other measures.

8. The action plans, as well as the curricular enrichment programs appropriate to the needs of students with high intellectual abilities, which it is incumbent upon the competent ministry of education to adopt, shall allow the maximum development of the abilities of these students and shall take into consideration their pace and learning style, as well as that of those students who are especially motivated to learn.

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, shall be carried out taking into account their circumstances, their knowledge, their age and their academic record. Whoever presents a gap in their level of curricular competence of more than two years may be enrolled in the lower grade than that which would correspond to them according to their age. In the case of overcoming this gap, he/she shall be incorporated into the grade corresponding to his/her age.

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

In addition, with regard to individualized attention to students with specific educational support needs, it is important to highlight the tutorials. Thus, Article 17 of Decree 105/2014, details that:

1. The tutorial action will guide the individual and collective educational process of the student body, without prejudice to the competences and coordination with the guidance department. The tutoring teachers will coordinate the educational intervention of all the teaching staff that affects the same group of students in accordance with the one established by the competent ministry of education, and will maintain a permanent relationship with the family, attending to the professional and family conciliation, 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, 1985, 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.

3. PEDAGOGICAL PRINCIPLES IN GÁNDARA

According to this protocol-guideline on the attention to diversity, the guidance action will be carried out from a global and common perspective, coordinated and centered on the child, combining and taking into account information coming from the child himself/herself, from his/her family, from those accompanying him/her, and from external professionals who may be offering any kind of psycho-pedagogical or clinical support.

Taking into account the current regulations and the exceptional educational environment in which children live in our center, Gándara is conformed as a Foreign Private School (CPREX) in Spain, called Gándara International School. Thus, in Gándara we combine the regulatory requirements in terms of orientation to diversity in public schools and we also have our own vision and psycho-pedagogical orientation, highlighting a series of pedagogical principles that help children develop in fullness with themselves:

Prepared environments

The creation of an environment where children can feel safe is fundamental to develop the different learning processes. For this, it is necessary to create a solid structure of limits and rules of coexistence, to accompany them with respect and to facilitate a space rich in possibilities that allow them to experiment in order to help them discover the different types of knowledge.

Respectful support

So that children can develop fully, we attend to the different rhythms and individual needs. We do not put brakes on their interests, nor adult expectations in their processes.

We use non-violent 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 receivers of data, but protagonists of their learning. The companions observe, detect and create the necessary conditions so that the children can satisfy their emotional, social and intellectual needs, discovering the learning process and favoring self-knowledge.

Contact with the natural environment

The natural environment is another setting for active learning that gives them the opportunity to discover and investigate. At the same time, outdoor activity allows children to acquire greater physical and emotional security, as it satisfies 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 the children so that they 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 encourage 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 necessary learning strategies to achieve the established objectives.

Coexistence

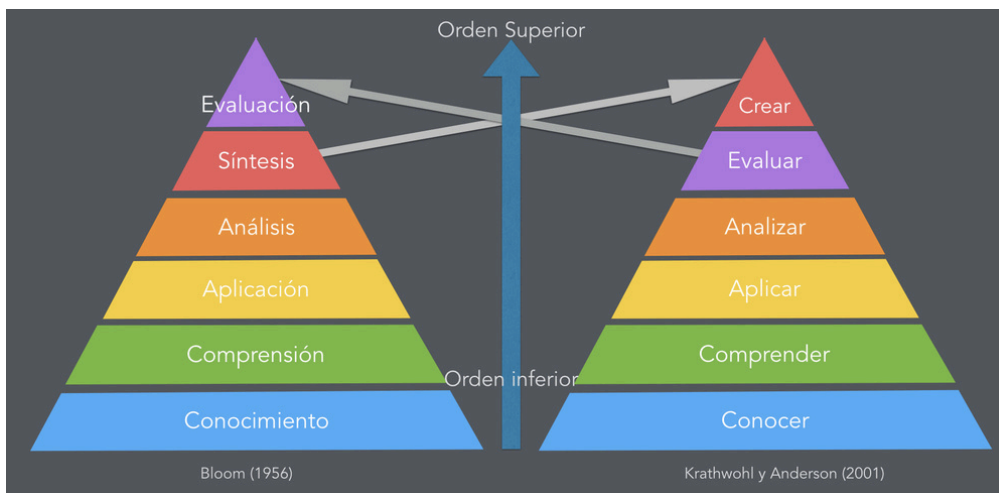
Coexistence is regulated through a series of limits and rules that advocate a respectful and safe environment. Children are part of the decisions and responsibilities involved in coexistence, not only in the group of people, but also in the care of the space. Social conflicts are dealt with respectfully, with adult mediation, avoiding manipulation and favoring autonomy.

Development of higher order thinking skills

Bloom's Taxonomy, or Taxonomy of Objectives (Bloom, 1950) is a pedagogical tool that emphasizes higher order thinking skills to provide a clear picture of the skills necessary for an ideal development of the teaching and learning process centered on the student. Bloom's Taxonomy is based on the idea that mental operations can

be classified into six levels of increasing complexity and that each child learns differently depending also on his or her ability to perform at the preceding level(s).

The latest revision of Bloom's Taxonomy (Anderson and Krathwohl, 2001) highlights autonomous creation as the higher order thinking skill resulting from the acquisition of all the others, bringing together all the skills developed in the previous levels.

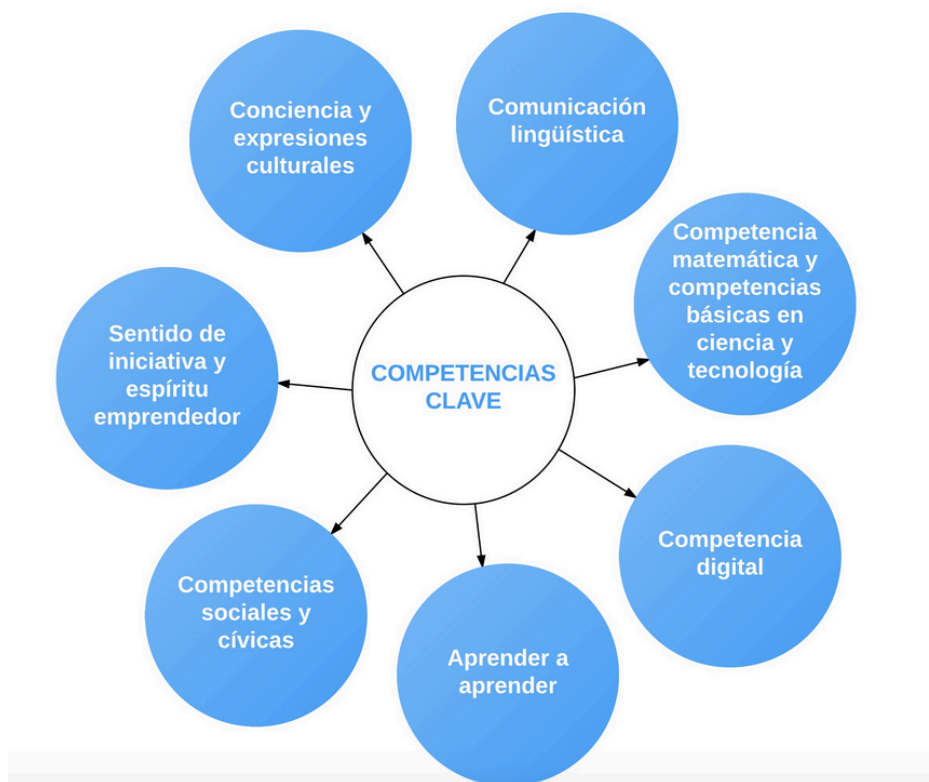


Following this scheme, higher order thinking skills would be closely related to key competencies.

Key competences

The previous Organic Law on Education (LOE, 2/2006) introduced key competencies in education. Depending on the prism through which we analyze them, these can be understood as a "construct that refers to a set of knowledge and skills that subjects need to develop some type of activity" (Zabalza, 2003). On the other hand, it can also be defined as the "capacity of subjects to select, mobilize and manage knowledge, skills and abilities to carry out actions adjusted to the desired demands and ends" (Colás and De Pablo, 2005). However, and in a more appropriate way to our context, Larraín and González (2007) consider competencies as a concatenation of knowledge, not only pragmatic and production-oriented, but also those that articulate a conception of being, knowing, knowing how to do, knowing how to live together.

The key competencies are the following:



Socratic method

Gándara's companions will follow the Socratic Method of questioning students to motivate a continuous reflection on their experiential learning, making use of irony and maieutics in order to help "students to go on their own, to create a personal and autonomous way of thinking" (Acha, 2014; Peratita, 2017). According to Astrid Acha (2014), following the modern Socratic Method does not give "definitions and notions, but formulates and creates questions that lead us to motivate reflection and criticism" of the students (Acha, 2014).

4. SEND DEPARTMENT

The SEND Department (SEND Dpt.) is a teaching coordination body, under the supervision of the Management Team, and in collaboration with the latter and the Head of Studies.

4.1. COMPOSITION

The SEND Department will be composed of, at least, a teacher representing each school stage, a teacher of Therapeutic Pedagogy, a teacher specialized in Hearing and Language, and a teacher with experience in attention to diversity who will be the department coordinator. The SEND Department will be report to the Management Team, the Head of Studies and the Literacy Team on any interventions proposals and decision making.

4.2. FUNCTIONS

In general terms, the SEND Department is in charge of encouraging, promoting and coordinating educational guidance activities. More specifically, its tasks include:

1. Elaborating the proposals for the organization of educational guidance.
2. Coordinating students' educational guidance, especially with regard to transitions from one school level or stage to the next.
3. Contributing to the development of the Diversity Attention Plan, as well as the Guidance Action Plan (GAP), in accordance with what is established in the stage curricular projects, and submit a report on its operation to the school board at the end of the course.
4. Elaborating the proposal of criteria and procedures needed to carry out the curricular adaptations and the appropriate individualized plans for students with specific educational support needs (SEN).
5. Promoting educational research and suggest activities for the improvement of its members.
6. Collaborating with the assistants in the prevention and detection of learning difficulties, and in the planning and implementation of educational activities and curricular adaptations.
7. Undertaking psycho-pedagogical assessment tasks when necessary for the design of interventions.
8. Designing departamental activities and writing the final annual report which evaluates the work of the department.

5. ATTENTION TO DIVERSITY IN GÁNDARA

5.1. CURRENT NEEDS

We have elaborated this proposal of annual design for the Attention to Diversity Plan on the basis of Article 11 of Decree 229/2011, of December 7, which regulates the attention to the diversity of students. The specific educational support needs for academic year 2021/2022 are detailed in the following table.

Group	LEARNING PROFILE 2021/2022	STUDENTS
PS	High Capabilities	3
	Tuberous Esclerosis Complex	1
	Learning Rate	2
	TOTAL PS	6
C1(LOWER ELEMNTAR Y)	High Capabilities	2
	Autism	2
	Reading and writing	4
	TOTAL C 1	8
C2(UPPER ELEMENTARY)	High Capabilities	1
	Behavioral, emotional profile (hyperactivity, attention, TSC..)	3
	Lectoescritura	2
	TOTAL C 2	6
STUDENTS WITH SPECIFIC EDUCATIONAL SUPPORT NEEDS		20 (25% of the total student body)

According to the type of needs identified, the design and implementation of a group of individualized actions (i.e., PIA, ACI) will be proposed to respond to the different learning styles, detailing the objectives and the areas in which psycho-pedagogical intervention is necessary.

For 2021/2022, Fridays have been set aside for the implementation of the psycho-pedagogical action in both school stages. This psycho-pedagogical action will consist in observation, assessment, interviews, documentation and intervention. The table below specifies the time distribution for these actions.

Group	TIME	ACTION
C2 (friday)	9.05-9.35	INTERVENTION / EDUCATIONAL REINFORCEMENT
	9.35-10.00	EDUCATIONAL REINFORCEMENT
	10.00-10.30	INTERVENTION / EDUCATIONAL REINFORCEMENT
PS (friday)	10.30-11.00	OBSERVATION
C2 (friday)	11.00-11.20	EDUCATIONAL REINFORCEMENT
	11.20-11.40	INTERVENTION / EDUCATIONAL REINFORCEMENT
C11 (friday)	12.30-13.00	INTERVENTION / EDUCATIONAL REINFORCEMENT
	13.00-13.40	REFUERZO EDUCATIVO EDUCATIONAL REINFORCEMENT
*Weekly Social Harmony days:		
-C 2: Wednesdays 13.00-13.40		
-C 1: Thursday 12.30-13.10		

Time has also been set aside during the week for social harmony workshops in Lower Elementary (C1) and Upper Elementary (C 2).

5.2. IDENTIFICATION AND ACTION PROTOCOL

The diversity context in Gandara drives us to design and implement as many support actions as possible in the following areas:

- **Communication and Interaction.** This area is aimed at those students who may have certain difficulties in 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 gathers and processes information and knowledge.
- **Socialization, Emotion and Mental Health.** This area is aimed at all those students who may need support in establishing and consolidating healthy and respectful social relationships, managing emotions, self-awareness, and assertive conflict resolution.
- **Sensory and/or Physical Needs.** This area encompasses auditory, visual, physical or medical needs due to an illness that requires clinical treatment and that in turn conditions the design of an individualized intervention in Gándara.

It should be noted that having a particular diagnosis of a condition and/or disease does not condition the implementation of this protocol. The fact that would set in motion the processes of evaluation, planning, action and review would be the point at which the condition or disease has an impact on the student's life and negatively affects his or her personal, emotional and social development.

In the same way, the work of attention to diversity in Gandara is psycho-pedagogical, meaning that it focuses on the field of educational psychology and everything that affects students from the educational point of view: academic performance, cognition, learning styles, emotional states, style of social relations, etc.. That is to say, our counseling work is not clinical, since we are not qualified to establish a clinical diagnosis. However, standardized scales and instruments can be put in place that could provide certain parameters and traits that would support future clinical diagnoses of various conditions typified in the Diagnostic Manual of Mental Disorders (DSM-5, American Psychological Association), even informing the possible need for the family to seek outside professional advice if appropriate.

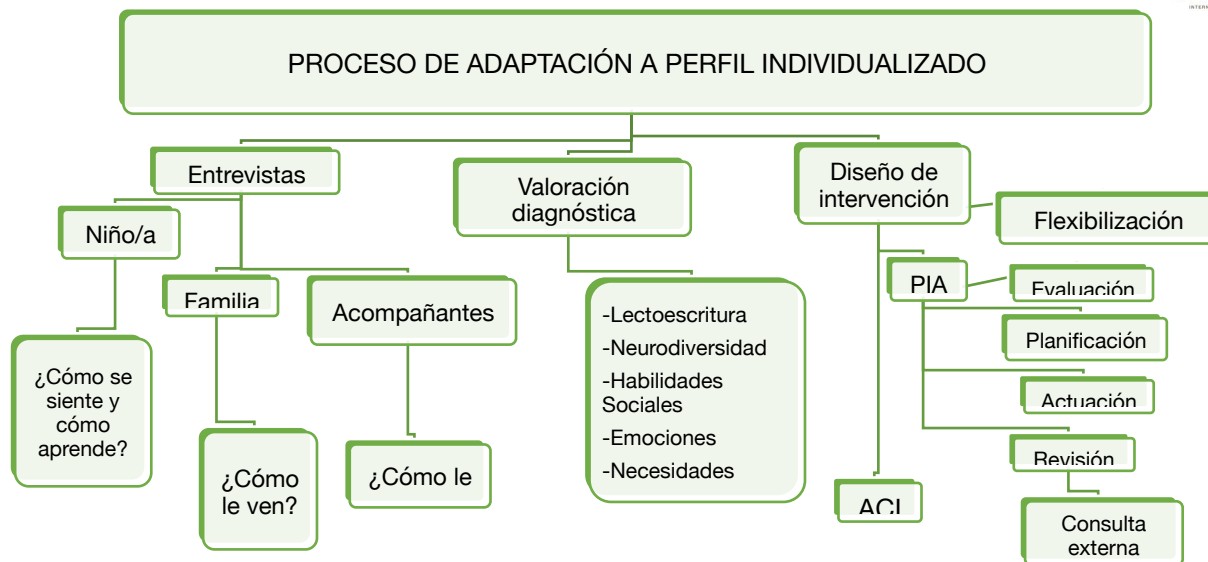
In the event that any member of the educational community (family, teachers, etc.) observes any type of difficulty, it is advisable to inform the family with confidentiality and transparency. In this respect, there are a series of steps that should be followed from the moment a person observes or thinks that an element may be affecting the personal, emotional, affective, or academic state of the child.

- If the person who observes the difficulty(ies) is a teacher, they will inform the SEND Department, who will arrange a meeting with the family.
- If the family is the one who observes some element that affects the child, the family may contact the child's teacher, who will pass the information on to the SEND Department.
- With the family's verbal or written authorization, an interview will be held with the child to find out the individual learning profile.
- A meeting will be organized with the family, the teacher and a representative of the SEND Department. During this meeting, the observations will be detailed and an action protocol will be agreed upon:
 - 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 authorization document for families.
 - Explanation of diagnostic tests, scales or questionnaires necessary to identify the type or types of difficulties observed in the child.
 - Performance of diagnostic tests, scales or questionnaires necessary to specify the type or types of difficulties observed in the child.
 - Design and implementation of strategies and resources to address the difficulty, both in Gandara and at home if necessary.
 - If possible, design and implementation of a specialized intervention program.
 - It is advisable to hold periodic meetings with the family to address any progress or changes that may occur during the intervention period.

Likewise, it is recommended that any documentation, diagnosis, relevant information, or psycho-pedagogical report that is available prior to the admission of a child to Gandara be shared with us, since the process of transition to a new center can be a great source of anxiety.

Among our current students, there are 8 who would benefit from the initiation of this protocol to adapt the teaching and living styles at Gandara to their learning profiles, either for emotional, psychological or cognitive reasons. This is not to say that everyone has an individualized learning plan, but rather that while some may have one, its design and planning may be in process for others.

The following chart provides an overview of the protocol for adapting to an individualized profile.



6. INDIVIDUALIZED COUNSELING PROCEDURE

In Gandara we must not neglect the involvement and experience of each child, paying attention to the individual characteristics of every student. For that reason, when we observe or have information about any individual characteristic that makes it necessary to adapt to a specific learning profile, and with prior verbal or written authorization from the family, a conversation will be held with the child. During the interview, students will be asked about their interests, who the most important people are, how they think they learn best, where they want to go, what aspects of Gandara they don't like, where they don't like to be.

INTERVIEW-LISTEN

An interview will be scheduled with the child, which should also be attended by the family and a teacher. The interviewer will use verbal and visual language to guide the child's comments, which will be captured on an A3 sheet as a canvas and as faithfully as possible, using drawings, icons, and even drawings made by the students.

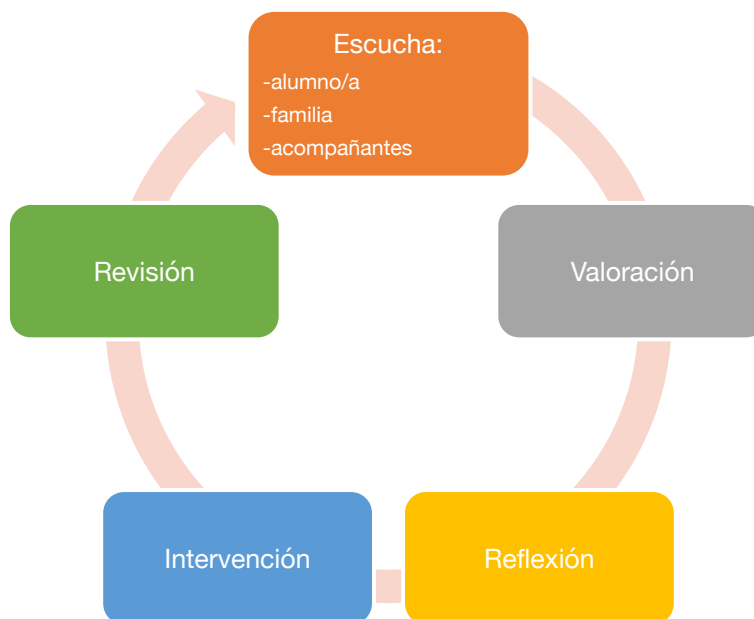
Your own experiences with your own comments

- a. Normal day for me: scenes will be drawn on the canvas.
- b. Things I like: using icons or drawings.
 - about me
 - about my family
 - about school
 - about my friends
- c. **Things I don't like: using icons or drawings.**
 - about me
 - about my family
 - about school

-about my friends

- d. **What would I like to learn? With a resulting motivational phrase in capital letters.**
- e. How do I think I can achieve this? With a list of possible steps.
- f. **How can you help me? With adult support.**
- g. **What do I need to avoid? List of negative things that can affect me.**
- h. **Where do I want to go? With a sentence with the ultimate goal and a drawing.**

With this process, we aim to know each individual profile in order to offer an informed presence. The following chart shows a summary of the individualized guidance stage to adapt to each learning profile.



6.1. METHODOLOGICAL STRATEGIES FOR NEURODIVERSITY

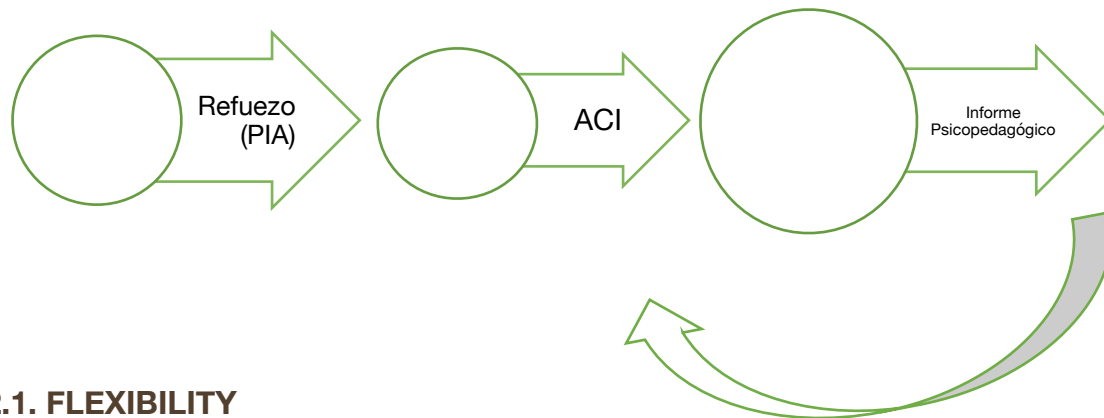
The current regulations on educational guidance in Galicia, in its Article 15 of Decree 105/2014, specifies some Methodological Principles that are in line with the psycho-pedagogical vision in Gándara, which highlights the emphasis on individualized attention to the diversity of students in order to prevent and identify any learning difficulties and, if applicable, implement reinforcement mechanisms if difficulties are detected. Thus, our methodology is communicative, inclusive, active and participatory, where learning rhythms and styles are respected.

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 the different learning styles and rhythms of students. This diversified attention can be provided for most of them within the scope of the pedagogical actions that make up 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, as well as those related to the use of specific resources, which differ from the usual ones".

Taking into account the current legislation and our psycho-pedagogical counseling, in Gándara we carry out a gradual approach through the gradual implementation of progressive levels of identification and individual intervention: flexibilization through an Individual Learning Plan, the Curricular Adaptation and the Psycho-pedagogical Report.

6.2. LEVELS OF IDENTIFICATION AND INDIVIDUAL INTERVENTION



6.2.1. FLEXIBILITY

Flexibilization is introduced in Gándara as a step further in terms of working with content. This flexibilization refers to the continuous, calm and consensual reflection on learning style, emotional state and personal situation. Flexibilization is not understood in Gándara as presenting more or less content according to skills. Flexibilization refers to taking a step back and "thinking about the child" in a reflective, reasoned and respectful way in order to adapt to his or her specific way of seeing life.

Flexibility occurs on a daily basis in any educational center depending on the skills and knowledge of the professionals who accompany the children. These adaptations refer to modifications in relation to how to ask questions to motivate curiosity, critical thinking and independent activity, adapting to the way information is offered and received.

However, when verbal adaptations and daily methodological adjustments to suit each learning style are not sufficient to enhance the use of the environment, a systematic process of design and action is needed to assess and identify any specific needs.

6.2.2. INDIVIDUAL LEARNING PLAN

In this way, those children who experience some kind of difficulty that has an impact on their experiential, personal and social learning, for which they may need some kind of individualized or personalized reinforcement, will be the object of a protocolized and consensual reflection with families and teachers in order to design

an action protocol to meet specific needs, called Individual Learning Plan (PIA). This protocol will be reviewed every trimester by all the people involved: child, family, faculty and student's teacher. The PIA will also have the function of specifying the actions reflected in a Psychopedagogical Report or Curricular Adaptation. The design and realization of a PIA will proceed as follows:

- a. Evaluation: observations and impressions will be collected from all socializing agents and counting at all times with the vision of the child. In some cases, the necessary and pertinent evaluations will be carried out, being able to advise external professional and clinical evaluations on the part of the families, if deemed necessary.
- b. Plan: after a thorough assessment and counseling, an action plan will be designed that will include 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 the plan and which people and/or professionals should act at each moment. Likewise, the plan should also detail the evaluation process and the criteria to be taken into account in the periodic review.
- c. Action: once the plan has been designed, the person or persons in charge of carrying out the corresponding adaptations and strategies will follow the action guidelines, taking into account rhythms, the child's learning profile and motivations. We must consider that both motivations and learning profile may change during this phase due to the introduction of changes and expectations. Thus, during this period it would be advisable to share impressions regularly about any changes or aspects that may influence the child.
- d. Review: the action plan will be reviewed periodically every term through individual or group meetings and observations. It is advisable to hold a meeting at the end of each term to review the status of the interventions and adaptations, as this will allow us to better adapt to the child's personal context.

Regular meetings:

It is also important to highlight the periodic teacher-parent conferences to keep the information as up-to-date as possible, being able to detect any situation that could have an impact on the child's day-to-day life.

Information from external professionals:

In the same way, information from external professionals from medical centers, psychological and educational psychology offices, speech therapists, etc., will be of equal importance for the pedagogical perspective to be as solid and well-founded as possible and thus be able to send the same educational message from all socializing agents.

6.2.3. INDIVIDUAL CURRICULAR ADAPTATION

An Individual Curricular Adaptation (ICA) refers to all those adjustments programmed to compensate and address specific difficulties present in the student. An ICA is

composed of educational strategies used to adapt the curriculum (content, objectives, methodologies or evaluation systems) to the needs of students in those cases in which they present significant characteristics in the academic, social or emotional areas that have an impact on the pace of learning.

ICA will be carried out only when they are absolutely necessary to solve and compensate for the needs of a child, since, otherwise, it could have adverse effects. This requires gradual reflection on the level of identification and intervention needed at any given time.

After an identification process and a previous intervention planning (PIA), and depending on the reflection on the need for a more far-reaching intervention, an ICI will specify the curricular areas (also emotional, social, communication, autonomy...) and their respective medium or long term objectives.

Once an ICA is designed, it will be sent to the Consellería de Educación de la Xunta de Galicia for evaluation and approval. Once it is approved, the adaptation of the individualized curriculum to the child will be carried out according to the specifications of objectives and detailed evaluation criteria.

The monitoring and evaluation of the ICA will be carried out annually. In addition, the ICI may entail an Individualized Learning Plan or educational reinforcement that will be evaluated on a quarterly basis.

6.2.4. PSYCHO-PEDAGOGICAL REPORT

The Psychopedagogical Report (PI) is a document describing the child's current situation prepared by the school's SEND Department. It will be carried out at the end of the school year with the aim of informing and offering psycho-pedagogical orientations to all educational agents in preparation for the following academic year.

A psycho-pedagogical report is carried out after a period of significant difficulties detected in a child, which could not be compensated after the implementation of an Individualized Learning Plan or punctual educational reinforcement.

A PI may also be designed following the implementation of an ICI, of longer duration, or to inform a subsequent ICI or IAP due to needs that have been identified, which have resulted in diagnostic assessment processes (i.e., language disorders, developmental disorders).

6.3. PSYCHO-PEDAGOGICAL STRATEGIES AND ACTIONS

In general, and depending on the specific needs of each child, some of the psycho-pedagogical strategies used are, among others:

<ul style="list-style-type: none"> • Short-term activities • Subsequent analysis of the situation or conflict • Anticipation • Establishment of routines • Regular breaks • Drawing • Social stories • Identifying personal space to be alone • Role playing • Lists of routines or steps to follow • Short, clear and firm messages • Modeling • Providing information in advance • Point schedules 	<ul style="list-style-type: none"> • Verbal reminders • Visual reminders • Positive reinforcement • Conflict resolution • Suggest achievable challenges • Graduated and small step tasks • Emotional techniques • Reflection time • Solitary work time • Use of manipulative resources • Use of motivations and interests • Use of familiar situations • Regulation zones
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6.4. PROPOSED ANNUAL ACTION PLAN FOR ACADEMIC YEAR 2021/2022

MONTH	ACTION	FOCUS
<i>September</i>	"Observation Information exchange Interviews (students Preparation)	OBSERVATION INTERVIEWS
<i>October</i>	Interviews (students and parents) PIAs and ACIs Design Communication with EOE Assessment of literacy status	DESIGN EVALUATION INTERVENTIONS
<i>November</i>	Other assessments Implementation of PIAs and ACIs	IMPLEMENTATION INTERVENTIONS
<i>December</i>	Plans Valuation of interventions	IMPLEMENTATION PLANS INTERVENTIONS
<i>January</i>	Monitoring of PIAs	IMPLEMENTATION PLANS INTERVENTIONS

<i>February</i>	Other valuations Plans	IMPLEMENTATION PLANS INTERVENTIONS
<i>March</i>	Valuation of interventions	IMPLEMENTATION PLANS INTERVENTIONS
<i>April</i>	Follow-up of PIAs	IMPLEMENTATION PLANS INTERVENTIONS
<i>May</i>	Psycho-pedagogical reports: Data collection	IMPLEMENTATION PLANS INTERVENTIONS PSYCH. REPORT.
<i>June</i>	Follow-up and assessment of PIAs and ACIs Psycho-pedagogical reports Intervention assessment	PIAs and ACIs INTERVENTIONS
<i>July</i>	Evaluation of the Diversity Attention Plan Implementation of changes	ASSESSMENT AND FOLLOW-UP

7. FAMILIES AND LEARNING COMMUNITY INVOLVEMENT

The involvement of families in Gandara's life is essential. The most important elements of this relationship are:

- Constant two-way family-Gándara communication and active listening. Through a digital communication system, families and Gándara have the most updated information on the situation of children. This exchange of information should be as transparent as possible and is carried out through:
 - Brief comments during arrivals and departures.
 - Phone.
 - Email.
 - Encrypted text messaging.
- Common perspective on the learning profile. This shared vision helps children to see and experience a common and consistent perspective on their education and learning. For this reason, it is extremely important to provide a clear, strong and common message about education.
- Support during the transition. It is convenient to be completely transparent with the child regarding admission to Gándara in order to support and enable a healthy and positive transition process, where the child feels confident about starting a new stage and where no unresolved internal personal conflicts are generated. In this way, at Gándara we are committed to a slow transition process adapted to each child, where we respect the rhythms and intrinsic motivation. We distinguish three stages of transition:

- Beginning of the Gándara experience at any educational stage.
- Transition from pre-school to elementary school. This is carried out when the stipulated age is reached (6 years old), 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 given to the families for the transfer of information with a future educational center.

8. CONFIDENTIALITY

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

Thus, in Gándara:

- The recording, storage, modification, and consultation of personal data is reflected in line with this General Data Protection Regulation (GDPR; 2016/679).
- Personally identifiable data is stored and protected in a secure, locked cabinet in the office. Similarly, the main computer is also locked and password protected.
- In addition, to further protect the identity of the children, reports, plans and documents created in the guidance department are first name only.
- All documentation and personal data will not be shared with third parties or any outside parties (i.e., psychologists, speech therapists, medical centers) without prior express authorization from the family.
- Any design, planning and/or modification of relevant documentation (i.e., PIA, psycho-pedagogical report...) will be carried out with the express and prior authorization of the family.

9. ONGOING DIVERSITY TRAINING

At Gándara we believe that training in neurodiversity is very important in order to be able to understand each rhythm, each experience and each learning style. Thus, throughout the year our goal is to offer courses and informative talks to raise awareness and train in neurodiversity, autism (ASD), hyperactivity (ADHD), attention deficit disorder (ADD), emotion recognition, 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 psycho-pedagogical approach.

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

A series of social harmony days will be proposed with the educational community on different topics related to diversity, which could be held every three months. Among the suggested topics, we could deal with:

- Sexuality and Gender
- Neurodiversity
- Ethnic minorities
- Stigma
- Digital privacy

10. EVALUATION OF THE DIVERSITY PLAN

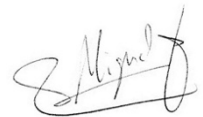
This Diversity Attention Plan will be reviewed annually in order to adapt to a constantly changing reality. To do so, we will go through a deep process of reflection in relation to the following areas:

1. Individual student profile
 - 1.1. To what extent have we adapted to each child?
 - 1.2. Have we listened correctly?
2. Coordination
 - 2.1. How have we collaborated and provided information to families, caregivers and other organizations?
3. Assessment and diagnosis
 - 3.1. What was our reaction?
 - 3.2. What else would be needed to improve this process?
4. Interventions and reactions
 - 4.1. How did we react to the detection of new needs?
 - 4.2. What other intervention strategies could we have used?
5. Ongoing education
 - 5.1. To what extent have we acquired information and training on present and future needs in Gandara?
 - 5.2. How have we transferred this information to other socializing agents?
6. Future lines of action
 - 6.1. What would we change?

11.SUGGESTIONS FOR IMPROVEMENT

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Counselor:



Miguel Lois Mosquera