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SEND Policy

(Special Educational Needs and Disabilities)

CJD International School

CJD Special Educational Needs and Disabilities (SEND) Policy

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1. Introduction

At Colégio Júlio Dinis (CJD), we are committed to providing an inclusive learning environment where all students, regardless of their individual needs or abilities, can thrive. We recognise that some learners may require additional support and are dedicated to identifying and addressing Special Educational Needs and Disabilities (SEND) at the earliest opportunity.

This policy outlines our approach to supporting students with SEND, ensuring access to the curriculum, personalised support where necessary, and close collaboration with families and professionals. Our goal is to promote equity, academic progress, and wellbeing for every student.

2. Colegio Julio Dinis (CJD) Vision and Mission

Vision Statement

Our vision is to cultivate a community of learners equipped with the knowledge, skills, and values necessary to thrive in a rapidly evolving world. We are committed to fostering a culture of excellence and innovation, where every student is inspired to explore their passions and achieve their full potential.

Mission Statement

At Colegio Julio Dinis (CJD) international School, our mission is to deliver a world-class education that empowers students to succeed in an ever-changing global landscape. We believe that education goes beyond acquiring knowledge; it involves nurturing critical thinking, creativity, and leadership skills.

With a curriculum rooted in the prestigious Cambridge International Program, our rigorous academic framework challenges students to excel while fostering a love for learning. Through a personalized, student-centred approach, we promote lifelong learning, resilience, and the confidence to overcome life's challenges.

At CJD, we strive to empower students not only with academic knowledge but also with the habits, skills, and character necessary for success in a globalized world.

Our Goals

- **Foster a Love for Learning.**

We aim to create an engaging and inspiring learning environment that encourages students to become lifelong learners passionate about discovery and growth.

- **Encourage Critical Thinking**

In today's complex and interconnected world, the ability to analyse, evaluate, and solve problems is essential. We focus on developing our students' critical thinking skills to prepare them for success in any field.

- **Cultivate Global Citizenship**

To prepare students for an increasingly globalized world, we expose them to diverse perspectives, cultures, and experiences, instilling a sense of global citizenship and empathy.

- **Build Character**

Personal and professional success starts with strong values. We emphasize honesty, integrity, respect, and responsibility to help students develop their character and moral compass.

- **Support Personal Growth**

Recognizing that every student has unique potential, we provide individualized attention and guidance to help them grow and achieve their fullest potential.

CJD blends the rigor of the Cambridge International curriculum with innovative, student-centred methodologies to prepare students for the challenges and opportunities of the 21st century. Our aim is to equip learners not only to succeed academically but also to thrive as responsible, global citizens.

Students at CJD have a wide range of cultural backgrounds, abilities, and interests. It is our goal that every student will reach his or her full potential. We will help them acquire appropriate levels of autonomy and responsibility, as well as academic and emotional skills. We believe that inclusion is a continual process of increasing learning and participation for all students.

3. Admission to the school

CJD operates as a non-selective school, welcoming students from all backgrounds without discrimination. Admissions are based on the belief that every student can thrive with appropriate support. CJD admits students diagnosed or suspected SEN, provided the school is equipped to meet their needs. Parents of children with SEN or disabilities need to consult with the Wellbeing Department to discuss and align necessary support mechanisms. Currently, the school does not have dedicated facilities, equipment, or infrastructure to accommodate students with more severe physical disabilities.

For students transferring to CJD, the previous school records serve as the primary source of information to understand individual needs. If essential records are unavailable, parents may be asked to arrange specialist evaluations. CJD reserves the right to contact previous schools directly to clarify any queries about a student's records. Psycho-educational evaluations and academic assessments offer additional insights into prospective students' needs, ensuring appropriate placement and support and may be requested if deemed necessary. All students are enabled and encouraged to reach their potential

Detailed information regarding the admission process can be found in the **CJD Admissions Policy**.

4. Identification Procedures

The identification of a student with special needs can occur at any stage of their schooling. These needs may become more apparent as the student progresses through school. When a teacher suspects that a student may require additional support, the referral process is as follows:

1. The Form Tutors should gather input from all the students' teachers to determine if the difficulties observed are consistent across multiple subjects.
2. The classroom tutor should submit a referral through CPOMS to the psychology department, including the information collected from all teachers.
3. The school psychologist will conduct classroom and recess observations of the student.
4. Subsequently, the person responsible for the SEND Department will meet with the parents to discuss potential accommodations.
5. If necessary, the Psychology Department will draft an **Individual Educational Plan (IEP)**, detailing the accommodations and special support required.
6. Parents are required to review and sign the IEP document.
7. The classroom tutor should inform all the students' teachers of the accommodations outlined in the IEP. These may include both classroom accommodations and assessment-related adjustments.

More focused diagnostic assessments are carried out by key staff, as appropriate, in consultation with members of a range of outside agencies.

5. Rights and Responsibilities

All students and members of the school community are entitled to certain rights and are expected to uphold corresponding responsibilities, as outlined below.

Student's rights and responsibilities	
Rights	Responsibilities
To learn in a safe, inclusive environment.	To respect school rules and policies.
To express opinions respectfully.	To treat peers, staff, and property with respect.
To receive a high-quality education.	To attend school regularly and be punctual.
To be heard and supported.	To take responsibility for their own learning.
To access school resources and facilities.	To use resources responsibly and ethically.

Parents' rights and responsibilities	
Rights	Responsibilities
To be informed about their child's progress.	To communicate respectfully with the school.
To participate in school events and decisions.	To support their child's learning at home.
To raise concerns and receive timely feedback.	To ensure their child follows school policies.
To access school policies and information.	To provide accurate and timely information (e.g., attendance, health updates).
To expect a safe and inclusive environment for their child.	To model positive behaviour and respect for school community members.

6. Special Education and Related Services

Special education is provided to a child with an identified disability who needs specially designed instruction to meet his/her unique needs and to enable the child to access the general curriculum.

Special educational needs at CJD include but are not limited to:

- Learning difficulties.
- Emotional, social and behavioural difficulties.
- Medical conditions.
- Speech difficulties.
- Visual/ hearing impairment
- Gifted and talented students.

Related services are those services that are required for a child to benefit from special education. Related services may include, but not be limited to, psychological and counselling services transportation, therapy and medical services that are required for diagnostic or evaluation purposes.

Classroom educators are also supported in developing ways to differentiate but students that need support beyond the school's capability are referred to outside providers.

7. Assessment

At CJD, we aim to provide every student with the opportunity to demonstrate their full potential during assessments. For students identified as requiring special accommodations, a clear process is followed to determine and implement suitable adjustments. These accommodations should reflect the students' usual method of working, ensuring that by the time they sit for their examinations, the adjustments feel like a natural part of their routine.

The Cambridge system, upon reviewing the necessary documentation, recognizes and provides accommodations in the following four areas:

1. Listening Tests
2. Reading and Use of English Tests
3. Speaking Tests
4. Writing Tests

The list below summarizes some of those accommodations to be defined by the SEND coordinator:

- Additional time and rest periods
- Use of computers to type the answers
- Scribes and readers (human readers will be used in Primary P3 and P4. For P5 and P6, an individual analysis of the students' needs is performed to identify the need for either a human or computer reader).
- For Lower Secondary, Upper Secondary, and Advanced students, computer readers will be used.
- Assessment Paper Modifications for Individual Learning Needs
- Audio recordings
- Alternative venues for examinations
- Assistance with practical work
- Fidgeting during classes (if it is used responsibly)

8. Individualized Education Program (IEP)

If a student is determined to be eligible for special education services, the psychologist will develop an IEP to meet the specific needs of the student. The IEP is a written plan that describes in detail the student's special education program. Some key elements of a child's IEP include the following:

- Present levels of educational and functional performance.
- Measurable educational goals linked to present levels of academic and functional performance for the coming year and short-term instructional objectives derived from those goals.
- Evaluation procedures and performance criteria.
- Modifications and accommodations the student needs to participate in the general education curriculum including non-academic and extracurricular activities.
- Recommended instructional settings and a list of people who will work with the student
- The length of the school day and year
- All staff have access to IEPs. Information is constantly updated and circulated to all staff.

9. School Counsellor

CJD employs a full-time psychologist who is available to support students, parents, and educators. The counsellor plays an integral role in the admissions process, meeting with some new families and conducting regular sessions with students. The counsellor provides individual support to students experiencing emotional challenges, either through self-referral or referrals from educators or parents. For younger students, the focus is on fostering positive attitudes towards themselves and their peers. For older students, the emphasis shifts to developing self-advocacy, respect for themselves and others, and navigating emotional or behavioural challenges through positive decision-making.

In cases where additional or specialized support is required, the school counsellor may recommend external providers and collaborate with them to ensure the student's well-being.

At CJD, confidentiality is a foundation of fostering an effective and supportive school community. Students are best supported when educators and administrators have access to the most comprehensive and accurate information about their needs. Parents are expected to share any relevant information that will assist the school in providing tailored support for their children.

All shared information is treated with the utmost confidentiality and safeguarded accordingly. Discussions regarding a student's social, emotional, or learning difficulties are handled discreetly, and any necessary conversations with staff members or parents take place in private settings to maintain the student's privacy.

Next review date: January 2026



Colégio Júlio Dinis
INTERNATIONAL SCHOOL

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