

Attention to diversity

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PROTOCOL FOR ATTENTION TO DIVERSITY

An inclusive educational response that meets the needs of all pupils

1. PURPOSE AND AIM

This protocol sets out the school's general procedure for preventing and detecting barriers to learning; identifying needs, abilities and potential; planning the educational response; coordinating professionals and families; and reviewing the effectiveness of the measures adopted.

Attention to diversity is understood as an ordinary responsibility of the whole school and not solely as an intervention aimed at pupils with a diagnosis or with specific educational support needs (NESE). The response will be organised from an inclusive, preventive and personalised approach based on Universal Design for Learning (UDL).

The objectives pursued are:

- To guarantee the access, presence, participation, learning and wellbeing of all pupils.
- To detect barriers and educational needs early, avoiding unnecessary delays in intervention.
- To prioritise measures within the ordinary classroom and usual setting, whenever they allow an appropriate response.
- To adjust the intensity of support progressively according to the need observed and the pupil's response.
- To ensure coordination between the teaching team, form tutor, Guidance Department, Management, family and, where appropriate, external services.
- To document, evaluate and review measures in order to maintain, modify or withdraw support depending on its effectiveness.

2. SCOPE

This protocol applies to all pupils enrolled at the school and to all stages taught at the school. It is activated in response to permanent or temporary needs, learning or participation difficulties, high abilities, late entry into the education system, lack of knowledge of the languages of instruction, socio-educational vulnerability, personal circumstances or school history, special educational needs or other circumstances that require educational adjustments.

3. REGULATORY AND TECHNICAL FRAMEWORK

This protocol is based in particular on the LOE (Organic Law on Education), as amended by the LOMLOE; Law 1/2022 of 8 March on education in the Balearic Islands; the current curricular decrees for the stages taught at the school; and regional legislation on inclusive education, guidance and attention to diversity.

The main technical reference adopted is the Resolution of the Directorate General responsible for attention to diversity that regulates the measures and support for inclusive education and the documents derived from it. This organises the response into universal, additional and intensive measures and support. Decree 39/2011 of 29 April is also taken as a reference, bearing in mind that its specific scope is publicly funded non-university schools.

4. PRINCIPLES OF ACTION

Principle	Application at the school
Inclusion and equity	The response is designed to remove barriers and help the pupil learn and participate with their group and in ordinary settings.
Prevention and early detection	We do not wait for an external diagnosis before starting educational measures proportionate to the needs observed.
UDL	Planning offers different means of engagement, representation of information and action/expression.
Personalisation	Measures are tailored to the pupil's needs, abilities, potential and context, not just to a diagnostic label.
Shared responsibility	The teaching team is responsible for the educational response; the Guidance Department advises and coordinates specialised processes.
Family participation	The family is informed and listened to in relevant decisions and takes part in follow-up.
Continuous assessment	Measures are maintained only while they are necessary and effective; they are reviewed periodically.

5. ORGANISATION OF THE EDUCATIONAL RESPONSE

The response is organised from lower to higher intensity. Adopting additional or intensive measures does not mean abandoning universal ones: these continue to form the basis of the educational response.

5.1. Universal measures and support

These are preventive and proactive actions aimed at all pupils. They are designed and applied by the teaching team, with advice from the Guidance Department when necessary and coordination by the senior leadership team. They must be integrated into school and classroom planning.

- Planning based on UDL and flexible methodologies.
- A variety of ways of presenting information and demonstrating learning.
- Flexible organisation of spaces, time, groupings and resources.
- Continuous and varied assessment.
- Tutorial action, positive relationships, emotional education and prevention of difficulties.
- Ordinary support, in-class reinforcement, cooperative learning and multi-level teaching.
- Physical, sensory, communicative, cognitive and digital accessibility.

5.2. Additional measures and support

These are applied when universal measures are not enough and the pupil needs a more personalised response on a flexible, targeted or temporary basis. They may include non-significant adaptations, specific support, planned reinforcement, methodological or assessment adjustments, specific programmes and additional staff or material resources.

Non-significant curricular adaptations do not change the degree of achievement required in the assessment criteria or specific competences. The teaching team must specify what is modified, for how long, who applies it and how its effectiveness will be checked.

5.3. Intensive measures and support

These are extraordinary, high-intensity actions tailored to the pupil's individual situation, used when universal and additional measures have proved insufficient. They may require specialised resources, individualised programmes and, where appropriate under the applicable regulations, significant curricular adaptations (ACS).

ACS substantially modify curricular elements and require a prior psycho-pedagogical assessment. They will never be applied by the isolated decision of a single teacher, nor used as a mere reduction of content without justification and individualised planning.

6. GENERAL DETECTION AND INTERVENTION PROCEDURE

The following process will guide the procedure to be followed by the school. A clinical report or external diagnosis may provide relevant information, but it does not replace the educational assessment of how the pupil functions in the school context, nor does it in itself determine a specific measure.

Phase	Action	Main person responsible	Record
1. Detection	Observe barriers, difficulties, relevant changes or abilities/potential that require adjustment. Gather academic, functional, social and emotional evidence.	Teachers / form tutor	Classroom observations and evidence.
2. Universal measures	Apply ordinary and accessible adjustments in the classroom; specify the objective and observation period.	Teaching team	Planning / minutes.
3. Sharing information	The form tutor gathers information from the different subjects and checks whether the difficulty is occasional, widespread or contextual.	Form tutor	Internal detection form.
4. Informing the family	Share observations, gather information about the family context and agree on first actions.	Form tutor	Minutes or interview record.
5. Request for advice	If the need persists or is significant, refer the request to the Guidance Department, together with the measures already applied and their results.	Form tutor / teaching team	School counsellor's observations.
6. Educational assessment	Analyse barriers, needs, abilities, potential and response to measures. Decide whether additional adjustments are enough or whether a psycho-pedagogical/social assessment is appropriate.	Guidance Department + teaching team	Assessment report/record.
7. Planning	Specify measures, support, persons responsible, frequency, progress indicators and review date. For pupils with NESE, use the applicable individual document.	Teaching team coordinated by the form tutor	Individual plan / PEP where appropriate.
8. Implementation	Carry out the measures in the classroom and other settings, coordinating support.	Teachers and Guidance Department	PEP
9. Follow-up	Assess effectiveness, progress, participation and wellbeing. Maintain, intensify, modify or withdraw measures.	Teaching team + Guidance Department	Follow-up.
10. Final review	At the end of the school year, record the effective measures, outstanding needs and a proposal for the following year.	Form tutor / teaching team	Final report / handover.

7. CRITERIA FOR REQUESTING INTERVENTION BY THE GUIDANCE DEPARTMENT

The Guidance Department's intervention will be requested when significant difficulties persist after reasonable universal measures have been applied; when there are indicators of particular intensity from the outset; when a specific educational support need (NEAE) is suspected; when measures

requiring specialised assessment are being considered; or when it is necessary to coordinate with external services.

- A persistent gap or difficulty in basic learning that does not improve with ordinary adjustments.
- Significant barriers in communication, language, attention, self-regulation, behaviour, autonomy, mobility, sensory access or social participation.
- Clearly higher performance, pace or potential that makes it necessary to enrich or make the response more flexible.
- Situations of late entry, significant lack of knowledge of the languages of instruction or socio-educational vulnerability that affect progress.
- Health conditions, school history or personal circumstances with an educational impact.
- The need to consider significant curricular adaptations, intensive support or relevant changes to the educational response.

Where there are serious indicators of risk to the child's integrity, protection or wellbeing, the corresponding specific protocol will also be applied, without waiting to complete this ordinary process.

6. GENERAL DETECTION AND INTERVENTION PROCEDURE

8. PSYCHO-PEDAGOGICAL AND SOCIAL ASSESSMENT

When the information available is not sufficient to determine the educational response, the Guidance Department may carry out a psycho-pedagogical and social assessment within the scope of its competences. This assessment is a contextual process: it brings together information about the pupil, the teaching and learning process, the classroom, the school and the social and family context, and its purpose is to identify barriers and guide measures and support.

The family will be informed of the process and its conclusions. Clinical, medical or private reports provided by the family will be considered relevant complementary information, but the educational decision rests with the school's competent professionals.

9. PUPILS WITH SPECIFIC EDUCATIONAL SUPPORT NEEDS (NEAE)

For educational planning purposes, the following categories will be taken into account:

- special educational needs;
- developmental delay;
- language and communication development disorders;
- attention or learning disorders;
- high intellectual abilities;
- socio-educational vulnerability;
- serious lack of knowledge of the language of instruction;

- late entry into the education system;
- and personal circumstances or school history.

The NEAE category does not define the pupil. Planning will be based on how the pupil actually functions, the barriers in their context, their strengths, needs and potential, and the intensity of the support they require.

10. PERSONALISED EDUCATION PLAN AND INDIVIDUAL DOCUMENTATION

For pupils with NEAE, an individual planning document equivalent to the Personalised Education Plan (PEP) provided for by the Regional Ministry will be drawn up, always respecting the procedure and format applicable to our school.

The teaching team, coordinated by the form tutor and advised by the Guidance Department, will be responsible for drawing it up and reviewing it. As an internal criterion, it will be reviewed at least once a term, preferably coinciding with the assessment meetings, and whenever there are relevant changes. The family will be informed of the measures and of any significant changes.

11. CURRICULAR AND ASSESSMENT ADAPTATIONS

11.1. Adjustments to access, methodology and assessment

Adjustments may be made to format, materials, communication, space, time, methodology, technological support and assessment tools, provided they maintain the corresponding curricular references. Assessment tools must be varied, flexible and accessible and allow learning to be assessed objectively.

As a practical reference, the school's Protocol for Specific Learning Difficulties (DEA) already includes measures such as clear language, reduced mechanical copying, a combination of assessment formats, checking understanding of instructions, visual aids, the use of technological tools and time adjustments. These measures must be selected individually and not applied automatically to every pupil with the same difficulty.

11.2. Significant curricular adaptations

These will only be adopted when they meet the regulatory requirements and after the corresponding psycho-pedagogical assessment. They must specify the curricular elements modified, the assessment references, the timeframe, the support and the review. Their existence may not be used to lower a grade because the pupil receives support or an adaptation.

12. ROLES OF PROFESSIONALS AND THE FAMILY

Agent	Essential roles
Senior leadership team	Ensure the inclusive organisation of the school, facilitate coordination and resources, ensure compliance with the protocol and resolve organisational matters.
Form tutor	Coordinate detection, gather information, maintain communication with the family, coordinate the individual plan and promote follow-up by the teaching team.
Teachers	Design and apply universal measures, detect barriers, provide evidence, apply the agreed measures and evaluate their effectiveness.
Guidance Department	Advise teachers, lead specialised assessment, carry out psycho-pedagogical/social assessment where appropriate, guide measures and coordinate specialised services.
Support professionals	Provide support in coordination with the classroom and report on the progress and effectiveness of the measures.
Family / legal guardians	Provide relevant information, take part in interviews and follow-up, know the measures and collaborate on shared objectives without taking on teaching roles that belong to the school.
Pupil	Take a progressively greater part, according to age and maturity, in identifying barriers, setting goals and assessing which support they find useful.

13. COORDINATION WITH EXTERNAL SERVICES

When there are needs requiring specialised health, social, therapeutic or educational intervention, the Guidance Department will coordinate the exchange of strictly necessary information, with the participation of the family and in compliance with data protection regulations. For this purpose, we will ask for our "Consent to share information with third parties" authorisation to be signed.

External reports will not be passed on in full to all teachers. The Guidance Department will communicate to the teaching team the conclusions and educational guidance needed for intervention.

14. CONFIDENTIALITY AND DATA PROTECTION

Access to documentation on educational needs, health, psycho-pedagogical assessments and family circumstances will be restricted to the professionals who need to know it in order to carry out their duties. The principles of data minimisation, confidentiality, secure custody and communication through authorised channels will apply. In team meetings, only information relevant to the educational response will be shared. Reports will be kept locked in the Guidance Department's filing cabinet or, if held in digital format, in a folder in the child's name on the Guidance Department's Drive.

15. MONITORING AND EVALUATION OF THE PROTOCOL

The Guidance Department will review the application of the protocol annually and propose any necessary changes. Aspects assessed will include early detection, response time, family participation, coordination between professionals, the effectiveness of the measures, continuity between school years and compliance with current regulations.

17. RECOMMENDED INTERNAL DOCUMENTS

To facilitate consistent application, the school will keep a "Record of universal measures applied and evaluation of results".

CHANGE LOG

Revisi on	Change	Date
0	Initial edition of the general Protocol for Attention to Diversity, adapted to the inclusive education framework of the Balearic Islands.	21/09/2026