



LEARNING ALLIANCE

SPECIAL EDUCATION NEEDS POLICY

International Baccalaureate

**Primary Years Programme
Middle Years Programme
(Candidate school)**



Special Educational Needs (or Inclusion) Policy

Rationale: Has this policy been aligned with the others? Admissions, Language, Assessment?

We, at Learning Alliance, believe that all learners have unique needs to consider when helping them to meet or exceed their academic and non-academic potential. To provide access to the IB program in our school, we endeavor to apply approaches and support systems that address the individual needs and varied learning styles of students, including those identified with special needs (special education, gifted and talented) so that they can be fully integrated within mainstream classes

Students with Special Education Needs (SEN) will be entertained only with an assessment report from a certified psychologist/psychiatrist. In case there is no report, the Vice Principal/IB Head has the authority to inform the parents to get the child assessed. *(Reference: Registration and Admission procedure Manual)*. All students who are referred, or who are suspected of being 'academically challenged', are subsequently assessed and the data collected provides a profile of the students and helps to diagnose their particular needs. With the help of this information, the relevant stakeholders work collaboratively with the Curriculum Coordinator to determine what strategies can be implemented to best address each student's individual needs.

A databank of the names of students recognised as being 'challenged' (remedial) will be maintained. This includes anecdotal and test results, which will be used to support the planning of literacy learning for those students. Relevant information will be routinely disseminated to classroom teachers, the Curriculum Coordinator, the parents and any other person involved in the literacy learning of the student. Regular meetings and case conferences will be held with the IB Head, Programme Coordinator, homeroom/subject teachers, parents and others in order to address the specific needs of the identified students.

Admission Arrangements for Students with SEN:

The admissions arrangements for students with SEN fall within the usual admissions procedures for all students to the school. The School may request parents, under certain circumstances, to fund an Educational Assistant to support their child, so they may be offered a mainstream place



There are 3 types of needs where this may be necessary:

- Health and personal care needs.

Students whose health or personal care needs are such that they cannot safely access or participate in school without EA support. This support may not be required all the time the student is at school but is required on a persistent ongoing basis. EAs undertaking this work may require specialised skills. An example would be a student with some physical disability who requires assistance with toileting and eating while at school.

- The safety of students and staff.

Students with SEN and/or a disability whose behaviour may pose a threat to their own, other students or staff members' safety and who require ongoing support to manage this behaviour in the school setting. This issue may arise only in the context of particular curriculum areas (e.g. P.E.) or it may be more pervasive and affect all aspects of the student's life at school. Educational Assistant will stay with the student in and outside the classroom to monitor and aid the student where required.

- Curriculum access.

EAs can be used to support a student in accessing the curriculum. This support may take a variety of forms. It may involve working with a student in a small group or large class to facilitate their participation in teaching programme. For instance, the EA may support students in accessing texts or in developing written response; they may assist students in remaining focused and on task or the EA may work with students developing appropriate social skills.

1. Learning Difficulty:

'Learning difficulty' implies that the child has significantly greater difficulty in learning than the majority of children his or her age, and/or has a disability which hinders his or her use of educational facilities. The reading disability (Dyslexia), mathematics (Dyscalculia) and writing disability (Dysgraphia) are all examples of learning difficulties. There is a broad spectrum of advancement within these special needs, the school has the facilities to identify learning difficulties and deal with them to a certain degree, but children with specialist learning difficulties are advised to seek an external diagnosis/treatment.



2. Physical Disability:

'Someone who has a physical or mental impairment which has a substantial and long term effect on his or her ability to carry out normal day to day activities.' At present, the school is unable to facilitate the complete needs of such students, but we look to further develop our accessibility facilities in the near future.

3. Emotional or behavioural difficulties

Emotional disturbance describes a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, that adversely affect a child's educational performance:

Teachers routinely observe student behaviour and write regular reports about conduct, and children exhibiting emotional difficulty are given careful attention by the staff. Preliminary stages of emotional and behavioral difficulty may be managed by a school psychologist/counselor, but advanced stages (as deemed so by the school) require an external diagnosis/treatment.

4. Sensory Impairments

Hearing impairment, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness.

5. Speech and Language difficulties

Speech or language impairment means a communication disorder, such as stuttering, impaired articulation, language impairment, or a voice impairment, that adversely affects a child's educational performance.

6. Medical Conditions

Someone who has been diagnosed with a chronic medical ailment e.g. Diabetes, Asthma, Thalassaemia, Epilepsy, heart condition, etc. and might require support by the school advocates.

7. Gifted or Talented (GT)

The term Gifted and Talented is used to describe those students who are achieving or who have the potential to achieve a level substantially beyond the rest of their peer group within their particular school. Gifted and Talented pupils may also present with a learning difficulty.'

Inclusion:

'Inclusion is about the quality of children's experience; how they are helped to learn, achieve and participate fully in the life of the school.' (Removing Barriers to Achievement, 2004)



In order to embed an inclusive ethos within our school, this policy links closely with all other policies in supporting pupils, including those with Additional Needs who may also have Special Educational Needs e.g. Gifted and Talented (G&T)/English as an Additional Language (EAL) i.e. A pupil may be gifted or talented in one area yet have communication difficulties.

Our SEN policy guides our practice:

- To intervene early, when students begin to struggle with learning, in order to prevent them from falling behind and developing learning difficulties.
- Teachers design the optimal learning experiences for all students, including all those who have special educational needs within the IB system.
- To validate and enhance the efforts of our faculty members to meet the educational needs of all students.
- To define the roles and shared responsibility of each stakeholder (staff, students and parents)
- To define the structures and systems needed to support all students.
- A step by step log of progression of learning is maintained by the Curriculum Coordinator who works with the Language Teachers to map out the differentiated learning needs of the students and chalks out a plan to address them.

The IB Programme at Learning Alliance is a framework for providing high-quality instruction and learning experiences based on the following concepts:

1. All students receive high-quality, research-based instruction within the classroom.
2. All students' progress is frequently monitored to celebrate student achievement and gauge the effectiveness of the curriculum.
3. A multi-tiered intervention programme has been designed and used to efficiently differentiate instruction and to maximize the learning potential of all students.

TIER 1: Provide all students with high-quality inquiry based class-room instruction and ensure that their difficulties are not due to inadequate instruction or curriculum. All students are screened on a periodic basis to establish both academic and behavioral baselines and to identify struggling learners. Such students are given intensive group-based tasks according to their ability levels.



TIER 2: Students who are continuously not making adequate progress in their ongoing assessments and classroom observations are referred to the school counselor or an external source for further investigation taking the parents into confidence.

TIER 3: At this level students receive their **IEP-Individualized Education Program** that targets the student's skill deficits. The IEP is usually implemented for a minimum of approximately 8-10 weeks, however, it can be extended depending on the outcome/ result of various assessments scheduled over a period of time.

****Students under SEN will have flexibility in the age bracket up to a maximum of twelve months (Reference Admission and Registration procedure Manual page 5***

Parental Input:

Parents are welcome at all times to discuss their child's progress. The initial concern about the child's progress will be intimated by the home room teacher. All outside agents such as Educational Psychologists, Advisory Teachers, and Speech Therapists would become involved and they would liaise with parents themselves or through the school. All parents will be informed of the school's Special Educational Needs policy which is available online. Through the Individual Education Plan (IEP) we promote student growth and development by collaborating with the stake holders (families, staff members and community).

Review:

The Special Educational Needs policy will be reviewed annually at staff development meetings.



INTERNATIONAL BACCALAUREATE

Primary Years Programme (Interested School)

Class: PYP I-V

Middle Years Programme (Candidate School)

Class: MYP I-III

SEN REFERRAL FORM

Name of Pupil: _____ D.O.B. Age: _____

Year Group: _____ Name of School: _____

Persons contributing to this Record of Concern:

Name: Position: _____ Name: Position: _____

Name: Position: _____ Name: Position: _____

Name: Position: _____ Name: Position: _____

Area(s) of concern:

Cognition and learning difficulties

Emotional, behavioral and social difficulties

Communication and interaction difficulties

Sensory difficulties

Physical/medical difficulties

Brief description of difficulty:



Evidence of the pupil's performance with reference to criteria:

Details of strategies which have been used with this pupil within ordinary differentiated provision

(these might include individual and group support within the ordinary classroom from staff/other adults, reward systems, alternative resources for this pupil, teaching styles matched to need –see SEN POLICY for guidance on differentiation):

Details of outcomes and successes in response to these strategies:

Note of discussion with pupil (where appropriate):



Note of contact/discussion with parents/guardians:

External agencies involved (if any):

Action following discussion with the School Counselor:

Remain within ordinary /differentiated curriculum

ORDINARY DIFFERENTIATED

Move to School Action. Place pupil on SEN Register and draw up and IEP

YES NO

PYP/MYP Coordinator's Signature

IB Head's Signature