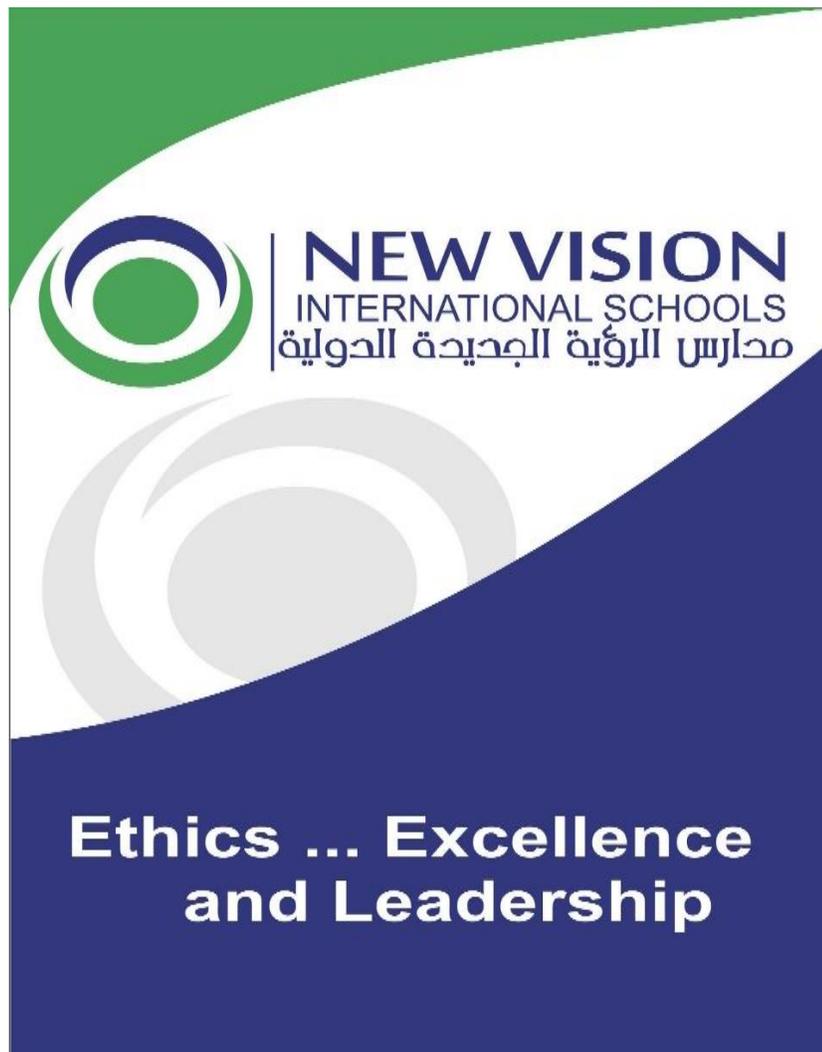


New Vision International School

Special Education Needs Policy





SEN Policy Index

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Special Education Needs Policy

Philosophy

New Vision International School supports the learning of all students by appropriately addressing the unique learning needs of students with special needs. The NVIS Inclusion Program works with students and their families to identify minor adjustments that can be made by the teachers, students, families, and support staff to allow the student access to all levels of the general education curriculum of the school, including the IB Diploma Program. It is the philosophy of NVIS providing students with open access to our entire curriculum fosters academic success in the school's college preparatory environment and leads to the development of self-esteem and self-advocacy skills in the student. New Vision international School believes in equality among all students, all of them have the right to learn to live in peace with all people around the world and offer services to their local communities by becoming responsible and productive citizens. Providing Equality of opportunity for all students is essential and it is important that student with special needs have the opportunity of learning alongside their peers. For this reason, the special educational needs of student will normally be met in the mainstream setting. Also, we believe in students differences by giving them the chance to improve their social skills, and to adapt to an ever-changing international society and active citizens of the global community.

Our vision is to enable all children to achieve their full potential in a safe, welcoming and happy learning environment. We will strive to create responsible citizens who are independent and confident lifelong learners equipped to meet the challenges of a changing future. This will be achieved within an inclusive school that values every individual and celebrates the diversity of our community.

IB Special Educational Needs Policy

The International Baccalaureate Organization defines a special need as “any permanent or temporary diagnosed need that could put a candidate at a disadvantage and prevent him or her from being able to demonstrate skills and knowledge adequately.”

IB program principles and practices call for school to be organized in ways that value student diversity and respect individual learning differences. Valuing diversity and difference is a key aspect of becoming more internationally minded and is an important goal of all IB programs.

Identification

Students with special educational needs are encouraged to apply for IB courses and are accepted, provided they meet the prerequisite criteria identified for each course. When students are enrolled in an IB subject for the first time, the IB Coordinator generates a roster of students and submits it to the Learning Specialist for review. The Learning Specialist informs the IB Coordinator of any students who have an adjustment plan in place at the school. Teachers of IB students who have adjustment plans are given a copy of those plans and are required to make the adjustments listed therein. The IB Coordinator works together with the IB faculty to ensure that all students enrolled in IB courses have full access to the curriculum and are able to demonstrate mastery of the course content.

To identify students with SEN, New Vision School will: Assess each student's current skills and levels of attainment on entry. Make regular assessments of all students to ensure that the intervention:

- Ensures that the student's progress is similar to that of their peers starting from the same baseline.
- Matches or betters the student's previous rate of progress.

- Closes the attainment gap between the student and their peers.
- Prevents the attainment gap growing wider.
- Provide a differentiated curriculum appropriate to the individual's needs and ability.
- Ensure the identification of all children requiring SEN provision as early as possible in their school career.
- Ensure that parents of children with SEN are kept fully informed of their progress and attainment.

The school will provide extra support to students falling behind or making inadequate progress given their age and starting point. Also, Assess whether a student has a significant learning difficulty where students continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness.

Classroom Instruction

New Vision International faculty employ inclusive teaching techniques and design learning experiences that allow all students, including those who have special educational needs, to meet the rigorous standards of the IB Diploma Program.

Students are provided with opportunities to achieve these goals by participating in carefully constructed differentiated teaching strategies designed to maximize students' potential and also allow the student to demonstrate learning in different ways.

Classroom Support

Classroom Support is the most common, and typically the first response to emerging needs in the school. It is a response for Students who have distinct or individual educational needs and who require approaches to learning and/or behaviour which are additional to or different from those required by other Students in their class. Not everyone learns in the same way and by following some tips to create a well-rounded learning atmosphere such as Maintain an organized classroom and limit distractions, Break down instructions into smaller, manageable tasks, and Use multi-sensory strategies.

Problem solving at this level typically begins when a parent or teacher has concerns about an individual Student. The teacher and parents discuss the nature of the problem and consider strategies which may be effective. A 'Home-School Communication' Notebook may be used to communicate progress of strategies between parents and teacher. Classroom Support incorporates the simple, informal problem-solving approaches commonly used by class teachers to support emerging needs. A Student receiving support within their classroom would be considered to be at **stage 1** in terms of the "Staged Approach to Assessment, Identification and Programme Planning"

If concerns remain after several reviews, or two academic terms, the child may be referred to learning support Coordinator, with parental permission for further diagnostic testing. If diagnostic testing indicates that supplementary teaching would be beneficial, this is arranged. Parent, class teacher and learning support coordinator collaborate in devising, implementing and reviewing the Student's



learning plan.

Parent Expectations and Communication

Parents of IB students are encouraged to share information regarding any special educational needs on behalf of their child. The expectation of collaboration between parent and IB faculty regarding special educational needs is communicated to parents and students in the NVIS IB *Parent/Student Handbook*, which is distributed to IB all new IB parents and students at the beginning of every school year. This information is also shared on the NVIS website.

Every effort is made by the school to facilitate collaboration between those involved in students' education, particularly in the case of a SEN student. The procedures outlined in the school Communication Policy regarding parent/teacher meetings should be followed when concerns arise about a child.

As previously indicated, formal IEP meetings are arranged three times/year. Parental requests for meetings with class teachers, outside of these, may be facilitated if suitable arrangements can be made for the supervision of the student's class. Informal consultations among involved personnel eg Principal, Class Teacher, SEN team are facilitated when necessary within the school.

IB Assessment and Special Educational Needs

NVIS School, in accordance with IB policy, "believes that all students should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Where standard assessment conditions could put a student with special educational needs at a disadvantage by preventing him or her from demonstrating his or her level of skill and knowledge attainment, special arrangements may be authorized." Such arrangements follow the principles and guidelines of the IB Diploma Program as set forth in the IB document entitled "Candidates with Special Assessment Needs" (IBO, May 2009). Parents may access further information regarding the possible arrangements available to their student on the document entitled, "General Regulations: Diploma Program."

The IB Coordinator will inform the IBO using the appropriate procedures and providing the necessary documentation of the special needs of students requiring assessment adjustments. Once the IB Coordinator learns of the decision of the IB, the student, parents, and teachers involved will be informed.

Students who might have Special Educational Needs are referred by either a teacher or parent to be evaluated consisting of teachers, specialists and family meets to determine a student's eligibility for services and what, if any, additional screenings need to be performed. Additional meetings are held yearly to modify Individual Education Programs.

Aims and Objectives:

The aim of the Learning support center is to identify learning difficulties with students with special needs (SEN) and examine student's abilities working below grade level expectations. Students are exposed to different learning strategies in order to determine the most effective strategy that meet the students needs. Also, to ensure that all students achieve appropriate levels of Literacy and Numeracy during the course of their PYP/MYP education. Learning support is designed to help children with learning difficulties to achieve success at school.

To set an action plan regarding individuals' ability to meet their needs through Individual Educational Plan (IEP). Collaborative plan plays an important role in this process. Teachers, counselor, Learning support coordinator are involved to bring this plan into action.

There is an ongoing observation process. Through this process all departments are involved to monitor and observe the progress and achievements of the children. In this process formative, summative assessments, records, check list, self-assessments are tools to be used to ensure that plan is taking place effectively.

Our aim is to ensure that all pupils with SEND have their needs identified in order to support academic progression and continued good physical and mental health and wellbeing. To ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently. To ensure all children can access a balanced curriculum differentiated where appropriate. Also, To ensure that all pupils with SEND are able to fully access the curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning.

The inclusion process

The inclusive education process requires meeting each individual needs without excluding them from their peers within special classes. Children with special needs are to be integrated within the class activities and grade level curriculum .If the curriculum is below or above their capabilities a differentiation plan takes place to enhance their skills. The inclusive process requires collaborative work from all staff members.

We aim to optimize opportunities for participation and achievement across all areas of school activity (social, curricular, physical) by:

- Providing a balanced curriculum for all pupils both in and outside of the classroom, including play and interaction at mealtimes and playtimes, and extending to additional activities before or after school, school day trips and residential visits
- Practicing teaching methods that suit the needs of individual pupils.
- Promoting an inclusive culture throughout our school and encouraging social responsibility and understanding amongst all our pupils.

Role of the Learning Support Centre

- Identifying and adopting the most effective teaching approaches for students with SEN.
- Taking part in the development of individual education plan (IEP).
- Observe teaching activities to meet the pupils needs.
- Identify and teach study skill that will develop the pupils' abilities to work independently.
- Identify resources needed to meet the needs the SEN pupils.
- Set up system for identifying, assessing and reviewing.
- Develop understanding of learning needs and the importance of raising achievement among

pupils.

- Support the teachers in using the appropriate teaching aids and materials.
- To provide support for individuals inside and outside the classroom to enable them to participate within the curriculum under the direction of the Homeroom teacher.
- Reporting to the teacher concerning the children's development academically, socially and physically.
- Encourage all staff members to recognize their responsibilities towards SEN pupils.

English as a Second Language "ESL" Intervention Program

Aims and objectives:

- To ensure that all students are applying English Language on their daily routine and to use the language appropriately both orally and written.
- To establish effective home-school partnerships, including the development of support strategies the child is having at school.

Procedure:

- A program is put with different grade levels which cover the language aspects.
- The students are assessed through observation and monitoring to decide which grade level they will undergo.
- Homeroom teacher provides the Learning Support Centre (LSC) with the child's progress in class.
- A referral letter is given to the homeroom teachers to write their observations and comments concerning the student who needs support. LSC sets an IEP plan that meets the student's needs to level up his/her performance.
 - The parents are being informed of this intervention plan.
- A continuous follow up between the Homeroom teacher and LSC to update the parents with their child's progress.
- The child is provided with different materials throughout the program such as flash cards, Manipulative, reading books, booklets...etc, to make sure the program is achieved effectively.
- LSC is available for targeted needs and in some cases works in conjunction with the special need department.