

Monnet International School – Special Educational Needs Policy

Meeting Students Diversity

Monnet International School strives to ensure that all students are provided with the necessary support to allow them to achieve academic success and reach their full potential as they progress through the Diploma Programme.

Purpose

- Providing all students with equal access to the IB curriculum and opportunities for academic rigor
- Fostering a curriculum that is creative and differentiated to support all students in reaching their unique potential
- Communicating the responsibilities of all stakeholders in the success of all students
- Create friendly environment in which every student could feel valued and respected, and could develop academically and emotionally

Definitions

Access requirements

Access requirements refers to situation of students who demonstrate documented need of support or challenge beyond the standard curriculum.

Those requirements include perceived individual differences, ranging from intellectual giftedness to autism, ADHD, dyslexia, learning disabilities, physical, developmental and communication challenges, chronic illnesses as well as behavioural and emotional disorders (such as OCD, affective disorders, anxiety disorders, PTSD)

Inclusion

Inclusion refers to providing access to all components of the IB program for all students according to students needs and abilities. The school strives to create the environment in which all students can express themselves freely, despite their challenges.

Differentiation

Differentiation is an instructional design model that modifies the written, taught, and assessed curriculum in order to meet individual needs.

Access requirements identification procedures

In order to identify students with access requirements, every teacher should carefully observe and analyze each student's performance, especially if the student:

- makes little or no progress,
- shows signs of difficulties in developing key social and educational skills,
- presents emotional or behavioral difficulties and does not improve over time.

A teacher should inform the psychologist about any such observations as soon as possible. After analyzing the obtained data, the psychologist will set up a meeting with the student and his/her caregivers to discuss the student's special needs. If necessary, the psychologist will encourage caregivers to have their child tested by a specialist. When a student has been identified as in need of more support, the whole educational team will meet to decide the best course of action.

All documents regarding students identification, assessment and provision are placed in his/her file. Only the head of the school, the IB coordinator, the psychologist, and the Home Room Tutor can access student files. Confidential information regarding student's special needs will be provided by the psychologist or the coordinator to every teacher working with this particular student during information meetings.

On receiving a student's diagnosis, documented by an appropriate medical certificate issued by a psychological-pedagogical counselling center (or a different approved center), the psychologist gets acquainted with its content and decides about actions to be undertaken based on a given student's needs and abilities.

In case of delivering and receiving the diagnosis of special needs, the school is obliged to start the procedure of creating Individual Education Plans (IEPs). IEPs are created for students who require special education services in accordance to the diagnosis provided by medical certificate

These individual strategies are revised annually, and shared with other school staff, caregivers on an ongoing basis according to the student's needs. Due attention is paid to protect the confidentiality of students and their documents at all times.

The school is responsible for hiring a supporting teacher, who is trained in addressing special educational needs. He/she aids on everyday basis to implement student's usual way of working and supervises the implementation of the IEP.

Provisions and meeting students' needs within the school

The school ensures the access and inclusion arrangements for learning and teaching of students with special educational needs, including provisions during classroom instructions, classwork tests and other activities (listed in bullet points below). They are continuously monitored to ensure that they remain the optimal support for the student and do not give him advantage over other students. The inclusive access arrangements requested for a candidate, upon student's caregiver's written request, are provided as his/her usual way of working during the course of the study in the DP.

Usually the support focuses on the areas listed below:

- Differentiation of tasks (simplified directions, modification of test papers, etc.)
- Homework help (extension of deadlines, providing extra tutoring etc.)
- Differentiation of time and space(additional time, separate room, assistive technology,)
- Use of human assistance
- Extracurricular activities (reeducation, Social Skills Training, biofeedback etc.)

Accommodation for IB Assessment

To accommodate students with special educational needs, in-school assessment will be differentiated according to the school's decision (refer to section above on school's provisions). During major tests, such as IB external and internal assessment, the IBO may authorize the school to proceed to "Special Arrangements" . In order to obtain such authorization, a professional assessment with medical certificate (which was acquired no more than 2 years prior to the authorization request) must be provided to the school and IBO. No special arrangement can be provided without IBO's authorization allowing implementation of aforementioned "Special Arrangements".

When granted, these arrangements may include:

- access to modified exam papers
- access to additional time
- access to reading and writing aids
- access to speech and communication aids
- extension of deadlines or exemptions from assessment.

Responsibilities

Responsibilities of the school:

The school shall:

- provides training for staff and faculty to successfully implement and support students with access requirements and differentiated instruction;
- raises staff awareness of the needs of students identified as Students with access requirements
- ensures that the program and the staff are compliance with national laws regarding students with disabilities
- provides resources for the implementation and continuation of the Access and Inclusion Policy

Responsibilities of the DP Coordinator:

DP Coordinator shall:

- follow the national law and IBO guidelines regarding students with special educational needs
- apply to the IB for students' accommodations in different assessment types and circumstances
- work collaboratively with the teachers to support students with special educational needs
- advise parents of the rigorous program requirements to ensure appropriate placement
- maintain discretion and confidence in providing special educational needs and services

Responsibilities of the psychologist:

1. The school psychologist is responsible for helping identify special educational needs.
2. Professional assessment is outsourced through private and public psychological clinics.

The psychologist shall:

- communicate with students and their caregivers, if a student is struggling or any learning difficulties are observed refer a student for testing

- work collaboratively with teachers and communicate with them to support them in implementation of psychological recommendations
- provide in-school training for teachers
- maintain records
- communicate with the DP Coordinator regarding students with special educational needs

Responsibilities of the teachers:

Teachers shall:

- identify struggling learners and inform the DP coordinator and the psychologist if problems or concerns arise
- carefully monitor progress of a student with special educational needs and communicate any concerns to the psychologist
- implement appropriate interventions and recommendations
- participate in training when available
- identify the most effective strategies for each learner. Teachers will scaffold curriculum and learning experiences to ensure that all students understand the concepts. When needed, teachers will accommodate the curriculum.

Responsibilities of the parents:

Parents shall:

- have knowledge of their child's entitlement
- have knowledge about the possible inclusive arrangements
- provide necessary documents (psychological, psycho-educational or medical reports) based on the candidate's performance on standardized tests accompanied by a translation into English if necessary
- discuss the request for assessment with the DP coordinator
- have access to information, advice, and support

Responsibilities of the students:

Students shall:

- express their feelings and needs
- participate in decision-making
- indicate choices
- ask for information and support

Staff development and collaboration

- All teachers receive IB training to promote understanding of the IB philosophy, the school's IB policies, and components of the IB programs
- The school makes yearly plans for staff development and will include in that plan time for horizontal and vertical collaboration curriculum, assessment, student learning and plans for differentiation

Access and inclusion Policy Review Process

This policy is a living document. It is an ongoing process that will be systematically reviewed, evaluated and modified as needed by the IB staff, coordinators and administration. Subsequent revisions will be communicated to all staff, students and parents.

Supporting documents:

- Access and inclusion policy (2018)
- Learning Diversity and Inclusion in IB programmes (2016, updated 2019)
- Meeting student learning diversity in the classroom (2013)

Updated in November 2019