

SPECIAL EDUCATIONAL NEEDS POLICY

RATIONALE

Monnet International School: Przedszkole Niepubliczne states that every student is in the centre of the teaching and learning process. It is believed that all students participating in the IB programmes ought to have equal access to the learning content.

GOALS

The goal of implementing Special Educational Needs Policy is to organize and give psychological and pedagogical support in such a way that it is the closest of a student as well as their educational and family background. It enables to have an individual inside into each student, their talents, interests as well as difficulties they struggle with, and first and all, providing them with support adequate for their needs and capabilities.

STANDARDS OF EFFECTIVE IMPLEMENTING THE SPECIAL EDUCATIONAL NEEDS POLICY:

- a high quality, scientifically based classroom language of instruction
- a multi-tiered approach which enables to make a language of instruction, as well as forms and methods adequate for possibilities of every student
- ongoing assessment connected with continuous monitoring of student's progress. It enables to reflect on forms and methods which are put into practice as well as making them adequate in a sense that a student can benefit from the teaching and learning process.

PRACTICES

Taking all these into account, the kindergarten accepts the following special educational needs practices:

- Pedagogical observation

All kindergarten students are under pedagogical observation. In case of 5-, 6- year olds the pedagogical observation leads to an analysis and assessment of a student's readiness for undertaking school education (pre-school diagnosis). Such observation is based on the assumption that both learning difficulties and talents of a student should be noticed as early as possible. It enables to provide a student with psychological and pedagogical support.

- Inclusion

Inclusion is a process aiming to increase involvement of all students. It is feasible on condition that difficulties in learning are properly identified (diagnosis) and overcome. It happens when both specialists and classroom teachers cooperate. In fact, teachers take special educational needs and

difficulties of students into account during collaborative planning meetings so that they can adjust activities done during Units of Inquiry to them.

- Differentiation

Differentiation is a process aiming to adjust the most effective strategies of teaching and learning to every student. In fact, a teacher takes predispositions and skills of every student into account. It provides a student with using their potential fully and encourage them to further work.

- Cooperation with specialists

The kindergarten cooperates with a psychologist, a speech therapist and other specialists (if necessary).

- A speech therapist conducts screening tests for students at the age of 4 or more. Students requiring support attend individual classes.
- A psychologist observes students during classes and play. They support a teacher. They cooperate with a teacher in terms of assessment of a student's readiness for undertaking school education (pre-school diagnosis).

The kindergarten pays special attention to parents' participation in the teaching and learning process of students with special educational needs. Therefore, parents are provided with opportunities to attend meetings with a staff and specialists to monitor student's progress continuously.