



Monnet International School Middle Years Programme

Special Educational Needs Policy (Inclusion Policy)

Standards and Practice

- A:9** The school supports access for students to the IB programme(s) and philosophy
- B2:8** The school provides support for its students with learning and/or special educational needs and supports their teachers
- C1:6** collaborative planning and reflection incorporates differentiation for students' learning needs and styles
- C3:10** Teaching and learning differentiates instruction to meet student's learning needs and styles

Rationale

Monnet International School states that every student is in a 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. Our policy is based on IB special educational Policy, especially on principle of optimal support, which means that the accommodations are only introduced to reduce educational barriers. Monnet International School meets the legal requirements of Polish Educational Law. 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 Middle Years Programme.

Definitions

Special Educational Needs

Special Educational Needs (SEN) refers to students who show documented need of support or challenge beyond the standard curriculum.

Those needs 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.

Goals of special educational needs policy

1. To enable all students to have full access to all elements of the school curriculum and assessment policy.
2. To ensure that the special needs of students are identified early, assessed, and provided for.
3. To identify the roles of counselor, teachers, and caregivers.
4. To follow the national laws regarding Special Education and IB guidelines.
5. To clarify how the student's needs will be met.
6. To help creating friendly environment in which every student could feel valued and respected, and could develop academically and emotionally.

Special needs identification procedures

On receiving a student's psychological report from a psychological-pedagogical counselling centre (or a different approved centre), a counsellor gets acquainted with its content and makes a decision about actions to be undertaken based on a given student's needs and abilities.

In case of delivering the medical certificate, the school is obliged to start the procedure of creating Individual Education Plans (IEPs). IEPs are created for students who require special education services as described in the medical certificate.

These plans will be revised annually, are confidential, and are shared with other school staff, caregivers on an ongoing basis according to the student's needs.

The school is responsible for hiring a learning and support teacher, who aids in student's usual way of working and supervises the implementation of the IEP.

Identifying a student's special needs, every teacher should carefully observe and analyze a student's performance, especially if a 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 counselor about any considerations as soon as possible. After analyzing the obtained data, the counselor will set up a meeting with the student and his/her caregivers to discuss the difficulties. If necessary, the counselor 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 what course of action to take.

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

Provision

The access arrangement for students are used for learning and teaching, during classroom instructions, classwork tests and other activities. they are continuously monitored to ensure that they remain the optimal support for the student and do not give him advantage over other students.

Usually the support centers 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 (supportive teachers),
- Extracurricular activities (reeducation, Social Skills Training, biofeedback etc.).

Responsibilities of the MYP Coordinator:

- follow the national law and IBO guidelines regarding students with special educational needs,
- work collaboratively with teachers and caregivers to support these students and monitors student's progress,
- communicate with caregivers and students regarding the documents required for special arrangements,
- maintain records,
- advise parents at enrollment about rigorous program requirements and high academic standards to ensure appropriate placement.

Responsibilities of the counselor:

- helping identify special educational needs. Professional assessment is outsourced through private and public psychological clinics.
- 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 MYP Coordinator regarding students with special educational needs.

Responsibilities of the teachers:

- identify struggling learners and inform the MYP coordinator and the counselor if problems or concerns arise,
- carefully monitor progress of a student with special educational needs and communicate any concerns to the counselor,
- 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.

Parents responsibilities:

- have knowledge of their child's entitlement,
- have knowledge about the possible inclusive arrangements,
- provide necessary documents (psychological report or medical certificate) based on the candidate's performance on standardized tests accompanied by a translation into English if necessary),

- discuss the request for assessment with the MYP coordinator,
- have access to information, advice, and support.

Student's responsibility:

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

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 MYP staff, coordinators and administration. Subsequent revisions will be communicated to all staff, students and parents.

Supporting documents:

1. *Access and inclusion policy (2018)*
2. *Learning Diversity and Inclusion in IB programmes (2016)*
3. *Meeting student learning diversity in the classroom (2013)*
4. *Standards and practices (2014)*

The policy revised in November 2019