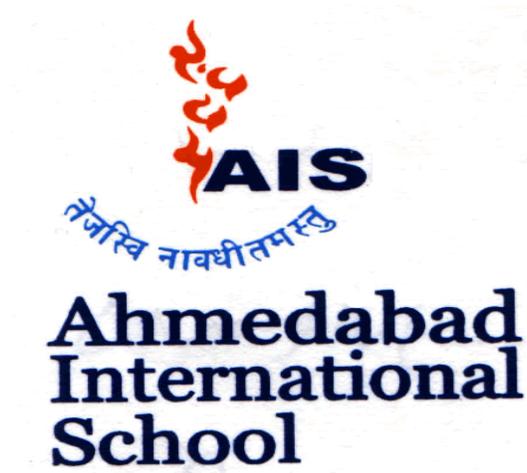


SPECIAL EDUCATIONAL NEEDS POLICY



Special Educational Needs Policy

Introduction

This policy is written in accordance with the need to identify some students with learning disabilities. The school felt a need to put together a detailed report to highlight the difficulty the students face to meet the bench marks and also the grade level assessment requirements.

What are special educational needs?

A student has special educational needs if he or she finds it much harder to learn than most students of the same age, or if he or she has a disability which makes it difficult to use the educational facilities.

For example:

- A general difficulty in all learning areas;
- Specific difficulties within areas of the curriculum such as spelling, mathematics, writing;
- Vision or hearing difficulties;
- Speech or language difficulties;
- A medical or health problem;
- A physical disability;
- An emotional or behavioural problem.
- A developmental disorder, for example, autism

Aims

- To find ways to overcome barriers to learning
- To encourage each student to fulfill his or her potential.
- To ensure each student feels happy, safe and successful at school.
- To provide every student with a broad, balanced and relevant curriculum.
- To meet the special educational needs of each individual student.
- To take all reasonable steps to include all students in all aspects of school life at all times.
- To seek and take into account the views of each student.
- To involve and inform the parents and to recognize their vital role in supporting their student's education.

Implementation

In line with the desired outcome a graduated approach was established. These are different responses appropriate for different students.

Meeting Needs within the Classroom:

The IB Coordinator meets with the student, parents, and teachers to discuss the necessary accommodations. The teachers work with the student and parents concerning how the student's needs will be met in their individual classrooms and to decide on the best routes of communication for monitoring the student's progress. Teachers are expected to inform the IB Coordinator if problems or concerns arise.

Assessment needs for students having special education needs

The following would be done to accommodate a student with special assessment needs:-

- Consultation with teachers concerned at an early stage in a student's study of the Diploma Programme.
- Guidance on careful choice of subjects which are easy to handle.
- Arrangements for approving and appointing a scribe, reader, prompter, practical assistant or communicator, as and when necessary, who may assist them as per IBO guidelines.
- Additional time may be authorized for written examinations and for certain an activity connected to internal assessment according to the student's assessed needs.
- The IB Coordinator informs the IBO using the appropriate forms (D1) and providing the necessary documentation of the special needs of students requiring accommodations such as extended time on examination papers. Once the IB Coordinator learns of the decision of the IB, the student, parents, and teachers involved will be informed.
- Additional time to complete assignments during the two-year programme (for example, the extended essay, the theory of knowledge (TOK) essay, language A1 world literature essay) etc.
- Offer the provision of pursuing the certificate course which entails studying fewer subjects.