



Inclusion/special educational needs (SEN) policy for the IB Diploma Programme at Audentes school

1 General Overview

1.1 This policy is based on following acts, policies and guides:

- 1.1.1 Basic Schools and Upper Secondary Schools Act (Riigikogu, 01.07.2016)
- 1.1.2 Candidates with assessment access requirements DP (IBO, 2009/2014)
- 1.1.3 Candidates with special assessment needs (IBO, 2012)
- 1.1.4 Handbook of Procedures for the Diploma Programme 2017 (IBO, 2016)
- 1.1.5 Learning diversity and inclusion in IB programmes (2016)
- 1.1.6 Meeting student learning diversity in the classroom (IBO, 2013)
- 1.1.7 Programme standards and practices (IBO, 2014)
- 1.1.8 School rules of Audentes (15.06.2016)
- 1.1.9 Special educational needs within the IB programmes (IBO, 2010)

1.2 The philosophy of the IB Diploma Programme at Audentes school is:

- 1.2.1 to be committed to promoting a safe and supportive learning environment in order for students with special educational needs to thrive academically, socially and emotionally;
- 1.2.2 to be non-discriminatory against students and prospective students with special educational needs, both in the admissions process and in the provision of education and associated services;
- 1.2.3 a view of a student's education as a partnership between the student, the parent(s)/guardian(s), the school and teachers, and the community.

1.3 The purpose of the inclusion/special educational needs (SEN) policy for the IB Diploma Programme at Audentes school is:

- 1.3.1 to ensure all students are provided equal access to the IB curriculum and academic rigor, including opportunities to pursue individual interests, regardless of individual abilities and needs;
- 1.3.2 to foster a curriculum that is creative and differentiated to support all the students in reaching their unique potential;
- 1.3.3 to emphasize that all students and staff are encouraged to embody the IB Learner Profile;
- 1.3.4 to communicate the responsibilities of all stakeholders in the success of students with special educational needs.

2 Definitions

- 2.1 Differentiation refers to any modification to instruction or assessment of the written, taught, and assessed curriculum in order to meet individual needs.
- 2.2 Inclusion refers to providing access to IB Diploma Programme for all students.
- 2.3 Inclusive assessment arrangements refer to changed or additional conditions during the assessment process for a candidate with assessment access requirements. These enable the candidate to demonstrate his or her level of attainment more fairly and are not intended to compensate for any lack of ability.
- 2.4 Special educational needs (SEN) refer to any student who shows a need for extra support or for challenge beyond the general curriculum. Audentes school recognizes the wide spectrum of needs and abilities along a continuum, including but not limiting to:
 - 2.4.1 autism spectrum/Asperger's syndrome;
 - 2.4.2 learning disabilities;
 - 2.4.3 medical conditions;
 - 2.4.4 mental health issues;
 - 2.4.5 multiple disabilities;
 - 2.4.6 physical and/or sensory challenges;
 - 2.4.7 social, emotional and behavioural difficulties;
 - 2.4.8 specific learning difficulties;
 - 2.4.9 speech and/or communication difficulties.
- 2.5 Stakeholder refers to anyone with a vested interest in the success of that student such as a parent, guardian, teacher, counsellor, administrator, IB coordinator, and a student herself.

3 Main principles

- 3.1 Inclusion is achieved through a culture of collaboration, mutual respect, support and problem-solving in dynamic learning communities. Dynamic learning communities incorporate the whole school community and take into account the voices of all learners, their parents and caregivers, support staff and non-teaching staff.
- 3.2 Collaborative learning activities include activities with shared goals and involve all members of the school community. Activities may include group research and projects, debates, and role-play, and extend to collaborative planning and collaborative teaching for teachers.
- 3.3 Differentiated teaching may involve using collaborative and cooperative learning, a variety of learning practices, creative approaches to teaching and learning, differing formats and modes of exploring and presenting knowledge and understanding being made available to the

students. By providing students with multiple means of representation, action and expression, and engagement, students are given equal opportunities to learn.

- 3.4 All teachers will utilize a variety of formative assessments to determine individual student needs and abilities and to tailor subsequent instruction. Teachers will develop summative assessments that are differentiated to provide necessary adjustments, challenges, and student choice. Students who appear to have special educational needs and abilities will be given further internal and/or external assessments to identify appropriate adjustments as needed.
- 3.5 Identification of a student with a learning need can occur at any age or stage of development. SEN may become apparent as a student progresses through the studies. When a classroom teacher suspects that a student may need additional support, the teacher is to observe the student, assess the work of the student and document any strategies that have been tried whether or not they have been successful. The IB coordinator communicates with the teacher and school psychologist, and other teachers as appropriate. A parent meeting will be held to share the areas of concern, give further suggestions or referrals and propose Individualized Learning Plan (IEP) if needed.
 - 3.5.1 Individualized Education Plans (IEPs) are written for students who are identified for special education services. These plans will be revised annually, are confidential, and are shared with other school staff on an as needed basis.
- 3.6 Support for students with special educational needs and abilities include and are not limited to curriculum modification, enrichment activities, classroom accommodations, small group instruction, and one on one support. When it is determined that a student would benefit from additional support outside of the classroom, pull-out services are provided to meet academic, social, or behavioural needs.
- 3.7 In the classroom, provisions for students with SEN will be made by class teachers to ensure access to the whole curriculum. All students with an IEP will follow the same curriculum as their peers. In some areas of the curriculum such as literacy and numeracy, students may require modification of content or assessment. Students may also be given in-class support during lesson time in order to ensure the skills they have learned are implemented, and to assist them in accessing the curriculum in the classroom.
- 3.8 Various needed inclusive assessment arrangements specified in the Candidates with special assessment access needs DP (IBO, 2009/2014) are to be granted once the IB Assessment centre has reviewed the required documentation and authorized the arrangement.

4 The responsibilities of the stakeholders

- 4.1 A key element of successful learning support is a high level of collaboration between all of the stakeholders.

4.2 Classroom teachers' responsibilities include:

- 4.2.1 being alert to the possibility that some students may have specific learning difficulties and bringing their concerns to the attention of the IB coordinator;
- 4.2.2 collaborating with the IB coordinator and school psychologist in the development of an IEP and identifying appropriate accommodations to support learning;
- 4.2.3 implementing the accommodations stated in the IEP;
- 4.2.4 maintaining a record of pupil's progress towards achieving the goals specified in the IEP;
- 4.2.5 differentiating the curriculum to meet the needs of all learners, within their class;
- 4.2.6 participating in a review of the progress of SEN students at the end of a term;
- 4.2.7 consulting with parents to outline the support that has been practiced at school and the progress made by the student.

4.3 Parents have unique knowledge of their own child and therefore have much to contribute to their child's learning program. Parent involvement and participation will improve the intervention and support by:

- 4.3.1 providing a good learning environment at home which provides opportunities for parents and children to participate together in developing language and numeracy;
- 4.3.2 supporting the work of the school by showing active interest in their child's progress, such as reviewing what they have done at school, etc.;
- 4.3.3 discussing the learning targets and actions to be taken by the school to meet those targets;
- 4.3.4 discussing their child's progress with the teacher, IB coordinator, and school psychologist at the end of each trimester.

4.4 The involvement of students in the development, implementation and evaluation of their own learning program is an effective way to support students' needs, develop self-management and independence. Students should:

- 4.4.1 contribute to the setting of the learning targets on the IEP;
- 4.4.2 become familiar with their learning goals;
- 4.4.3 contribute to the selection of texts and materials that can help to achieve their goals;
- 4.4.4 reflect on their progress by participating in various assessments.

4.5 In order to provide the best possible support for students with special educational needs, the administration will:

- 4.5.1 collaborate with the IB coordinator and school psychologist on the process of admitting students who may need learning support;
- 4.5.2 acquire, and share with the appropriate teachers, any student records from previous schools and any medical references of the students in need;
- 4.5.3 provide information to parents about the school's procedure and policy for students with special needs.

5 Review of the policy

- 5.1 This policy was drafted jointly by the IB coordinator and school psychologist, reviewed by full teaching faculty and administration, and verified by the school principal.
- 5.2 This policy will be reviewed every two years at the beginning of the school year.
- 5.3 This policy will be communicated to stakeholders via the Audentes school website.