

Special Education Needs Policy

Mission Statement

Our mission is to develop a lifelong learning community, encouraging individuals to explore their identities and roles as local actors and global citizens.

LGSi believes in a holistic approach towards learning through inquiry, expression and reflection by providing opportunities to develop and enhance the learning community as well as each learner's strengths.

Summary

The Special Educational Needs Policy details the approach taken by LGSi towards students who need additional modification, support and challenge beyond the scope of the regular curriculum. The policy covers: philosophy, definitions, admissions, placement, assessment, diagnosis, modification, support, monitoring, review, attainment, progress and communication with parents.

Philosophy

- LGSi is an inclusive school. We welcome and admit, students with a range of learning needs and strive to meet those needs through tailored modification and support.
- We emphasise on holistic education, recognising that students' academic achievement is enhanced by their ongoing personal development, and we commit to nurturing their emotional, social, and physical development, as well as intellectual growth.
- We consider the academic achievement of each student to be the joint responsibility of all those who interact with them. However, we recognise that specialised expertise and guidance impacts the quality of support and we obligate to providing a qualified, experienced SEN practitioner to support teachers and students.
- We believe that our students will be able to maximise their intellectual ability when we work in partnership with their parents, in age-appropriate ways, and involve students themselves in decisions about their learning.

Definitions

Special Educational Needs: Students with **Special Educational Needs** (SEN) have educational needs that are different from those of the majority of students. The main categories of need include (but are not limited to):

- Autistic spectrum disorders (ASD)
- Behaviour, social and emotional (BSE)
- Down Syndrome
- Medical / health-related conditions

- Physical disability
- Sensory impairment
- Specific learning difficulties (including dyslexia, dysgraphia, dyscalculia, dyspraxia)
- Speech and language disorders

Inclusion: refers to providing access to all components of the offered IB program for all students.

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

Accommodations: Accommodations are tools and procedures that provide equal access to instruction and assessment for students with disabilities. They are provided to ‘level the

playing field'. Without accommodations, students with disabilities may not be able to access grade level instruction and practice fully on assessment.

Gifted and Talented: Students who are Gifted and Talented have exceptional natural abilities and / or demonstrate exceptional performance in one or more domain. Note that gifted students have exceptional potential but may underperform if their potential is not recognised and nurtured.

Admissions and Placement

Students are admitted and placed according to the criteria and processes detailed in the Admissions Policy. We accept students whose needs we can meet with the resources currently available to us. Parents may be asked to provide additional information about their child's needs, educational records, assessment and diagnosis, including testing by external specialists such as educational psychologists or speech therapists. We may, on occasion, accept a student on a trial basis, or require parents to provide additional resources, e.g. a Special Needs Assistant (SNA).

We may also, on occasions, deem it necessary to place a student outside of his/her regular peer age group. In exceptional circumstances, we may be unable to accept a student whose needs we cannot meet, or whose presence could in any way jeopardise the learning environment for other students. We commit to working in close partnership with parents but we reserve the right to make the final decision regarding admissions and placement, in the best interests of all our students. This includes promotion, acceleration and retention (see separate section below).

Assessment and diagnosis

Teachers use a range of formative assessments to determine each student's individual starting points, learning objectives and necessary modifications and support. Teachers develop summative assessments that are differentiated to take account of different learning rates, styles, and interests. Students who appear to have special educational needs or abilities may be given further internal and external assessments to identify specific modifications and support needed. In the best interests of the students, parents will be required to share assessments from external specialists where necessary.

Modification and support

Teachers use learner-centred inquiry-based pedagogy in all subject areas. They plan and facilitate learning activities that are differentiated to take account of students' diverse linguistic proficiencies, cognitive abilities, learning skills, emotional attributes and social competencies. The concepts, knowledge and skills of the PYP and the MYP, together with the attributes of the IB Learner Profile, form the basis of the curriculum for all students.

Within this, teachers modify content, pedagogy and assessment to meet the individual learning needs of each student. Support may include extracting key learning objectives, enrichment and extension activities, one-to-one instruction, short-term pull-out. When possible, modifications and support are provided by the classroom/subject teachers, who are in turn supported by the SEN specialist.

Support for students with special educational needs and abilities 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 behavioral needs. Additionally, collaborative team-taught classes may provide further support to students.

LGSi identifies special educational need students in two categories:

1. MYP Certificate
2. School Completion Certificate

It's important to know that MYP certificates and School completion certificates are very different from each other.

- MYP Certificate

- Level 1

- students need minimal and / or temporary modification and support, provided totally or mainly by the classroom / subject teachers
 - students require an Individual Education Plan (IEP) - planning for their individual needs is included in teachers' regular unit and lesson plans

- Level 2

- students need moderate, longer-term modification and support, provided by the classroom / subject teachers, together with regular support from the SEN resource teacher
 - Each student has an IEP, prepared by the SEN specialist, in consultation with classroom / subject teachers, parents, and, if appropriate, the student themselves

- Level 3

- Students need substantial, long-term or permanent modification and support, provided by the classroom / subject teachers, SEN specialist, SNA and external specialists
 - each student has an IEP, prepared by the SEN specialist, in consultation with classroom / subject teachers, external specialists, parents, and, if appropriate, the student themselves

- School certificate of Completion/Certificate of Attendance

- In order to attain school certificate of completion, a student has completed middle school but didn't meet all the requirements for MYP certificate.
 - Student needs substantial, permanent content modification and support provided by SNA, Resource teachers and SEN specialist.
 - The student has his IEP prepared by the SEN specialist, in consultation with external specialists, parents, and if appropriate the student themselves.
 - School certificate requirements are tied to student's IEP goals.
 - Each student sits in his age appropriate class.
 - Not Assessed on MYP Criteria

Monitoring and Review

The progress of each student is monitored and their status reviewed at the end of determined time (mentioned in IEP) by the SEN specialist. Each student's IEP and learning objectives are adjusted as needed, with an emphasis on decreasing levels of adult dependence. Parents and, if appropriate, students themselves, are involved in review meetings.

Attainment and Progress

- Attainment is the level of performance a student reaches as measured against curriculum expectations at the end of the academic year.
- Progress is the learning that takes place between two points in time, either the beginning or end of a lesson, a unit, academic year or even longer.

For students with special educational needs, great care should be taken when measuring their attainment, as it may be inappropriate, unfair and counter-productive, if they are already identified as not meeting normal expectations. It is therefore often preferable to focus on progress for these students, so that, whatever their level of attainment, they can still make expected progress (to maintain the gap to their peers) or better than expected progress (to lessen the gap to their peers).

Promotion, Acceleration and Retention

Students who make steady progress will usually be promoted to the next grade each school year, even if their attainment level is below the grade level expectations stated in the curriculum. On occasion, a student may warrant consideration for acceleration (promotion beyond the normal age-appropriate grade level) or retention (being held back below the normal age-appropriate grade level). In these circumstances, we commit to take into account all pertinent factors, and to seek the opinions of all stakeholders, including, if appropriate, the students themselves. However, LGSi reserves the right to make the final decision, in the best interests of all our students.

Professional Development and Collaboration

Teachers and support staff receive staff development on strategies to meet special educational needs in the classroom as well as in the general school environment.

All homeroom, subject specialist and special education needs teachers collaborate for horizontal and vertical planning of curriculum and assessment, to reflect on student learning, and to devise strategies for differentiation.

[Related documents](#)

Ed11 Admissions Policy

Referral and provision process – see below

Referral and provision process

