



Special Educational Needs (SEN) Policy

Rationale

The rationale of this policy is to ensure that all students are provided the necessary support to allow them to achieve academic success and reach their fullest potential whilst attending the British International School Ukraine. This is relevant to all stages of their learning as they progress through the Primary Years Programme (PYP) of the International Baccalaureate (IB), KS3, IGCSEs and A-Levels of the English National Curriculum and, subject to accreditation, the International Baccalaureate Diploma Programme (DP) from August 2015.

Mission

At BISU, we recognise that all students are at different stages of their intellectual, social, physical, and emotional development. To accommodate each student's individual learning style, we believe in inclusive teaching practices that promote the maximum possible development of talents and potential within a tolerant and caring community.

At BISU we embrace the philosophy and ideals of the IB and acknowledge that the student is at the heart of the program as expressed through the IB Learner Profile.

All teachers within the BISU school community are expected to teach their students who are identified as having special educational needs and differentiate appropriately.

The IB and BISU support the following principles of an inclusive education.

- Inclusion is a process by which schools and others develop their cultures, policies and practices to include all students.
- An inclusive education service offers excellence and choice, incorporating the views of all stakeholders.
- The interests of all students must be safeguarded.
- BISU will actively seek to remove barriers to learning and participation.
- All students should have access to an appropriate education that affords them the opportunity to achieve their personal potential.
- With the right skills training, strategies and support, the majority of students with special educational needs can be successfully included in mainstream education.
- Mainstream education will not always be appropriate for every student all of the time. Equally, just because mainstream education may not be appropriate at a particular stage, it does not prevent the student from being included successfully at any other stage.

Access Requirements

The IB Diploma Program allows for a number of dispensations for IB DP Examinations based on medical and/or educational psychological evidence. Application for such allowances must be made through the IB Diploma Program



Coordinator following the processes laid out by the IBO. The IB Assessment centre must approve all access arrangements. The IB and BISU offers the following access arrangements when supported by sufficient professional evidence:

- a) Access to a modified paper for students with visual difficulties.
- b) Access to additional time.
- c) Access to writing, including use of a word processor or a scribe.
- d) Access to reading assistance.
- e) Access to speech and communication, generally for hearing impaired students.
- f) Access to extensions and exemptions for those students who can prove that a medical condition has genuinely prevented them from being able to complete their work in time.
- g) Access to a separate room for examinations at the discretion of the school.

The PYP philosophy acknowledges and accommodates the diverse learning styles of all children. To this end, we seek to offer a differentiated teaching and learning environment. When educationally appropriate, we provide an inclusive experience for students with special needs. We also acknowledge that in order to fulfill the requirements of an Individual Educational Plan (IEP), a student may require individualised instruction to reach their academic goals and provide appropriate differentiation for all students

Requiring SEN Support

We regard a student as having SEN if they have difficulty accessing the curriculum without special provision. Children with SEN:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age, or
- b) Have a disability, which either prevents or hinders them from making the use of educational facilities provided at BISU for children of the same age.

Principles for SEN provisions

Students with SEN are offered access to a broad, balanced, and relevant education, that is differentiated appropriately.

Parents have a vital role to play in supporting their child's education. It is the responsibility of the parent, at their own cost, to provide BISU with a psycho-educational assessment evaluating the needs of their child if school based provision has proved insufficient to meet these.

With the best interests of the student in mind, and in the event that BISU cannot adequately meet the needs of a student, the family may be asked to find an alternative school placement.

Objectives for Learning Support Provisions

- A student's learning needs should be identified early.
- All those involved in the learning support provision take into account the best interests of the student.
- The school and parents work in partnership in identifying and meeting learning needs.



- Progress is monitored and reviewed regularly through Individual Education Plans (IEPs).
- The school works with outside agencies, where they are available and as appropriate.
- Training is provided through the school's Professional Development to all stakeholders

SEN Protocol

If a student is not responding to specific strategies by a teacher, the following support procedures are applied:

- 1) A child is identified by the teacher, parent or concerned member of staff.
- 2) The teacher provides baseline assessments and/or supporting evidence, along with the teacher referral form for the SEN department to review.
- 3) The SEN department listens and provides recommended interventions for the teacher to try over several weeks.
- 4) If the interventions are unsuccessful, the SEN department will undertake observations and conduct in-house testing that is deemed necessary.
- 5) If necessary, parents will be consulted and advised to seek psycho-educational testing.
- 6) If necessary, the SEN department will design and implement an IEP and provide supplementary educational assistance.

Other Accommodations

Additional individualised academic support may include: IEP, student/behaviour contract, small group or one-to-one learning, assistive technology devices or services or both, physical needs accommodated or testing modifications.

References

IB Publication: *Special Educational Needs within the International Baccalaureate Programmes*. (August 2010)

IB Publication: *Candidates with Special Assessment Needs* (March 2007)