
Special Educational Needs

(...) IB programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB Mission Statement

General Statement

This Special Educational Needs Policy is a part of a key element of ISOB's strategy to promote the inclusion and effective learning for all the students. At International School of Bydgoszcz we believe that every child is entitled to a full and balanced curriculum that helps to achieve their fullest potential and feel proud of what they can achieve and perform. All teachers at ISOB aim to provide each child with a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents, personal qualities and current needs. We want every child to be able to engage actively in learning process and so be able to reach their full potential in all areas of development. Sometimes, during a school career, a child may need an extra assistance and support. A student with special needs may need different help at school or home because of physical difficulties, learning difficulties, emotional and behavioural issues, or a combination of these. This policy aims to ensure that curriculum planning, learning and assessment for children with special educational needs takes account of the nature and extent of the difficulty experienced by the child.

Objectives and expected results

The objective of the Special Educational Needs Policy is to improve the learning and raise the achievement of pupils with special educational needs. IB programme principles and practices call for school to be organized in ways that value student diversity and respect individual learning differences. Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Valuing diversity and difference is a key aspect of becoming more internationally minded and is an important goal of all IB programmes. The staff of International School of Bydgoszcz acknowledges that students have different educational and learning needs, abilities, and goals and gain knowledge and skills at

different rates and through different means. Moreover, all students are capable of learning and they are unique. The school seeks to develop an inclusive curriculum by setting suitable learning challenges for all pupils, responding to pupils' diverse learning needs and overcoming potential barriers to learning and assessment for individuals and groups of students.

Our policy aims to meet these difficulties by:

- Identifying and assessing, at the earliest possible opportunity, barriers to learning and participation for students with SEN.
- Enabling all students to participate fully and effectively in lessons, to ensure every student experiences success in their learning and to value and encourage the contribution of all students.
- Working closely with parents to gain a better understanding of the student and involve them in their child's education.
- Making the curriculum accessible to all pupils through recognising the need for differentiation and employing a range of teaching and learning styles.
- Catering mainly for SEN students in the mainstream class, but recognising that some pupils may require specialised teaching which can better be provided within an individual or small group situation away from the main classroom.

Identification Procedures

Identification of a student with a learning need can occur at any age or stage of development. Special Educational Needs may become apparent as a student progresses through the school. Children with SEN may be identified through parental information, the class teacher's observations, records and assessments, information from other teachers and adults in the class or through referrals from outside agencies. Initial concerns are recorded by describing the nature of the concern and recording the parents' views as well as the teacher's views. This involves also relationships with peers and adults together with input from all relevant staff. The SEN team will decide a course of strategies to be implemented in consultation and agreement with the parents. If the

strategies are successful, then student's continued progress will be monitored by the class teacher. If the strategies are unsuccessful, the team will determine if additional strategies need to be put into place or if further investigations need to be done to determine if there are SEN needs.

A student is to be considered to have special educational needs if he or she has a cognitive, social, emotional or physical difficulty which calls for provision to be made for him or her. The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs. When it becomes clear that a child is failing to make appropriate progress, additional support will be provided. In some cases outside professionals from health or social services may be involved with the child. The SENCO may contact these professionals if the parents agree. The SENCO will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will always be consulted and kept informed of the actions taken to help the child, and of the outcome of these actions.

Nature of intervention

ISOB has an identified list of children with special needs. Each term this list is reviewed by the Special Educational needs Coordinator (SENCO) who liaises with staff ensuring that the list is up to date, relevant and that the needs of the children are being met. The SENCO is a member of the school teaching staff who works closely with all colleagues to ensure the smooth running of the policy and that relevant documents and guidelines are in place and used throughout the school. If class teachers have concerns they can discuss these with the SENCO. The SENCO and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- accommodations, modifications and various supports to enable students to reach their potential
- different learning materials or special equipment
- some group or individual support

- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness. Learning support enables students to succeed academically, socially and emotionally.

Management of SEN within the school

We recognise that all staff are teachers of special educational needs. The Principal and the Governing Body have delegated the responsibility for the day to day implementation of the SEN Policy to the Special Educational Needs Coordinator (SENCO).

The SENCO is responsible for:

- Identifying, monitoring and reviewing pupils' needs with teachers, parents and support staff and with the pupils themselves.
- Overseeing the day to day operation of the SEN Policy.
- Co-ordinating provision for children with special educational needs.
- Liaising with and advising teachers and teaching assistants.
- Co-ordinating the efficient administration of the systems for identifying, assessing, monitoring and record keeping for children with SEN.
- Assisting class teachers and other teaching staff to develop and review Individual Education Plans.
- Liaising with parents/carers of children with SEN.
- Contributing to the in-service training of staff.
- Liaising with external agencies to support to development of children with SEN.
- Keeping the Principal and Governing Body fully informed and advising on pertinent SEN issues.

Class teachers are responsible for:

- Identifying pupils who require extra support in class, raising initial concerns and consulting the SENCO for advice and support.
- Creating an Individual Education Plan.
- Differentiating activities for all pupils, including more or less able children.
- Monitoring individual progress.
- Meeting with parents and outside agencies when appropriate.

Responsibilities of the IB DP Coordinator

- Is responsible for determining the general policy, the approach to provision so the needs of the children with special needs are met.
- contacts with the IBO
- prepares documentations for the IBO regarding special educational needs
- works collaboratively with teachers to support students with special educational needs.
- provides examination accommodations approved by the IBO and those arrangements which are permitted without prior authorization from the IBO.

The Governing Body will ensure that:

- The SEN policy is fully implemented. [?](#)
- The success of the SEN policy is reported annually.
- A governor with responsibility for SEN is appointed.

The role of Parents:

Partnership with parents is essential with special needs to ensure good progress for the child.

To this end we hope that parents will aim to:

- Communicate to the school all information and documentation regarding their child's special education needs.
- Provide a good learning environment at home which provides opportunities for parents and children to participate together in developing language and numeracy.
- Attend review meetings each term with the class teacher.
- To attend other meetings with the SENCO/external professionals.
- To be aware of targets for their own children.
- Make appointments to see teachers if they are not happy or are dissatisfied with the provision for their child.
- Support the work of the school by engaging in activities at home.
- Being a role model at home by modelling their own involvement in different learning areas.
- Discussing the learning targets and actions to be taken by the school to meet those targets.

The role of the student:

Children are encouraged to take an active role with their special needs so that they can feel proud of their achievements, to this end we hope that children will aspire to:

- Become familiar with their learning goals.
- Know their targets and work hard towards them.
- Contribute to the selection of texts and materials that can help to achieve their goals.
- Contribute to the setting of the learning targets on the IEP.
- Encourage their parents to take an active role in helping them to improve.
- Reflect on their progress by participating in various assessments.

SEN policy in the Diploma Programme

According to “Candidates with assessment access requirements last update July 2014” the DP coordinator will communicate with the IBO and send the necessary application forms for special assessment needs/inclusive assessment arrangements related to the IB examinations.

Two documents must be submitted:

“The first document is a psychological/psycho-educational/medical report from a psychological or medical service and the second is educational evidence from the school.

A psychological/psycho-educational/medical report may be written by medical, health, educational or psychological professionals with appropriate qualifications and/or professional licenses in their country of residence.

The IB reserves the right to query or reject a report if it considers that the signatory (or signatories) may not be suitably qualified to undertake the evaluation and identification.

It is not permitted for a relative of the candidate to write or be involved in the writing of the report.

All psychological/psycho-educational/medical reports must:

- be legible, on paper with a letterhead, signed and dated

- state the title, name and professional credentials of the person (or persons) who has undertaken the evaluation and diagnosis of the candidate
- state specifically the nature of the learning support requirement, and the tests or techniques used to arrive at the identification
- be consistent with the coordinator's request for assessment arrangements
- be accompanied by a translation into English, French or Spanish, if it is not written in one of the IB working languages.

All psychological/psycho-educational reports must:

- be based on the candidate's performance on nationally standardized psychological tests (where available and published, recent editions of standardized tests should be employed)
- report results as standard scores, which have a mean of 100 and a standard deviation of 15, and not percentiles or age/grade equivalents. Furthermore, it is not mandatory to test in all areas; the assessment may be in line with the candidate's learning support requirements. For example, if a student with learning support requirements only has difficulties in writing for which the school provides the use of speech recognition software, then the psychological report need not contain standard scores in reading and mathematics.

Educational evidence can be a letter/observational report from the coordinator and/or the candidate's subject teacher(s) outlining any difficulties which may be apparent in class plus a brief summary about the arrangements provided to the candidate in order to access learning and assessment. Educational evidence can also be provided by way of a detailed individualized educational plan for the student or a sample of work done under timed conditions without the assessment arrangements that are being requested (for example, without the use of additional time/word processor/word processor with spell check). (...) Most of the referred requests will be evaluated based on the information and evidence provided, but for some, discussion between the coordinator and IB Assessment centre may be necessary to decide on the most suitable arrangement(s) for the candidate." "Inclusive assessment arrangements are 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." (Candidates with assessment access requirements, First published May 2009, Updated May 2011, September 2013, and July 2014, IBO)

Candidates who require inclusive assessment arrangements may be authorized:

- Extensions to deadlines
- Practical assistance
- Communicators
- Reading software
- Reader
- Transcriptions
- Scribes
- Word processor with spell checker

Besides additional time may be authorized for written examinations and for certain activities connected to internal assessment according to the candidate's assessed needs. The amount of additional time given to a candidate is directly linked to the degree of the access requirement. This would range from 10% additional time (6 minutes for each hour of the examination) for candidates with mild challenges to 25% additional time (15 minutes for each hour of the examination) or the standard applicable to most candidates to 50% additional time (30 minutes for each hour of the examination) for candidates with more severe challenges."

The school counsellor(pedagogue/psychologist) together with the DP coordinator and all teachers are responsible for helping identify special educational needs and have a responsibility for maximising achievement and opportunity of SEN students. If a student possesses a medical certificate before entering the Diploma Programme (and is regarded as SEN student) he/she should discuss the choice of subjects with the DP coordinator. If special educational needs appear at the beginning or during the school year SEN students or their parents should report to the school's counsellor(pedagogue/psychologist) and the DP coordinator with necessary medical certificates. Furthermore when a student is affected by a long-term illness, the DP coordinator together with teachers, the student and parents will organize special arrangement that will help the student to fulfil all requirements.

Complaints

If a parent or carer has any concerns or complaints relating to the special provision made for their child with SEN they should in the first instance discuss this with the class teacher (other teachers may be involved if necessary). If the concern continues then they need to contact the SENCO. If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Principal.



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Review of the SEN Policy

This SEN Policy was developed through consultation with staff and parents/carers. It will be reviewed every year or in the light of changes to legal requirements. Any amendments will be presented to the Principal and Governing Body for approval.