



Learning Alliance International

IB WORLD SCHOOL

DP

SEN POLICY

Learning Alliance International Mission Statement:

“LEARNING ALLIANCE INTERNATIONAL is committed to developing the students as a whole, not only the intellect but also the personality by empowering them to become confident and competent lifelong learners. Our goal is to inspire our students to evolve into responsible, compassionate and dynamic citizens of the global society.”

The IB supports the premise that schools should be organized in such a way that student diversity of all kinds can be included as a resource, seeing individual differences not as problems to be fixed, but as opportunities for enriched learning. Diversity is a positive resource with regard to what it means to be internationally minded and inter-culturally aware.

(Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes, 2010)

Aims and Philosophy

In accordance with the Learning Alliance International Mission Statement, the IBDP encourages students to achieve their full potential. The programme admits individuals with special educational needs, provided that the nature and severity of their difficulties can be accommodated appropriately in the school and allows for them to complete the Diploma programme requirements.

In specific, the current policy aims to:

- Strive for the accurate and timely identification of students with special educational needs. Further, monitor and evaluate the effectiveness of interventions and accommodations, and academic progress of students with special educational needs.
- Ensure that once identified, students are treated in a way so that their privacy is respected, while their self-esteem is supported and developed.
- Ensure a structure and support for students with special educational needs, so that all members of the academic community are familiar with the contribution they can make in order to offer their support, and resources are used effectively and efficiently.
- Encourage and foster a positive partnership with the parents, in order for parents to be in a position both to offer support at home and also contribute to the decision making process in relation to their children.

Definition of Special Educational Needs

Students have special education needs if they have a learning difficulty that calls for special education provision to be made for them. Students have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of students of the same age;
- Have a disability which either prevents or hinders them from making use of educational facilities of the kind provided in the school for students of the same age.

A student is not regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is taught.

Identification and Understanding of Students with SEN

SEN are identified based on general characteristics all of which are constituted of a variety of challenges and disorders. Learning Alliance International outlines the characteristics of students who require special educational and assessment arrangements due to one or more of the following:

- Significant issues with manipulating numbers, language and processing symbolic language.
- Social, emotional and behavioural issues.
- Physical disabilities that affect mobility.
- Sensory issues that can present communication difficulties
- Medical conditions.

How Teachers are made aware of SEN

All IBDP faculty attend a series of mandatory workshops conducted by the school psychologist before the Academic Year for students begins. During the workshop teachers will be trained to identify a wide spectrum of SEN including those that are not immediately identifiable. They will also be instructed on the procedure to follow in the event that they observe any students experiencing challenges in learning.

Admission Process of Students with Previously Identified Special Educational Needs

At the time of Admission: Students with special educational needs identified prior to their enrolment in the programme, must meet with the Manager Admissions and the IB Coordinator as early as possible in the application process and provide supporting documentation with the registration paperwork. (Admission Policy Pg. 6). Appropriate areas pertaining to the students learning challenges should be appropriately outlined in the Learning Alliance International Registration Health Form.

The admissions arrangements for students with SEN fall within the same admissions procedures as all students to the school. The student case will be discussed between the School Principal, Director, Career Counsellor, Diploma Programme Coordinator, CAS Coordinator and the School Psychologist. This is to ensure that the student's needs are addressed in the following areas:

- Subject option
- Classroom setting
- Examination setting
- Laboratory setting
- CAS participation

The admissions policy allows students with SEN a flexibility of up to 12 months in the age bracket. (Admission's Policy page 2)

If supporting documentation (such as psychoeducational assessment reports) is outdated and needs to be renewed, or is incomplete given what is requested by the IBO, then parents and students will be advised to renew, or seek additional documentation. Parents must seek this documentation privately. The school psychologist can suggest a referral if parents seek assistance.

Procedure of SEN Identification in the Classroom

Students who are observed to be face learning, behavioural or emotional challenges after their admission to IBDP are referred to the school psychologist, by the concerned teacher, for initial evaluation in the Referral Form (Appendix 2). The psychologist then refers the student and parents to a specialist in the community.

When a student is diagnosed with learning, behavioural or emotional challenges, the school psychologist is responsible for calling a meeting (if/when advisable) between IBDPC and subject teachers to discuss the particular difficulties faced by the student and to suggest effective academic arrangements or examination accommodations.

Accommodation of SEN

The School has classified 6 key areas of concern whereby it can accommodate SEN.

1. Examinations
2. Internal Assessments
3. Classroom Learning / Laboratory Learning
4. Co-Curricular Activity
5. CAS
6. Admissions

Differentiation in the Classroom

Academic arrangements may include such arrangements as preferential seating in the classroom, individual guidance by the teacher, supplemental material (e.g., notes, diagrams), use of technology and the presence of an Educational Assistant. EA are selected and employed by the school, under the consultation of the school psychologist. This will incur additional costs the total of which will included in the student's fee bill (Admission Policy).

There are 3 types of needs where an EA may be necessary:

- Health and personal care needs.

Students whose health or personal care needs are such that they cannot safely access or participate in school without EA support. This support may not be required the entire time the student is in school; however, it is required on a persistent ongoing basis. An example would be a student with some physical disability who requires assistance with toileting and eating while at school. EAs undertaking this work may require specialised skills.

- The safety of students and staff

Students with SEN whose behaviour may pose a threat to their own, other students or staff members' safety and who require ongoing support to manage this behaviour in the school setting. This issue may arise only in the context of particular curriculum areas or it may be more pervasive and affect all aspects of the student's life at school. Educational Assistant will stay with the student in and outside the classroom to monitor and aid the student where required.

- Curriculum access

EAs can be used to support a student in accessing the curriculum. This support may take a variety of forms. It may involve working with a student in a small group or large class to facilitate their participation in the teaching programme. For instance, the EA may support students in accessing texts or in developing written response; they may assist students in remaining focused and on task.

Internal Assessments/Final Examinations Accommodations:

IAs/exam accommodations are subject to provisions of the IBO handbook for special educational needs. They also depend on the functional limitations presented by the students. For in school daily assessment purposes such as term tests, they could include extra time, breaks, the use of an amanuensis/scribe, use of a personal computer, etc. The school will make an effort to grant these accommodations whenever possible depending on the availability of teachers on duty and the invigilators.

For the IBDP final examination, accommodations are formally requested by uploading details into IBIS and supported with the requested, relevant documentation in order to receive approval by the IBO. Exam accommodations for formal school examinations, i.e., midterms and finals, are provided in accordance with the accommodations approved (or requested) for the final IBO examination.

All invigilators are responsible for understanding and correctly applying special assessment arrangements applicable to school or final IBDP examinations.

It is the school's policy that no extra guidance may be given to students for Internal Assessments. The teacher marking the IA cannot make adjustments. The teacher cannot provide any special assistance to be rendered to the candidate. However, the school can apply for an extension of a particular deadline with the submission of necessary medical documents.

Classroom / Laboratory Learning

The subject teachers will be informed about all details of the student's condition and subsequent learning challenges in a meeting with the IBDPC and School Psychologist. Thus each teacher will be mindful of the student's needs and any special requirements while teaching or facilitating Lab work.

Co-Curricular Activity

There may be certain co-curricular activities (CCA) that the student may not be able to participate in. In this case the school will provide a variety of CCAs that the child can choose and participate in during that time period.

Creativity, Action and Service (CAS)

As CAS is a core component in the IBDP, there is a requirement by the school to ensure that the student clock in and complete the hours for CAS. There is a variety of service activities, expeditions and cultural performances that the student can participate in within the school. If there is a need for the candidate to have a special arrangement, the IBO will need to be consulted.

Physical Provision

As the school recognises that there will be students who fall under the category of physically impaired, the infrastructure of the school has been built such that it makes the whole campus is accessible to these students.

An elevator is available to all floors in the school building. The Student’s cafeteria is also easily accessible for wheel chair bound students.

Roles and Responsibilities:

- The IBDP is responsible for approving and submitting the request for special assessment arrangements to the IBO and for ensuring that such arrangements are also applied to all formal in school examinations. The IBDP is in addition responsible for liaising whenever necessary between parties involved (parents, student, teachers, school career and psychological counsellors) and for ensuring adequate and effective flow of information to all concerned parties, as appropriate.
- At the end of each term, a faculty meeting is arranged with the participation of the IBDP Coordinator, the school psychologist, and the subject teachers. Parents and students are notified to attend if willing. The purpose of the meeting is to review the individual progress of students with special educational needs.
- Requests for appropriate assessment accommodations from the IBO are prepared by the school psychologist and approved/submitted by the IBDP.
- The School Psychologist can contribute to the accurate and timely identification of special educational needs in the case of IBDP students first presenting with difficulties in learning or emotional difficulties. In such cases, students are referred by subject teachers or IBDP and are seen with parental consent, or are self-referred.
- The School Psychologist will use her professional judgment when deciding to inform the IBDP and possibly other parties of difficulties that have been directly reported to her by students or by their parents.
- Students and parents are encouraged to be fully aware of their special educational needs, and collaborate with the school on the listed procedures.

We hope to create an environment in which students feel comfortable to provide feedback on the educational process to all those involved.

Person(s) responsible for the school’s SEN provision

Role	Name	Contact
IBDP	Ayesha Mohsin	ayesha.mohsin@learningalliance.edu.pk
School Psychologist	Shazia Umar	shazia.umar@learningalliance.edu.pk
Career Counsellor	Amena Abbas	career.counseling@learningalliance.edu.pk
CAS Coordinator	Ayesha Sajid	ayesha.sajid@ learningalliance.edu.pk

Policy Review

This policy will be reviewed and amended as necessary by a committee composed of faculty and administration members every two years. Changes to this policy will be taken to the entire faculty for approval. The policy will be uploaded to the school website, once approved.

INTERNATIONAL BACCALAUREATE

Primary Years Programme

Class: PYP I-V

Middle Years Programme

Class: MYP I-V

Diploma Programme

Class: DP I-II

Special Education Needs Information Form

Student's Name: _____

D.O.B. _____

Class: _____

Persons contributing to this Record of Concern:

Name: _____ Position: _____

Name: _____ Position: _____

Name: _____ Position: _____

Area(s) of concern:

- Cognitive and learning difficulties
- Emotional, behavioural or social difficulties
- Communication and interaction difficulties
- Sensory difficulties
- Physical/medical difficulties

Brief description:

Evidence of student's performance with reference to criteria:

Details of strategies which have been used with this pupil within ordinary differentiated provision

(These might include teacher support within the ordinary classroom and provision of alternative resources –see SEN POLICY for guidance on differentiation):

Details of outcomes in response to these strategies:

Note of discussion with student (where appropriate):

Note of contact/discussion with parents/guardians:

External agencies involved (if any):

Action following discussion with the School Psychologist:

Recommendation for Testing Accommodation:

- Extra time
- Exam Breaks
- Scribe
- Personal Computer
- Separate Seating

Documentation for IBO attached:

- Yes
- No

IBDP Coordinator

IB Head

School Psychologist

References:

IBO. (2010). *Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes*

<http://www.ibo.org/contentassets/60d1e68eafc7437faf033f8d9f5c6d6d/saturday-ib-inclusion-jayne-pletster.pdf>

https://ibanswers.ibo.org/euf/assets/images/eCoursework/Forms_and_cover_sheets_guide_for_May_2016.pdf

Learning Alliance International. 2015. SEN Policy MYP