



PHILOSOPHY

The EISB recognises that students come from a variety of cultures, backgrounds, and have a range of academic, physical and other needs.

At The English International School of Bratislava, we aim to work with all students in ways that enhance self-esteem and confidence and encourage them to take responsibility for themselves and their learning. It is our objective to identify students who may have special educational needs (SEN) as swiftly as possible, to assess these needs and to work from the student's strengths in order to meet identified needs and address weaknesses.

Examples of these special needs include:

- specific learning disabilities (such as dyslexia and dyscalculia)
- language and communication disorders
- emotional and behavioral difficulties
- physical difficulties affecting mobility
- sensory impairments (such as visual or hearing difficulties)
- medical conditions (such as asthma, epilepsy and diabetes)
- mental health conditions (such as attention deficit hyperactivity disorder, eating disorders and anxiety, etc.)
- gifted and talented students
- autism spectrum disorder

At EISB we believe that:

- Students have SEN if they have significantly greater difficulty in learning than the majority of their peers, or they have a disability that prevents them from making use of the educational facilities generally provided for students of their age.
- Students with SEN do not form a fixed group and that the SEN of individual students may vary over time.
- Individual needs are best addressed by thinking about how we present the curriculum.
- Differences between students recognise that the school should employ a range of flexible responses to accommodate their diversity and to meet the many and various needs they present.
- It is important to recognise the potential of factors within the school environment to prevent or exacerbate problems
- It is essential to maintaining an inclusive culture that does not discriminate against any student, regardless of disability or special educational need.

- All reasonable steps must be taken to ensure that the inclusion of a student with learning difficulties is not incompatible with the efficient education of other students.
- It is our objective to seek and take into account the views of the students during the process of identification and assessment of SEN, when designing individual educational plans and when drawing up individual programmes to address SEN.
- It is important to maintain genuine communication and partnership between school/parents/external bodies. We respect the validity of differing perspectives and we acknowledge the importance of parental knowledge and expertise in relation to their own child.
- Students with SEN may include a cohort of students described as Gifted and Talented.

PRINCIPLES

Our SEN policy is founded on the following principles:

- Worth:** All students are of equal worth regardless of their ability, gender, race or background.
- Inclusion:** Children have an entitlement to be educated alongside their peers in their local community.
- Opportunity:** All students should have equal access to the resources and opportunities available in the school.
- Entitlement:** All students should be offered high quality, well-planned and well-organised teaching that offers them access to a broad, balanced and relevant education. Every teacher is responsible for teaching each child within his/her class. All students should follow the school curriculum wherever possible, with tasks and resources differentiated to match their individual ability. All students should be given opportunities to have their achievements accredited.
- Growth:** The education we provide should contribute to the individual's emotional, physical, intellectual and spiritual growth so that students can develop and test their personal values and attitudes (See Learner Profile).
- Progress:** Where current rates of progress are inadequate, we should intervene to ensure that SEN are swiftly identified and assessed. We should adopt a graduated response to meeting individual SEN. Work for students should be selected and planned to ensure that their skills and understanding progress at an appropriate pace.
- Continuity:** There should be continuity of learning for each individual. When students move on to new courses or change teachers, details of their previous work and development should inform the planning of their future programmes.
- Participation:** Students should be given opportunities to develop their understanding of their own learning processes and be encouraged to develop problem-solving skills and explore ways to express themselves. They should be able to express their views and wishes about their individual educational needs. 'The views of the child should be given due weight according to the age, maturity and capability of the child.'

Evaluation: Students' SEN and the action taken to address these needs and the outcomes of any interventions should be recorded. This information should be shared with the child's teachers and with his / her parents. Students' progress should be monitored carefully and evaluated regularly. The evaluation process should be used to inform planning for individual students.

OBJECTIVES

The English International School aims to develop the full positive potential of every individual student in its care and it recognises that this means the full development of the different parts of individuals' lives (see Learner Profile). It is the duty of the school to provide opportunities, through its mainstream academic and pastoral organisation, that ensure that the skills and understanding of all students may progress at an appropriate pace, and we are committed to raising the achievement of all our students. To this end, we have drawn up the following objectives that relate specifically to SEN:

- To work within our own setting and with other professionals to ensure that SEN are identified early and assessed carefully.
- To provide opportunities for all students to take an active role in their own learning.
- To encourage an active partnership with parents in their children's learning.
- To offer every student the special educational provision she/he requires, so that the continuum of need in the school is matched by a continuum of provision.
- To provide continuity of learning for every student and to use regular evaluation of student progress to inform future planning.
- To co-ordinate support for students with SEN across the EISB and to undertake regular monitoring and review of our allocation of resources, the provision made for individual students and the progress of students with identified SEN.

School action

All EISB teachers have responsibility to teach all students within their classes. At the start of each academic year, every member of the teaching staff is given detailed information about students with identified SEN. This information includes a description of the student's areas of weakness and relative strengths, general objectives, useful strategies and proposed provision.

UNDERACHIEVING STUDENTS

EISB has put in place the following measures to support struggling learners:

- Students in MYP 1 – 3 who are not proficient in the language of instruction (English or Slovak) are scheduled for additional English instruction incorporated in their timetable. (See EISB language policy)
- Students who are below grade-level and/or are in danger of failing a subject are placed under Academic Monitoring and Personalized Education Plans are developed (PEPs).

- Subject Teachers offer regular tutoring sessions.
- EISB offers a Homework Club led by teachers during lunch time and after school.

STUDENTS ABSENT FROM SCHOOL ON MEDICAL GROUNDS for longer periods

We recognise that all students should have access to as much education as their medical condition allows. The students take advantage of the communication with the teachers via ManageBac and they have access to the tasks and the calendar. (See EISB Deadline policy)

For the absences that last longer than 15 days reintegration into school will be prepared for thoroughly. Extension of the deadlines for summative assessment tasks and additional support is provided by the respective teachers.

SEN STUDENTS

Identification

If the student has an educational assessment/record upon arrival at EISB indicating the need for a specific type of support, then they will immediately be placed on the SEN support register. It is the responsibility of the parent/guardian to make this information available to the school. The decision about the type of support needed will be decided following the recommendations of the parent/guardian, class tutor and the school psychologist.

Students identified within the school as needing extra support are referred to the LS department for testing. Teachers and parent/guardian make these academic referrals based on the premise that the student is making lower than expected progress. This identification can be made based on the evidence of tracking, through classwork, school tests and examinations as well as observations of concerning behaviours (as long as this has an educational impact).

Following Identification

Parents will be made aware of teacher's concerns through parents meetings and the reporting system. Following testing the LS teacher will meet with parents to feedback relevant testing results.

The Individual Education Plans for SEN students

An I.E.P are set at three different levels:

Level 1. Monitoring

On the basis of the information available, the teacher or tutor consults the Programme Coordinators and the Head of Primary/Secondary and decides whether to continue the student's current educational arrangements, or special help is required. Targets are then decided.

Level 2.

At level 2 the school psychologist takes the lead in assessing the student's learning difficulty, and planning, monitoring and reviewing the special educational provision, working with the class teachers and ensuring that the student's parents are consulted.

Level 3.

On the basis of all the available evidence and after reviewing the results of any strategies and targets that have been put in place it is clear that additional support is required in order to provide for the child's educational needs. The Head of School is informed and the assistance of external bodies are employed. On the basis of their advice and with the consent of the student's parents, new targets are set and more appropriate strategies are employed.

Roles & Responsibilities of the school regarding the SEN students

After the identification of the SEN the school action will be in alignment with the guidelines as described in "Candidates with special assessment needs, 2009".

Responsibilities of the School

- The school will make sure the programme is in compliance with local laws regarding students with special educational needs.
- The school will provide guidance to students with special education needs to help them make informed decisions concerning application to our program.
- The school will raise staff awareness of the needs of our exceptional students.
- The school will provide resources for the implementation and continuation of the Special Education Needs Policy.
- School psychologist will provide the teachers with the individual teaching plan.
- The school will facilitate the provision of appropriate accommodations.
- The school will set up a SEN committee to guarantee a SEN policy is regularly checked and updated

Responsibilities of the Programme Coordinator (MYP and DP)

- The Programme Coordinators will request the accommodations of the SEN (assessment type and/or special circumstances) from the IBO.
- The Programme Coordinators will work collaboratively with faculty to support students with special education needs.
- The Programme Coordinators will provide examination accommodations as needed and approved by the IB.
- The Programme Coordinators will maintain discretion and confidence in providing special education needs services.

Responsibilities of the Faculty

- The teachers will comply with all local laws regarding special education needs.
- The teachers will participate in all required training when available.
- The teachers will identify struggling learners and refer them to the school psychologist or IB programmes' coordinators as needed.
- The teachers will maintain accurate records of students' progress.
- The teachers with the assistance of the SEN coordinator and the school psychologist will become familiar with the special needs of the exception student.

- The teachers will maintain discretion and confidentiality in providing special education needs services.

Responsibilities of the Parent

- Parents will play an active role in their child's education.
- Parents will have knowledge of their child's entitlement within the school policy.
- Parents will communicate to the school all information and documentation regarding their child's special education needs.
- Parents will communicate with the school regarding any changes in their child's special education needs.
- Parents will provide documentation needed for IBO.

Responsibilities of the Student

- Students will be proactive in asking for assistance from the school administrators, faculty, and staff.
- Students will be an active participant in classes and meetings.
- Students will follow all EISB policies and procedures.

Special arrangements to accommodate DP students/candidates

Special arrangements are intended to reduce the adverse effects of a student's special needs.

EISB will:

- ensure that the special arrangements requested for a candidate will not give that candidate an advantage in any assessment component.
- consider whether the Diploma Programme can be taught and assessed. A student's choice of subjects will be analyzed and discussed.
- If a candidate's lack of proficiency in his or her response language(s) (English) arises from a diagnosed need, EISB will submit the request for the special arrangements on behalf of the candidate.
- DP coordinator will collect all necessary evidence needed for submission of the application for the special arrangement in DP1 year.
- DP coordinator will provide information on both the candidate's usual method of working in the classroom and under assessment conditions.
- After the approval of the special arrangement, DPC will ensure a student is familiar with those arrangements.
- For subjects in groups 3 to 6, all candidates will be allowed to use a translating dictionary in the written tests during their 2-year DP course and in the final examinations. The dictionaries will be checked by a subject teacher, DPC and the invigilator.
- If a Diploma Programme candidate has difficulties meeting the requirements for creativity, action, service (CAS), the IB regional office will be immediately informed and consulted.
- EISB will not inform an examiner of a candidate's condition or adverse circumstance.
- In the case of internally assessed work, teachers will not make any adjustments when marking a candidate's work

- All authorized equipment will be adapted and checked prior the final exam to guarantee their proper functioning (e.g. laptop, software, word processor)

SEN Committee:

Head of School

school psychologist

Primary Head

Secondary Head /MYP Coordinator

DP Coordinator

parent

Appendix

SEN Terminology

Accommodation - A generic term comprising all forms of arrangement, compensation or conditions that may be allowed for a candidate.

Adverse circumstances - Circumstances beyond the control of the candidate(s) that might be detrimental to the performance of the candidate(s) in one or more assessment component (for example, bereavement, natural disasters). “Adverse circumstances” do not include medical conditions or disability.

Assessment component - Each subject and level for the IB Diploma Program are divided into assessment components, for example, paper 1, paper 2 and internal assessment.

Exceptional circumstances - Circumstances that are not commonly within the experience of other candidates with special assessment needs. The IB reserves the right to determine which circumstances qualify as “exceptional” and therefore justify a particular special arrangement.

Invigilator - A person, or persons, responsible for supervising an examination; also referred to as a “supervisor”. The invigilator of an IB examination may or may not be the coordinator.

Special arrangements - Changed or additional conditions during the assessment process for a candidate with special educational needs. These enable the candidates to demonstrate their level of attainment more fairly and are not intended to compensate for any lack of ability.

References:

MYP: Principles into practice, September 2014

General regulations: Diploma Programme

Candidates with special assessment needs, IBO, 2011.

Meeting student learning diversity in the classroom, IBO, 2013.

Learning diversity in the International Baccalaureate programmes, IBO, 2010.

Slovak Ministry of Education - Internal Documents:

- Pedagogicko-organizačné pokyny na školský rok 2015/16, Bratislava 2015

