

# EISB SEN/Inclusion Policy

Updated 2022

## The IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment. These 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.

## The EISB mission statement

EISB is an English-speaking, innovative international school which delivers a very high- quality, university-preparatory education to a diverse, international group of students in an empowering environment of creativity and discovery, which inspires a passion for learning, fosters a sense of wonder and curiosity, and teaches responsible global citizenship.

## Philosophy

The EISB recognises that students come from a variety of cultures and backgrounds, and have a range of academic, physical and other needs. Our aim is to build an integrated program, staffed by a qualified SEN teacher, that would accommodate a variety of learning needs.

EISB aims to work with all students in ways that support their individual learning goals. For those students who have been identified as having special educational needs (SEN), defined as those who cannot develop independently with the curriculum, we seek out the best options to support their development. Examples of these special needs include, but are not limited to:

- specific learning disabilities (such as dyslexia and dyscalculia)
- language and communication deficiencies (not EAL-related)
- emotional and behavioural 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 mean 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 maintain 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 the school, parents, and 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.

## Objectives

EISB 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 IB 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 provide continuity of learning for every student and to use regular evaluation of student progress to inform future planning.
- To coordinate 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.

## Short term issues

There are many circumstances under which students may need short-term accommodations. Teachers work together to create useful accommodations for those students.

## Underachieving students

EISB offers the following measures to support struggling learners:

- Students whose language difficulties are determined to be caused by a lack of English are referred to the EAL department. (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 Personalised Education Plans may be developed (PEPs).
- Subject teachers offer tutoring sessions on request.

### **Students with long absences due to medical issues**

We recognise that all students should have access to as much education as their medical condition allows. Students can take advantage of many online platforms to communicate with their teachers: ManageBac, Edupage, email, Google docs, etc. Families can also arrange for the student to join the class via Zoom. Teachers can offer extension of deadlines for summative assessment tasks and additional support as needed.

### **Students with long-term SEN Needs**

If the student has an educational assessment/record, including the Slovak “yellow paper,” indicating the need for a specific type of support, they will be placed on the SEN support register.

Teachers and/or guardians may also refer a student to the SEN teacher for testing. If a student is not making appropriate progress, as evidenced through classwork, assessments, and observations, the SEN teacher may be contacted. This can also be the case behaviour issues that have an educational impact. After the student is tested, the parent/guardian, relevant teacher(s), the student, and the SEN specialist and/or psychologist will meet to discuss appropriate accommodations and support. The SEN teacher will then inform the teaching staff of the outcome of the meeting. Moving forward, all the involved parties have their own roles and responsibilities.

### **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 SEN Inclusion Policy.
- The school psychologist or SEN teacher will work with class/subject teachers to develop and implement the IEP.
- The school will facilitate the provision of appropriate accommodations.

### **Responsibilities of the Programme Coordinators**

- The Programme Coordinators will request and provide the appropriate SEN accommodations from the IBO.
- The Programme Coordinators will work collaboratively with faculty to support students with special education needs.
- The Programme Coordinators will maintain discretion and confidence in providing special education services.

### **Responsibilities of the Faculty**

- Teachers will comply with all local laws regarding special education needs.
- Teachers will participate in all required training.
- Teachers will identify struggling learners and refer them to the SEN teacher, school psychologist or IB programme coordinators as needed.
- Teachers will maintain accurate records of students’ progress.
- Teachers, with the assistance of the SEN teacher and the school psychologist, will become familiar with each student’s special needs.
- Teachers will maintain discretion and confidentiality in providing special education

services.

### Responsibilities of the Parents/Guardians

- 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 or any need for reassessment.
- 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 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 active participants 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. These arrangements, handled mostly by the DP Coordinator, include the following:

- ensuring that the special arrangements requested for a candidate will not give that candidate an advantage in any assessment component.
- considering whether the Diploma Programme can be taught and assessed. A student's choice of subjects will be analyzed and discussed.
- requesting special arrangements on behalf of a candidate whose lack of proficiency in the response language (English) arises from a diagnosed need.
- collecting all necessary evidence needed for submission of the application for the special arrangement in DP1 year.
- providing information on both the candidate's method of working in the classroom and under assessment conditions.
- ensuring a student is familiar with the special arrangements once they are approved.
- for subjects in groups 3 to 6, allowing the use of a translation dictionary in all written assessments during the course and in the final examinations. (Dictionaries will be checked by a subject teacher, DPC and the invigilator.)
- immediately consulting with the appropriate IB office if a Diploma Programme candidate has difficulties meeting the requirements for creativity, action, service (CAS).
- not informing an examiner of a candidate's condition or adverse circumstance.
- not making any adjustments when marking a candidate's internally assessed work.
- ensuring that all authorized equipment (laptops, software, etc.) is adapted and checked prior to the final exam, to guarantee their proper functioning.

### SEN Committee:

The SEN Committee consists of the Directors of Education, the IB Coordinators, the SEN specialist(s) (teacher and/or psychologist), and parents (as needed).

### 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 Programme is 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*

PYP: From Principles into Practice, October 2021