



SOKRATES INTERNATIONAL HIGH SCHOOL

SPECIAL EDUCATIONAL NEEDS (SEN) POLICY

I. Statement of Purpose

Sokrates International High School main mission is to build an inclusive culture of learning that inspires and challenges every individual to develop to their full potential, be active and responsible participants in our global society. At our school, each student is respected with his or her individual talents and needs and is an active member of the school community.

Our school has set itself the goal of making education accessible to a wide range of students. We show equal respect to everyone. Our school appreciates the differences and diversity of members of the school community. We respect different opinions, cultures and traditions, and show empathy and compassion. We believe that diversity is an essential part of enriching our daily school life

The school's SEN Policy has been developed to ensure that all students have equal educational opportunities regardless of individual mental and physical abilities.

II. Definition Special Educational Needs

Students with special educational needs are those who need various forms of support according to their individual needs and abilities to achieve educational success.

Special Educational Needs apply to:

- **students with difficulties**
- **students who are gifted and talented with an intellectual potential above average.**

The student may require permanent or temporary assistance due to special educational needs.

According to the policy of the International Baccalaureate (IB) for Diploma Programme the school has to pay particular attention to the Candidates who require inclusive assessment arrangements. They may have learning support requirements due to one or more of the following:

- Autism spectrum/Asperger's syndrome
- Learning disabilities
- Medical conditions
- Mental health issues
- Multiple disabilities
- Physical and/or sensory challenges
- Social, emotional and behavioural difficulties
- Specific learning difficulties
- Speech and/or communication difficulties

III. Arrangements for Special Educational Needs

Arrangements not requiring authorization are detailed in the IB Diploma Program Candidates with assessment access requirements mentioned in the references.

Ongoing assistance in meeting special educational needs is one of the most important responsibilities of the school. In our school, we make sure that:

- in the everyday functioning of students with special educational needs at school, the school provides the assistance of a psychologist, educator and tutor. Depending on the needs, the school provides additional educational activities to compensate for educational deficiencies
- students requiring emotional support receive psychological consultations and therapeutic support
- students with communication difficulties, including foreign students, can count on the help of an assistant of international students. For many of our students, the language of instruction is not their mother tongue. We pay special attention to support students in coping with the requirements for

fluency in speaking and writing. During educational activities, our teachers contribute to language acquisition in accordance with the principles of the school's Language Policy

- gifted and talented students can pursue individual programs, decide to take additional courses, take part in additional activities developing their interests and use the help of a personal mentor&tutor. We enable our talented students to participate in various competitions and support the recruitment process for universities.

- all students are supported by a career counsellor to help them choose their further educational path

- the school building is adapted to the needs of students with physical disabilities. Adequate infrastructure, including lifts and ramps, makes our school wheelchair accessible.

We try to organize learning at our school in such a way that each student, regardless of their needs and abilities, can develop their potential to the maximum and achieve individual success.

Assessment arrangements requiring authorization of IB

Further assessment regulations especially related to the IB examinations require authorization of the IB.

When the school has candidates with assessment access requirements, IB requests for inclusive assessment arrangements and the whole process must be submitted with two documents:

First document: a psychological/psycho-educational/medical report from a medical, health, psychological or educational professionals with appropriate qualifications and/or professional licenses in their country of residence. 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.
- 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

Second document: Educational evidence from the school:

- 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
- brief summary about the arrangements provided to the candidate in order to access learning and assessment
- can 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)

The inclusive assessment arrangements listed below require authorization from the IB Assessment centre.

- Access to modified papers
- Access to additional time
- Access to writing
- Access to reading
- Access to speech and communication
- Access to calculators and practical assistance
- Access to extensions and exemptions

IV. Responsibility for Special Educational Needs Policy

Responsibilities of the Parents/Legal Guardians

- inform the school about special educational needs before entering IB DP
- provide the psychological/psycho-educational/medical reports (if necessary translated into English)
- communicate to the school all information about their child's special education needs
- communicate to the school all changes in their child's special education needs
- if special educational needs appear during the school year parents/legal guardians should inform the school's counsellor (pedagogue/psychologist) and the DP coordinator and provide documents/reports.

Responsibilities of the Students

- meet their tutors, the SEN counsellor and IB DP Coordinator for consultations
- discuss the choice of subjects and exams with the IB DP coordinator and/or SEN counsellor
- inform about new difficulties or progress
- explain their needs, give ideas for the support they need
- inform about the efficiency of taken measures.

Responsibilities of the SEN counsellor (psychologist/pedagogue)

- help to identify special educational needs
- organize together with IB DP coordinator, teachers, the student and parents/legal guardians special arrangement that will help the student to fulfil all DP requirements.
- counsels regularly SEN students
- find individualized solutions for each student.
- collaborate with the parents and teachers of students
- inform teachers about students with special needs
- inform the DP coordinator about arrangements for assessment which require the authorization by IB.
- keep records of all information and meetings regarding SEN
- maintain discretion in providing special education needs

Responsibilities of the IB DP Coordinator

- contact with IB Organization and prepares documentations for the IBO regarding special educational needs
- work collaboratively with SEN counsellor, teachers to support students with special educational needs
- provide examination arrangements and getting authorization by IB for assessment arrangements being beyond consideration of the school
- take responsibility for putting all necessary arrangements for assessment (authorized by IB or not requiring authorization of IB) into place
- ensure that all stakeholders know the content of this policy
- ensure that all staff members are trained to meet the requirements of SEN
- maintains discretion in providing special education needs

Responsibilities of the Teachers

- support the IB DP Coordinator and SPE advisor in finding solutions for special educational needs
- attend all required training, when available, and develops teaching and learning knowledge and skills to meet special educational meetings
- identify students with SEN in the classroom and provides information to the SEN counselor and IB DP coordinator
- implement appropriate solutions and recommendations for special educational needs; collect information and prove the effectiveness of the actions taken
- maintain discretion in providing special education needs

VI. Policy Revision

The SEN Policy will be evaluated and updated every two years, which will allow procedures to be improved and adapted to the needs of the school and all members of the school community.

The evaluation will be carried out by the school policy evaluation team, which includes teachers of various subjects, the school head or the deputy head teacher. All changes will be made available for viewing by students, teachers and parents on an ongoing basis via the school's educational platform and the school website.

References

International Baccalaureate Organization "Candidates with assessment access requirements." 2016. PDF file.

International Baccalaureate Organization "Handbook of procedures for the Diploma Programme" 2016. PDF file.

International Baccalaureate Organization "Learning diversity and inclusion in IB programmes" 2016. PDF file.

SEN Policy links to Admission School Policy and Language Policy and procedural documents.

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The policy should be reviewed by the end of August, 2023

