

# **School 'President'**

## **Special Educational Needs Policy**

*(updated April, 2018)*

School 'President' aims to create the best educational environment and beneficial learning experience for every single student. Providing the possibility for all students to reach their potential by addressing their individual needs is our primary concern. To guarantee this as well as efficient socializing for students with special educational needs, the Special Educational Needs Policy (SENP) has been developed and maintained under the supervision of the Support Team (ST) which includes Speech therapists as well as the Medical and Psychological staff. The Head of the ST is the Head of School Psychological Centre.

There are no students with serious disabilities in School 'President' since there is a well established system of special correction schools for such students in Russia. Therefore, SENP addresses the students with difficulties or delays in development, students with minor disabilities, dyslexia as well as highly talented students. According to the results of the entrance tests and Support Team's verdict, those students who have any special educational needs are provided with a personalized programme tailored to their individual characteristics. In case some educational problems arise while studying at School, the students are provided with an appropriate guidance which can result in an individual tuition if necessary.

ST supervises the development of an individual programme for the student and coordinates the activities of parents, teachers, tutors and other specialists to pursue its accomplishment. Meanwhile all special educational needs students can participate in any school extracurricular activity. Every student's personal and educational data are treated as confidential.

School teachers should be aware of SENP principles and practice in the School 'President', factors that affect a student's learning, how to differentiate and match teaching approaches to the student's needs and abilities, methods and technologies that facilitate learning.

### **Procedures for students with difficulties or delays in development and for students with minor disabilities**

This category includes students who, due to the certain defects in their intellectual, social, physical, and/or psychological development, require special educational approaches, means and/or programmes to provide a special environment for their versatile development and unlocking their potential. These students are unable to learn at the rate and level of those students of a similar age which calls for special educational provision/guidance. A student has a learning difficulty if he/she has:

- some learning disabilities;
- specific difficulties and language disabilities
- emotional and behavior difficulties
- physical or medical problems
- mental development problems.

In case there is any concern about any aspect of the student's development, a teacher or parent should inform the ST and/or the homeroom teacher of the class. According to the results of observation of the student in class/playground, psychological tests, student's achievements as well as parents' opinion, an individual educational programme is to be devised.

Individual educational programmes for students falling into this category are developed under the supervision of ST in accordance with these students' abilities and educational needs. The feedback of the students is also taken into consideration.

## **IB DP Inclusive Assessment**

If and when a SEN student is enrolled in IB DP and the necessity for special needs is identified, the Programme Coordinator communicates the information to ST members and parents. Once the customized individual programme is devised, the DP Coordinator communicates it to the teachers involved. Parents are advised to submit a medical evidence while teachers submit an educational evidence. For the student to get an access to the inclusive assessment arrangements approved by IBO, all necessary documents should be provided no later than October, 15<sup>th</sup> (second year) to leave one month for the completion of the application.

**The Individual Programme** is a program of activities, which helps the student to reveal their abilities in order to be successful. Key objectives of the individual programme are to discover personal interests, abilities and needs of a student as well as to determine the perspective of student's development.

Most of the students of this category usually study in the class alongside with other students, once special approach and support are provided. However, in certain cases significant change in their curriculum may be required. This may encompass personalized procedures for the student that combine individual tuition with studying in groups.

### **Procedures for highly talented students**

On the other end of the SENP are the needs of highly talented students who in many cases demand a special educational approach and environment to efficiently fulfill their potential. School 'President' sees as its priority the provision of high-end facilities and equipment as well as the most experienced teachers for the students falling into this category.

From the curriculum viewpoint, these students may expect a customized tuition that includes a range of extended programmes and additional classes for subjects on offer, teaching of extra subjects, dedicated preparation for subject contests and Olympiads.

As for extracurricular activities, these students can opt for a wide spectrum of school clubs related to various sports, arts and engineering.

Once a highly talented student faces psychological, emotional, social and/or speech problems, he/she is guaranteed an individual guidance programme developed by ST.

### **Assessment Practices**

Assessment policy and procedures should be adapted to the individual needs of the student and be rather flexible when applied to SEN students. It has to be diverse and appropriate to the learner. Students should be aware of the assessment criteria well in advance. The assessment criteria and results should be communicated explicitly to the parents and other teachers working with the student.