

Endeavor International School

Special Educational Needs Policy IB DP

Introduction

This document is designed to communicate to all of our stakeholders-parents, students, teachers and administrators- the expectations for creating and maintaining an educational environment for all IB students as required by IBO and supported by Endeavor International School. The document also establishes clear responsibilities of all stakeholders.

Philosophy and Goals

The administration, faculty, and staff at Endeavor International School acknowledge that:

- All students are unique and are capable of learning;
- Our students have different educational and learning needs, abilities, and goals;
- Students gain knowledge and skills at different rates and through different means;
- In accordance with the IBO principles, “the same standards of assessment are applied to all candidates, regardless of whether or not they have special needs” ...“The special arrangements requested for a candidate must not give that candidate an advantage in any assessment component.” (IBO, *Candidates with special assessment needs*).
- The faculty, the coordinator and the family will make the decision whether the Diploma Program is a good choice for the student after a probatory period of two months but before DP enrollment deadline.

The goals of the Special Education Policy are to:

- Adhere to national, state, and local laws regarding Exceptional Students Education;
- Ensure that the special assessment needs of our students are identified early, assessed, and addressed;
- Clarify the expectations of all stakeholders;
- Identify roles and responsibilities of stakeholders;
- Assist all students in accessing all elements of the school curriculum and assessment policy.

Identification

All students experiencing academic and/or behavior difficulties may not have a disability or require special education to meet their individual educational needs.

At Endeavor International School the Learning Support is an informal collaborative process between class teachers, Learning Specialist, IB Coordinator and parents, that is designed to help promote students’ success in the regular education classroom. Some of the benefits of this process are: reducing labeling, promoting strength-based approach, providing support to teachers, prevention over-referrals to special education.

School staff should consider a Learning Support referral for any student who is:

- Experiencing academic or behavioral problems
- At risk of not being promoted
- At risk of being referred for an evaluation
- Absent frequently
- Planning to drop-out
- Demonstrating negative changes in behavior after a life event

The Learning Support process carries out the following activities:

- Develop monitoring system
- Develop intervention plan
- Recommend school-based resources (Counseling, Reading Specialist, etc)
- Monitor students' progress and effectiveness of intervention
- Involve parents as participants
- Provide parents with clear information and feedback
- Provide feedback to administrators regarding school resources needs
- Refer the students for evaluation when necessary

Special Assessment Arrangements

Any student which has a diagnosed need and can provide a medical/psychological/psycho-educational documentation is eligible for special assessment arrangements with IBO to assist the candidate during their preparation of work for assessments and in their written examinations.

The medical/psychological/psycho-educational documentation may be written by medical, health, or psychological professionals with appropriate qualifications and/or professional licenses. All medical/psychological/psycho-educational must state specifically the nature of the learning support requirement, and the tests or techniques used to arrive at the identification.

The IB Coordinator automatically files a D1 form with IBO for any student with a medical/psychological/psycho-educational report that is enrolled in an IB course, in November of each year. The medical/psychological/psycho-educational report and at least one piece of educational evidence must be submitted with the online Request for inclusive assessment arrangements.

Once the IB Coordinator learns of the decision of the IB, the student, parent, and teachers involved will be informed. Special arrangements may include:

- Additional time
- Rest periods
- Word processor
- Scribe
- Readers
- Communicators
- Prompters

- Transcriptions

Endeavor International School encourages all students to come forward if they experience any adverse circumstances (temporary medical condition). The IB Coordinator will file a D2 form with the IBO as necessary.

Responsibilities

The school will:

- Ensure that the program and the staff are compliance with national laws, regarding students with special education needs,
- Raise staff awareness of the needs of students with learning differences,
- Provide guidance and resources for the implementation and continuation of the Special Educational Needs Policy

The IB Coordinator will:

- Work collaboratively with faculty to support students with learning differences
- Apply to the IB for students' accommodation in assessment type of circumstances
- Provide examination accommodations as needed and approved by the IB
- At enrollment, advise parents of the rigorous program requirements to ensure appropriate placement
- Maintain discretion and confidentiality about the students with learning differences

The faculty will:

- Comply with all national laws regarding special education needs
- Participate in training when it is available
- Identify struggling learners and refer the students to the Learning Specialist or the IB coordinator as required
- Maintain accurate records of students' progress.
- Maintain discretion and confidentiality about the students with learning differences

The parents will:

- Play an active roll in their child's education
- Communicate to the school all information and documentation regarding their child's learning differences
- Participate in all meeting concerning the evaluation and services provided by the school or external specialists
- Provide documentation needed for IBO assessment accommodation requests.

The students will:

- Participate in all discussions concerning their education
- Express their feelings, needs, and choices regarding their education
- Taking an active role in asking for information and using the methods recommended to them

This policy is reviewed every two years by the staff of Endeavor International School and made available to interested families.

Sources

Diploma Programme Assessment Procedures, IBO, 2017

Handbook of Procedures for the Diploma Programme, IBO, 2017

Candidates with Assessment Access Requirements, IBO, 2017

Learning Diversity and Inclusion in IB Programmes, IBO, 2016