

Mission

The Stonehill International School mission is to provide international education for children of the multicultural community in order to prepare them for life in the 21st century.

Vision

Our vision is, to be a regional centre for educational excellence and IB best practice.

Purpose

The purpose of this policy is to inform the Stonehill International School community about the processes and practices by which students with special educational needs (SEN) are admitted, identified, tested, and supported at Stonehill International School.

Specifically, this document informs about and fosters the following practices:

- Identification, testing and admission of students with SEN at Stonehill;
- Maximum inclusion of students with SEN in the mainstream classrooms, with provision of additional support as applicable and available;
- Giving all students equal access to the IB curriculum and supporting them in achieving their individual potential in order to meet the learning objectives;
- Collaborative planning and teaching by mainstream teachers and SEN professionals in the best interest of student learning;
- In class support of students with SEN as needed in order to support their learning;
- Liaising with outside organizations, agencies and professionals for testing students with SEN.

Philosophy and Guiding Principles

Stonehill International School is an inclusive school which strives to meet the needs of all students. We acknowledge that each child is unique and has particular needs, interests, strengths and potential to realise. At Stonehill International School we strive to support our students to reach their potential by offering an education that takes into account their needs, passions, talents, strengths and areas for development.

The IB Programme Standards and Practices (see Appendix 1) requires schools to demonstrate their support for a diversity of learning. This process is actively supported by all stakeholders, including the Governing Council, the Head of School, Primary and Secondary Principals, IB Coordinators, Guidance Counsellors and the Learning Support Department, as well as all teachers, parents and students.

Definition of SEN

Students have special educational needs if they have a learning difficulty which calls for a special educational provision to be made for them.

Children have a learning difficulty if they:

- A. have a significantly greater difficulty in learning than the majority of children of the same age; or
- B. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- C. are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

(Department for Education and Skills 6).

Admission of Students with SEN

Students with special educational needs are enrolled in the Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP) in the event that their needs are able to be met, based on the resources and services available.

If a student is applying for admission to Stonehill International School and they have already been identified as having special educational needs, any results of prior testing and/ or existing Individual Education Plans (IEPs) need to be provided to the Admissions Office with the application. Applications will not be processed until all supporting documentation has been submitted and the school can make an informed decision as to whether or not it can meet the student's needs. If parents do not provide documentation in regard to the student's SEN and it later transpires that the student had been diagnosed with a condition that would require SEN support, the school will re-assess whether or not the student's needs can be met.

Identification and Assessment of SEN for Enrolled Students

Stonehill International School has a [referral process](#) in place for potential students with SEN. This process is periodically reviewed and communicated to all stakeholders.

Roles and Responsibilities of Stakeholders

Governing Council:

- Monitor the effectiveness and the annual review of the SEN policy and procedures.

Principal:

- Monitor SEN provision in the school.
- Inform the Head of School of SEN provision.

Admissions Team:

- The admissions officer will liaise with the Learning Support Coordinator, either the Primary or Secondary Principal, and the relevant programme coordinators, regarding any applications for students identified with SEN.

Learning Support Coordinator:

- Oversee the day-to-day operation of the school's SEN policy.
- Coordinate the provision for students with special educational needs.
- Liaise with and advise teachers and teaching assistants.
- Coordinate and manage the learning support staff to ensure the needs of the students are being met.
- Liaise with parents of students with special educational needs.
- Maintain the SEN register and oversee the records of students with special educational needs.
- Support the professional development of staff by providing continuing professional development sessions on aspects of special needs.
- Liaise with external agencies and organisations for advice and support to provide quality provision for students with special educational needs.
- Coordinate and oversee the development and implementation of Individual Education Plans (IEPs) and Individual Support Plans (ISPs), as applicable.
- Organise and implement a formal review process for IEPs and ISPs.
- Liaise with other schools and share appropriate data to ensure effective transition for students with special educational needs.
- Liaise with the Admission Team regarding applications for students identified with SEN.

Learning Support Teacher:

- Acts as the Case Manager for each of their SEN students
- Maintains records of SEN students
- Develops and implement goals of the SEN students' IEP/ISP
- Liaises with class/specialist teacher regarding the implementation of recommended strategies/accommodations for SEN students.
- Provides direct instruction to students either on a one-to-one basis or within the classroom, based on the goals of their IEP/ISP.
- Organizes and attend IEP/ISP review meetings.
- Liaises with parents of students with special educational needs.

Psychologist:

- Conducts psychological and academic assessments: administers the latest internationally standardised psycho-educational assessments. Writes comprehensive reports that are shared with the students, teachers and parents. Based on the tests; interventions and accommodations are recommended to support the student's learning needs.
- Provides individual student counselling and psychotherapy.
- Provides parent support and family therapy: helps parents and families understand their child's learning and mental health needs.
- Promotes and creates awareness around mental health and learning issues.
- Strengthens family-school partnerships.
- Participates as a member of the counselling team: assesses counselling and testing referrals to determine the plan forward. Refers cases to professionals off campus when resources on campus cannot address the needs of the referral.
- Participates as a member of the child protection team.

Counsellors:

- Develop, deliver and review a comprehensive School Counselling Program.
- Discuss all referrals within the counselling team and report to the Primary and Secondary Principals.
- Implement developmentally appropriate and prevention orientation group activities to meet student needs and school goals.
- Consult and collaborate effectively with parents/guardians, teachers, administrators and other educational/community resources regarding students with identified concerns and needs.
- Play the role of the Designated Child Protection Officer within the school.

- Report any cases/suspected cases of abuse or neglect to the School Administration.

Speech Language Pathologist:

- Assesses Student's communication skills (e.g. articulation, fluency, voice, receptive and expressive language etc) for the purpose of identifying communication disorders, determining programme eligibility and developing recommendations for treatment.
- Develops treatment plans/interventions and provides speech and/or language therapy for the purpose of minimizing the adverse impact of communication (speech and language) disorders on students success.
- Collaborates with a variety of groups and/or individuals (parents, head of learning support, teachers, physicians, administration, team members, other professionals etc) for the purpose of communicating information, resolving issues and providing services.
- Coordinates meetings and processes for eligible students (e.g. testing/screening, IEPs, parent conferences etc) for the purpose of presenting evaluation results and developing treatment plans.
- Provides in-class support to help integrate children with communication disorders and other needs into the mainstream classroom.
- Participates in meetings, workshops and seminars (training, IEPs, team meeting etc) for the purpose of conveying and/or gathering information.
- Maintains files and/or records (e.g. progress reports, activity log, billing, treatment plans, screening results etc) for the purpose of ensuring the availability of information as required.

(Williamson County School District).

Class/Subject Teacher:

- Identify students who potentially have SEN.
- Inform the Learning Support department of any student concerns via the Learning Support referral process.
- Implement recommended accommodations/strategies in the class for students with SEN.
- Attend IEP/ISP review meetings.
- Plan collaborative meetings with the assigned Learning Support Teacher(s).

Parents/ Guardians/ Boarding House Parents:

- Submit details of any SEN, including IEPs, with child's admission application to the Admission Team.

- Attend IEP review meetings held by the student(s)' Case Manager.
- Liaise with Learning Support staff on a regular basis.
- Support their children with SEN and actively encourage them to achieve to the best of their potential.

Students:

- Refer self to the Learning Support department.
- Participate in the development of goals for their IEP/ISP.
- Demonstrate commitment and personal responsibility towards achieving their goals.

Students with SEN and IB External Assessments

SEN and IB MYP External Assessments

It is the responsibility of the IB Middle Years Coordinator to apply for inclusive assessment arrangements for students with SEN for the IB MYP final examinations. This involves liaising with the Learning Support Coordinator, Case Manager and Parents to ensure that all the required documentation is collected and made available during M5, the last year of the MYP. Applications should be made well ahead of the final IB deadline, as published in the IB Candidates with Assessment Access Requirements.

SEN and IB DP External Assessments

It is the responsibility of the IB Diploma Coordinator to apply for inclusive assessment arrangements for students with SEN for the IB DP final examinations. This involves liaising with the Learning Support Coordinator, Case Manager and Parents to ensure that all the required documentation is collected and made available during D1, the first year of the Diploma. Applications should be made well ahead of the final IB deadline of November 15th of the second year of the Diploma Programme.

Policy Review

Date approved: ELT (15/4/2015)

Date to be reviewed: School administration should have overall responsibility for the monitoring of the effectiveness of the SEN policy. The Special Educational Needs Policy will be formally reviewed every two years.

Appendix 1

The following IB Programme Standards and Practices have inspired the creation of this policy:

- A9 The school supports access for students to the IB programme(s) and philosophy.
- B1:5 The school develops and implements policies and procedures that support the programme(s).
- B2:8 The school provides support for its students with learning and/or special educational needs and support for their teachers.
- C1:6 Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.
- C3:10 Teaching and learning differentiates instruction to meet students' learning needs and styles.

(International Baccalaureate Organization “Primary Years Programme, Middle Years Programme, Diploma Programme and IB Career-related Certificate: Programme Standards and Practices”)

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