



مدرسة كامبردج

Cambridge High School



Special Educational Needs Policy at Cambridge High School

Q. What is the school's philosophy and principles?

A. Cambridge High School embraces students' diversity and versatility of their learning needs. The school believes that every student has the right to be educated in the context that suits his / her learning needs and differences – Education is for all.. CHS strives to promote the development of its students as long-life learners, who approach learning rigorously, with an open mind, principles and care to others. It is a core belief of the school that all students should be given a fair chance to show their individual capabilities, despite their variability. Hence, special considerations and arrangements, equity of access to curricula and resources are supported by the school to make learning of all students a beautiful journey that is worth travelling. This occurs under guidance and supervision by a special educational needs (SEN) department in the school.

Q. What can identify students with learning support requirements?

A. Students with learning support requirements, as defined by the IB, may¹:

- display difficulties or live with conditions that are a barrier to learning and therefore need particular teaching strategies for classroom management and effective education
- display a higher than average aptitude in one or more subjects that requires adaptation and extension of the curriculum.

Students with learning support requirements, as defined by the IB, may²:

- have the aptitude to meet all curriculum and assessment requirements but require support to reach their full potential in learning and assessment
- require support to access teaching and learning including planned strategies to access curricular instruction and inclusive assessment arrangements to access assessment.

Q. How can parents communicate with the school to report a student's learning support requirement?

A. Reporting a physical problem:

- SEN department requests an external report from the supervising doctor with the details of the case. The report should not be more than two years old.
- The school doctor / nurse are informed to assess the case.
- Assessment is reported to the school principal and the SEN department.
- A plan is made by the school principal, SEN department, clinic personnel to aid student's learning.
- Plan is informed to parents and school staff for acknowledgement.

^{1,2}MYP: From principles into practice (2014), "Learning diversity and inclusion"

Reporting an emotional or psychological problem:

- SEN department requests an external report from the supervising doctor / psychologist with the details of the case. The report should not be more than two years old. If a report is not available, then special testing centres would be advised by the SEN department to assess student's status.
- SEN department views the report and assesses the student's status.
- The school principal is informed about the assessment.
- A plan is made by the school principal and SEN department to aid student's learning.
- Plan is informed to parents and school staff for acknowledgement.

Q. How can teachers report student learning support requirements to the SEN department?

- A referral form is completed by the teacher as follows:

• Choose one or more of the following reasons for referral:

<input type="checkbox"/>	Attendance Concerns	<input type="checkbox"/>	Poor peer relations
<input type="checkbox"/>	Behavioral Concerns	<input type="checkbox"/>	Sudden change in mood, attitude or behavior.
<input type="checkbox"/>	Careless with regards to homework, deadlines, etc.	<input type="checkbox"/>	Academic Concerns
<input type="checkbox"/>	Extremely withdrawn	<input type="checkbox"/>	Physical Problems (Speech, sight, hearing, etc.)
<input type="checkbox"/>	Family changes (death, divorce, remarriage, moving, etc.)	<input type="checkbox"/>	Other

- Teachers are required to keep a log of all their observations and interventions for a 3 week period for each student of concern.
- If no improvement is observed within these 3 weeks, teachers and HODs must request a meeting with the head of the SEN department.
- Teachers should present concerns, information, samples of students' work and observations (in writing) to the head of SEN.
- Examples of educational evidence to be submitted may include:
 - a. Anecdotal observations from the school, such as records or correspondence from a class teacher, a learning support/inclusion coordinator or school counselor
 - b. An individualized educational plan (IEP).
 - c. Samples of the candidate's work (for example, showing unsuccessful work owing to lack of access or successful work owing to access given); the work submitted, which needs only be in one subject, must be work that has been written in English and / or Arabic language.
 - d. Evidence of correspondence or records from a previous school where the candidate was enrolled and whether the assessment arrangement was used.

Q. What is the role of the SEN department?

A. Over a 3-6 week period after being informed of concern, SEN department should:

- Review students' data provided by the teacher, as well as the nurse to rule out any medical problems.
- Define/prioritize concerns.
- Review intervention previously tried.
- Plan additional intervention strategies.
- Monitor results of intervention.
- Do ongoing planning to meet students' needs.
- If interventions are successful, teacher continues intervention strategies.
- If intervention is NOT successful, SEN dept. may refer student for formal assessment.
- Inform parents of assessment, plans ...etc.

Q. How does the IB vision about student learning support requirements help the school?

A. The IB believes in learning inclusively. Inclusive learning helps provide all students with equal chances to learn. It aims to include students as active learners within the school community. Differentiation of students' learning support requirement is essential starting from unit plans writing, following through to instructional and teaching strategies used and ending up with assessment. Modification of learning objectives and goals can be made to suite students' inclusion while using a variety of ATL skills.

MYP unit planners include a special section for differentiation where teachers can express their inclusion strategies of students with learning support requirements. This gives room for teachers to express how learning through inquiry can help promote students' learning despite their differences.

MYP assessment criteria use variety of strands that help versatile students learn and excel. All students are assessed using the same assessment criteria, but assignments and assessments can be modified to enhance learning support requirements. Reflection sections of unit planners allow teachers to reflect on their success in promoting student learning.

Collaboration between teachers plays an essential role during the planning process. It helps teachers share their expertise in addressing new differentiation techniques and activities.

The definition of inclusion made by the IB is: Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Inclusion is an organizational paradigm that involves change. It is a continual process of increasing learning and participation for all students. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment. It is an educational approach to which all schools should aspire. Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community³.

³ Learning diversity and inclusion in IB programmes.

Q. What can be done by the school to help student learning support?

A. After proper documentation of the case and decisions made by the school principal and SEN department, the student may be offered extra time on assessments, a reader/writer for assessments, rest periods during assessments, special seating arrangements inside the classroom, quiet place for no distractions, coloured paper and/or larger print of exams. Suggestions to the parents for approval are made.

Since all samples of work are internally assessed and standardized in primary grades and middle years, then the school will decide on a proper plan to help promote student learning.

In the IBDP, the following procedure is to be followed:

- Completing and signing a form by the SEN department that includes the following:
 - Category for inclusive assessment arrangements chosen (see attachment)
 - What inclusive arrangements are requested (see attachment)
 - Official physiological report and/or medical report
 - Report concerning inclusive arrangements already made within the school
 - Consent form from parents to apply for special arrangements
 - Evidence from teachers to support the special arrangement request in English (translated, if in Arabic)
- Completed form and evidence is handed to the IBDP office to perform special arrangements for IBDP students.
- With the above reports, we should be able to apply for each student in a timely and professional manner.
- It must be noted that all documents must be given to the IBDP office by **September 30th** of the grade 12 year.

Q. What cannot be done by the school to support student learning?

A. Arabic and English languages are both required to be studied and passed on a yearly basis. A student with a learning support requirement is not excused from upholding the academic honesty policy of the school and IBO. Students are under the same requirements for completion and advancement to the next grade as outlined by the Ministry of Education.



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Q. Are teachers trained in how to deal with SEN students?

A. Yearly, the SEN department head gives a workshop on possible cases that teachers should be diligent to detect inside the classroom. Workshops may also be given on what modifications could be done inside the classroom to support the student and teacher. New teachers are under a period of three months probation where they are paired with an experienced teacher to be trained on classroom management, teaching strategies and assessment techniques. The SEN department head should attend meetings related to students' achievement to understand their ongoing progress.

After the issue of yearly results, students with learning support requirements have their situations reviewed by the school principal and SEN department. If there is a lack of progress, parents will be contacted to meet with and discuss the action to be taken for the coming year.

* The following represents the attached List of Inclusive assessment arrangements that may be made for IBDP students and are approved by the IB:

- Modified papers
- Access to additional time
- Access to writing/writer
- Access to reading/reader
- Access to calculators and practical assistance
- Other: _____

Q. How is the SEN policy designed and revised?

A. This SEN policy was designed in 2005 by the school principal and the IBDP coordinator. Revision of the policy takes place regularly and periodically by the aforementioned parties and the MYP coordinator and assistant MYP coordinator, with reference to the IB standards and practices as listed below.

Standard A: Philosophy

9. The school supports access for students to the IB programme(s) and philosophy.
 - a. The school strongly encourages participation for all students.

Standard B1: Leadership and structure

5. The school develops and implements policies and procedures that support the programme(s).
 - b. The school has developed and implements an inclusion/special educational needs policy that is consistent with IB expectations and with the school's admissions policy.



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Standard B2: Resources and support

8. The school provides support for its students with learning and/or special educational needs and support for their teachers.

Standard C1: Collaborative planning

6. Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.

Standard C2: Written curriculum

10. The written curriculum integrates the policies developed by the school to support the programme(s).

Standard C3: Teaching and learning

10. Teaching and learning differentiates instruction to meet students' learning needs and styles.

Standard C4: Assessment

3. The school uses a range of strategies and tools to assess student learning.

Revision sessions were performed in the following dates:

April 2008

April 2013

June 2017

October 2017

February 2018

Resources used to develop this policy include:

MYP: From principles into practice (2014), "Learning diversity and inclusion"

"Learning diversity and inclusion in IB programmes."