

**BRITISH INTERNATIONAL  
SCHOOL of TIMISOARA**

## **THE IB DIPLOMA PROGRAMME**

*We Provide the Foundation on Which Our Children Can Flourish*

### **Preliminary Inclusion/Special Education Policy**

#### **Our Vision**

*We provide the Foundation on which our Children can Flourish  
Inspiring our students to Learn and Live with Purpose*

#### **Our Mission**

*Building a community of learners where students are given meaningful opportunities to  
learn, experience, grow, succeed and excel in all areas of their academic and personal  
development*

#### **Our Core Values**

*We Think, We Explore and We Learn  
We Listen, We Respect and We Care  
We Speak Up, We Participate and We Strive*

## **IB Mission Statement**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## **Introduction**

British International School of Timisoara is committed to meeting the needs of pupils with special educational needs and disabilities, as staff use their “best endeavours” (SEND Code of Practice 2015) to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All students are valued, given a sense of worth and helped to develop confidence in their abilities and strengths throughout the range of their school experience. Support is provided for any student who requires additional or different resources to enable them to best learn. At BIST we believe that all children with SEND (Special Educational Needs and Disabilities) must have their needs recognised and assessed with timely intervention put in place.

## **Purpose**

The purpose of this policy is to set out the framework and procedures in place at BIST to identify and support students with Special Educational Needs and Disabilities.

At BIST all staff have regard to general duties to promote learning equality as part of a whole school approach. Staff are committed to delivering an appropriate curriculum to provide suitable learning challenges and meet students diverse learning needs.

All students are valued, given a sense of worth and helped to develop confidence in their abilities and strengths throughout the range of their school experience.

One of the main purposes of this policy is to clearly state that at BIST all children with SEND:

- have the right to a broad and balanced curriculum, relevant and differentiated, which demonstrates progression and coherence;
- can learn and make progress, even if only in very small steps, and deserve to have their progress regularly assessed, recognised and celebrated;
- will be valued as full members of the school community;
- have the right (and their parents) to be involved in assessing progress and determining goals;

Finally, all teachers at BIST are also teachers of SEND. A positive and constructive partnership will exist between the pupil, parents and the school, supported by external agencies, if and when needed.

## **Aims**

The aims of the SEND policy are:

- To identify the students who require extra support in academic, pastoral or physical areas of development;
- To ensure that their needs are met wherever possible;
- To ensure that all learners make the best possible progress;
- To ensure that parents are informed of their child’s needs and provisions, and that they get involved in the process;
- To ensure that learners express their views and are fully involved in decisions which affect their education.

## **Definition**

The SEND Code of Practice (2015) states that pupils have a ‘learning difficulty’ if they:

- have a significantly greater difficulty in learning than most others of the same age;
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

The SEND Code of Practice (2015) provides an overview of the range of needs, which is divided into 4 broad areas. These areas are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

The purpose of identification is to work out what action the School needs to take to support students in mainstream education. It is not to fit students into specific categories.

The emphasis is on defining the child's Special Educational Needs and Disabilities and stating the most appropriate provision, wherever possible alongside children without such needs provided that:

- account is taken of parental wishes
- the child's needs are met
- that other children continue to receive an effective education
- resources are used efficiently

A child-centred approach is used reflecting each individual's abilities, needs and interests together with available parental help. Procedures are usually informal and flexible. There is close co-operation between the staff, and the special educational needs of the children are discussed with the SEND Coordinator. The strategies and modes of teaching adopted vary with the needs of the pupil.

### **Parents as Partners**

The concept of parents as partners is central to the inclusive education concept. Parents will be kept informed about their child's progress at school and any difficulties should be made known to parents at the earliest stage. They are welcomed into school regularly and asked if they wish to help at home with their children's homework and extra activities.

### **Equality of Educational Opportunity**

It is the stated policy of BIST that a child with Special Educational Needs has the same entitlement and consideration as every other child in the school.

The general principle governing the curriculum of the school is that every child shall be entitled to and shall take up a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of children at the school;
- prepares the children for the opportunities, responsibilities and experiences of secondary education and leading on into adult life.

### **Image Building**

Children with Special Educational Needs and Disabilities may also feel under psychological burdens caused by repeated previous failure, and their self-esteem is often at a lower level. Learning is inhibited in such circumstances, and it is a stated aim of the school to enhance the self-esteem of all children as part of their education. A positive attitude from staff towards these children helps to build their sense of worth.

The school seeks to meet the needs, specifically, of its children. It should provide a positive, caring environment in which the children are made to feel good about themselves. Establishing a good rapport with children, building their confidence, encouraging them to express individual ideas, examining established values leading to a greater understanding are at least as important as teaching the academic curriculum. The school is responsible not only for the physical safety and well-being of the children, but also for their psychological safety and well-being. This is vital for learning, for all children. When the child's own image of self is counter-productive, when the child regards themselves as a failure and feels that others do too, the child will be unhappy with himself and will not learn. Image building is thus a vital part of the school's work.

It must also be remembered that those whose work and behaviour is seen as 'less good' may be the ones in most need of support and reinforcement.

That being said, the more able students have many successes on which to build, and the school seeks to provide for the particular needs of these children as well. Regardless of their academic, pastoral or physical needs, the school strives to push each child uniquely, in the manner that best enhances their learning.

## **Procedure**

The school is committed to early identification of those students who require learning support. In accordance with the school Admission Policy, all students applying for the Primary School will be evaluated as part of the admission process based on the application folder containing information about their academic past and other relevant documents.

All Secondary School students will be evaluated on entry, in addition to the evaluation of the application folder, in English Language and Mathematics. This information will be used to decide if BIST is the best possible solution for the child. The Head of Secondary School will also share the evaluation information with teaching staff as required, as it may have an impact on teaching and learning.

Assuming admission has been granted, all new students are subject to a six-weeks probation period when they join our school. During this time and across the academic year, a range of evidence will be collected through academic assessment and monitoring. If all of the evidence suggests that the student is not making the expected progress, the class teacher/form tutor will consult with the SEND Coordinator, with the parents and the Head of Primary or Secondary. Following these consultations, it may be decided that a student needs provisions or actions that are in addition to or different from that generally available to all other students. A meeting with parents will be arranged to discuss the concerns and the action plan to provide support as needed. Following this meeting, a letter will be sent home outlining the support to be provided and all staff will be made aware of the situation to ensure they are providing the agreed support. The SEND Coordinator will monitor the support and student progress thereafter and regular meetings will be arranged to ensure all parties are informed as required.

### Start of the school year

- Start the process for identifying potential students with SEND
  - Use the information provided by parents and previous schools;
  - CAT4 baseline assessment for all students before the start of the school year;
  - Analysis of baseline assessment results (class teachers, SEND coordinator and relevant Head of School);
  - Teacher evaluation based on observation during class time;
  - SEND coordinator lessons observation of identified students;
- Hold meetings with teachers and SEND Coordinator to establish potential needs based on information collected;
- Hold meetings with parents to start the process of IEP (Individual Educational Plan) for students with SEND;
- Hold meetings with relevant teachers to ensure all are aware of students with SEND and are aware of their IEP (strategies, support measures and objectives).

### Ongoing

- Ongoing observation of students;
- Receiving of referral forms during the school year;
- Reviewing IEPs based on the timescale agreed (with parents, class teacher and SEND coordinator);
- Meetings with SEND coordinator and teachers to inform everyone of the status of every child and the updates in the IEPs.

## Individual Education Plans

An Individual Education Plan (IEP) builds on the curriculum that a child with learning difficulties or disabilities is following and is designed to set out the strategies being used to meet each child's identified needs. The IEP should record only that which is additional to or different from the differentiated curriculum plan, which is in place as part of the provisions for all children.

Whatever recording system is used, it is vital that there is a record of the strategies, interventions and outcomes, and that this is both available and understandable to parents, as well as flexible enough to meet the needs of individual children. The IEP should give details of:

- learning targets for the child to reach in a given time;
- who will support the child and how that support will be organized;
- what materials and methods should be used;
- how success relative to the targets will be measured;
- what contribution a parent can make.

### Smart targets

<b>S</b>	<b>Specific</b>	Is the target short or simple? Does it relate to observable behaviour?
<b>M</b>	<b>Measurable / Manageable</b>	What are the success criteria?
<b>A</b>	<b>Achievable</b>	Is the child likely to achieve this target within the time available?
<b>R</b>	<b>Relevant</b>	Is the target appropriate for the child's current developmental level and ability? Will the child be able to make use of the skill?
<b>T</b>	<b>Timed</b>	Is the target a short-term one that can be reviewed in approximately 4 months?

The plan will be discussed with the child and a copy of it should be given to the parent. The parent will be invited to give their views at the meeting held to review the progress made under the current plan and set targets for the next IEP.

## Implementation

To ensure the implementation of the school's policy with regard to Special Educational Needs:

- A Coordinator for SEND will be appointed and will work closely with all staff in respect of identified children;
- The particular implications for these children will be part of appropriate curriculum policy documents;
- Training for Special Educational Needs and disabilities will be provided as appropriate, and opportunities will be taken in other staff development time;
- Ensure that strategies for identification and provision of Special Educational Need are familiar to all staff and implemented;
- Ensure that curriculum provisions for children with SEND are made.

## Roles and responsibilities

The School Leadership Team (Head of School, Deputy Head of School, Head of Primary and Head of Secondary) will ensure that the SEND policy is implemented and well understood by all members of staff and applied accordingly. In addition, the Head of School will ensure that appropriate training is delivered based on needs and in accordance with the school development plan.

The Head of School will be responsible with the appointment of the SEND Coordinator. The members of the School Leadership Team will support the Head of School with the support provided and the annual performance review during the school year for the SEND Coordinator.

The teaching staff will ensure that they are aware of the school policy and procedures related to dealing with students with SEND. In addition, it is within their role to ensure they provide the support needed as stated in the IEP's.

All teaching staff will take part in all meetings related to students with IEP's and members of staff involved in teaching students identified with SEND will take an active part in identifying the needs and developing supporting strategies and objectives for the respective students.

The SEND Coordinator will be concerned with all matters affecting Special Educational Needs in the school, and specifically to:

- Identify and diagnose the SEND children;
- Work closely with the staff;
- Work with the SEND children- testing (with parents' approval, when necessary), 1:1 counselling session, group counselling sessions;
- Develop and update the IEPs;
- Meet the parents regularly;
- Keep the data base updated;
- Keep records - test results, IEPs, strategies, special programmes, conclusions, the record of contact with outside professional agencies - when needed, medical conditions;
- Monitor progress.

The parents will get involved in supporting the school with developing the IEPs and will take an active part in ensuring all agreed strategies will be applied at home as well. The parents will attend all meetings when establishing strategies and objectives for the IEP and all review meetings, as established by the school.

#### **NOTE:**

When SEND students begin their iGCSE external examinations in Year 10, we apply to Cambridge Assessment Education for special measures as needed. The same holds true when we plan the IB Diploma Examinations for these students. In the case of the IB Diploma Programme students, the IB Coordinator holds sole responsibility and will ensure that the school adheres to the following IB policies and documents:

- Access and Inclusion Policy
- Learning diversity and inclusion in IB Programmes
- Meeting student learning diversity in the classroom

Although the IB Coordinator is responsible for submitting requests for inclusive access arrangements, all DP teachers must also read and understand these policies so that they can plan to meet the access requirements of their students from the very beginning of their study. In case it is necessary the IB Coordinator will follow the procedures for requesting inclusive arrangements via IBIS.

#### **Policy Review**

This policy will be collaboratively reviewed regularly by the School Leadership Team and DP teachers and will be adjusted as necessary based on all possible requirements and updates for this area.

*Drafted, October 2021*

*Amended, November 2021*

*Next review date: June 2022.*



## SEND Support Referral Form

Name of Pupil: \_\_\_\_\_

Year group: \_\_\_\_\_ Date of birth: \_\_\_\_\_

**1. Please tick which area(s) of SEN is/are of concern for this pupil:**

- Cognition and Learning
- Behavioural, Emotional and Social Development
- Communication and Interaction
- Sensory and/or Physical Needs

**2. Briefly explain what difficulties they are experiencing in accessing the curriculum.**

**3. Briefly explain how you have differentiated the work for this pupil.**

**4. Please detail any other factors which might be relevant:**

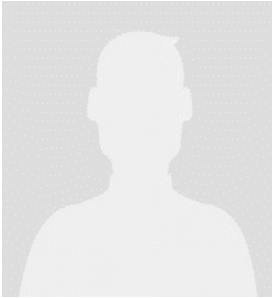
**Action taken by SENCO:**





**Appendix 2**

**Individual Educational Plan – template**

<b>Student details</b>	Name		
	Year group		
	Date of birth		
<b>Student profile</b> 	Strengths / likes and hobbies		
	Concerns and student dislikes		
	Other relevant comments		
<b>Objectives based on identified needs (concerns)</b>	1. 2. 3.		
<b>Specific targets based on objectives</b>	1.1 1.2 2.1 2.2 3.1 3.2		
<b>Success criteria</b>	1. 2. 3.		
<b>Who is involved</b>			
<b>IEP Date</b>		<b>IEP Review Date</b>	

**Student's IEP team (action plan)**

<b>Name</b>					
<b>Role</b>	<b>Class teacher</b>	<b>SEN Coordinator</b>	<b>Parent(s)</b>	<b>Teacher</b>	<b>Student</b>
<b>Specific actions</b>	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
<b>Acknowledgment</b> (name and signature)	<b>SEND Coordinator</b>	<b>Class/Form teacher</b>	<b>Parent</b>	<b>Student</b>	

**Termly Review of IEP (What changes should be made?)**

<b>Date of Review Meeting:</b>	<b>Adults in attendance:</b>		
<b>Action plan</b>	What changes should be made?	Comment	What is successful?
<b>1</b>			
<b>2</b>			
<b>3</b>			
<b>Acknowledgement</b> (name and signature)			