



**ШКОЛА
ЛЕТОВО**

Приложение № 2

к приказу Директора

ОАНО «Школа «ЛЕТОВО»

от XX.05.2018 № XX

SPECIAL EDUCATIONAL NEEDS POLICY IN OANO «LETOVO» SCHOOL»

Version 1 – May 2018

Next review period – May 2021

Development team – Pedagogical Leadership Team with Psychologists, Pastoral Tutors, Heads of Departments and DP teachers

Communication – Published to the community on English version of school website

Committed to excellence, through the International Baccalaureate programmes, Letovo School seeks to motivate the students in their learning, encourage them to become active, compassionate and lifelong learners.

All students are entitled to an education that will enable them to develop to their full potential. The school realizes that all students have individual needs and personalized learning through quality teaching is at the heart of the school's teaching and learning programme/philosophy.

1. Aims and Objectives:

1.1 Letovo School aims to:

- Support the abilities, personal qualities and talents of ALL children
- Ensure that all students receive an education appropriate to their abilities
- Ensure that all students receive timely and personalized support.
- Provide teaching which makes learning challenging and enjoyable, and which promotes a high level of thinking and questioning skills.

1.2. Train staff in aspects of identification of and provision for SEN students, including the Gifted and Talented ones, social and emotional challenges which may be associated with such children.

2. Definition of SEN

2.1 A student has special educational needs if he/she has a learning difficulty which prevents a student from learning at the rate and level of those students of a similar age and which calls for special educational provision/guidance to be made for him/her.

2.2 A student has a learning difficulty if he/she has:

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

- Specific learning difficulties (SpLD)
- Moderate learning difficulty (MLD)
- Severe learning difficulty (SLD)
- Profound and multiple learning difficulty (PMLD)
- Speech, language and communication needs (SLCN)
- Social, emotional and mental health (SEMH)
- Autistic spectrum disorder (ASD)

- Physical disability (PD)

2.4 Another category of SEN is Giftedness and Talent (GT).

2.4.1 Children are gifted and talented when their ability is significantly above the norm for their age. Giftedness may manifest itself in one or more domains such as: intellectual, creative, artistic, leadership, or in a specific academic field such as language arts, mathematics or science.

- General Intellectual Ability
- Specific Intellectual or Academic Ability
- Creative or Productive Thinking Ability
- Psychosocial Ability
- Psychomotor Ability
- Visual or Performing Arts Ability.

3. Identification arrangements

3.1 No single measure is appropriate to identify SEN/GT students. The School recognizes there is a partnership between all stakeholders in achieving success.

3.2 Students at Letovo school are continually assessed throughout the year and their progress tracked and reviewed termly with the Class teachers, Senior Leadership team and parents. Data from tracking will be used not only to provide support to struggling students, but also to identify Gifted and Talented children. Typically students identified as academically gifted can be working at 1- 2 sublevels above the expected level for their age.

3.3 In addition, the following methods of identification will be utilized:

- Teacher observation and assessment of students' work
- Use of prior knowledge/ background information from Admissions, previous school
- Parent Consultation
- Nomination by self, peers or parents.

3.4 Upon a child being identified as Gifted or Talented, the Gifted & Talented Coordinator will contact the parents to notify them and explain to them why their child has been identified and what provision will be made available for them.

3.5 Every student of Letovo School will discuss with his/her academic counselor and parents on arrival at a bespoke **Individual Learning Plan (ILP)** meeting which will permit the student to embark on a journey which allows the student to optimize his/her potential in the area(s) of interest.

3.6 If at any time there is any case of concern about any aspect of the student's development a teacher or parent should inform the psychologist or counselor of the class.

According to the observation of the student in class/ outside the classroom, results of psychological tests, student's achievements and parents' opinion, a program of guidance will be devised.

3.7 These assessments are diagnostic in their nature to identify needs and provide support. If necessary, a student can seek a consultation with external specialists to discuss on their Individual Learning Plan.

The Special Educational Needs Program is the part of Counselors' Service responsibilities. The Counselors' Service Coordinator organizes and monitors this programme.

4. Counselors' Service

4.1 To meet the special educational needs, the Counselors' Service coordinator is responsible for:

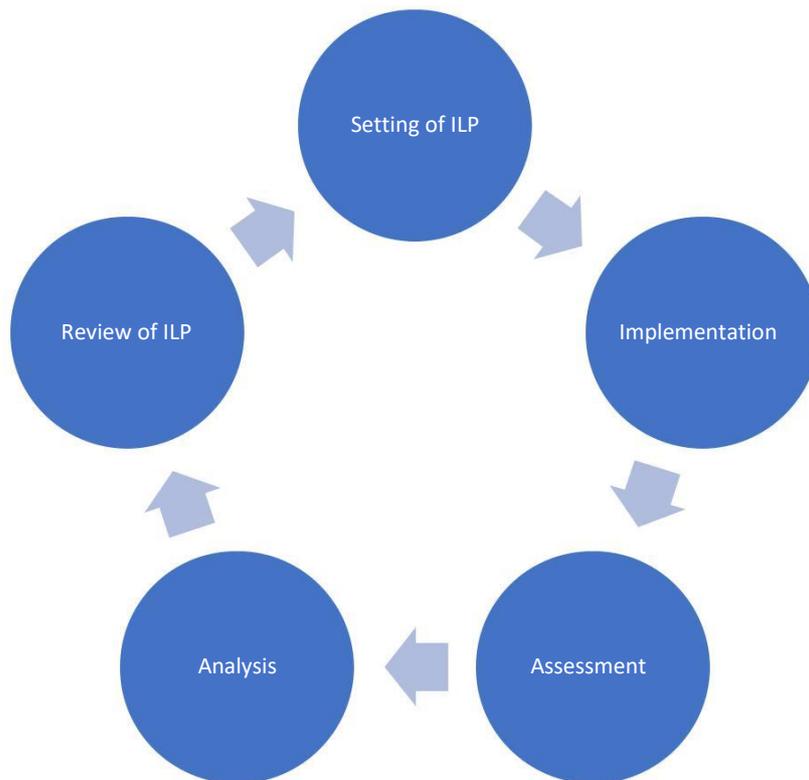
- the day-to-day management of SEN policy
- liaising with and advising teaching and pastoral staff
- coordinating with the Principal and Coordinators (MYP&DP) in managing the provision for students with SEN
- supervising the methods and action taken, overseeing the records of students with SEN
- working with parents/guardians of students with SEN
- liaising with the school Medical service to call upon external specialists if necessary (psychologists, neurologists, psychiatrists, counsellors)
- contributing to the Teachers Professional Development programme to provide strategies and tools necessary for instruction

5. Provision for SEN/GT students

5.1 The school will, at all times, endeavor to be aware of and satisfy the needs of more able or gifted students by providing:

- Acceleration into a higher year group (not usually recommended due to the social challenges arising from maturing at different rates)
- Challenge is provided by all teachers in all classes as part of normal differentiated provision. Provision should not be limited to additional home learning or occasional enrichment activities. This should include activities requiring higher order thinking skills and open-ended questions
- Opportunities to attend in and out of school enrichment opportunities
- Opportunities to work with children of a similar ability
- Opportunities for "Talented" children to showcase their talents
- Children with chances to evaluate their own work
- An area for Gifted & Talented pupils available on the school website, offering enrichment activities (such as competitions) and links to useful organisations and extension materials (e.g. NAGC)

5.2 Employment of SEN/GT Coordinator, academic staff undergoing continuing professional development training in working with SEN/GT students in knowing their characteristics, preferred learning styles and pedagogies which work best with individual students.



5.3 Six standards to be looked into, planned and implemented in order to support each student’s journey in education.

1. Learning and development
2. Assessment
3. Curriculum planning and instruction
4. Learning environments
5. Programming
6. Professional development for teachers, administrators and support staff.

5.1.1 Standard 1: Learning and Development

- Engagement of students according to their strengths, interests and gifts
- Supporting of students according to their SEN
- Helping SEN/GT students to identify their effective/preferred approaches to learning

5.1.2 Standard 2: Assessment

– Providing a comprehensive assessment system which allows students to demonstrate their diverse characteristics and behavior that are associated with their giftedness

- Providing appropriate instructional accommodations and modifications for students with

SEN

– Monitoring and tracking of SEN/GT students in the effectiveness of the curriculum in empowering/supporting them

– Evaluation of program in testing if the students demonstrate significant learning progress as a result of SEN/GT education programming.

5.1.3 Standard 3: Curriculum Planning and Instruction

– Students demonstrating increasing competency in their areas of talent/interests

– Students becoming increasingly independent in their approach towards learning

– Students developing knowledge and skills for living and being productive in a diverse and global society

– Provisions to be made in planning curriculum and instruction for students with SEN.

– Creation of safe learning environments which foster development in students' personal, social, cultural and communicative competencies, nurturing students' leadership abilities.

5.1.5 Standard 5: Programming

Policies and procedures are in place to guide and sustain all components of comprehensive and aligned programming and services for our students' diverse gifts and talents:

– Coordinated support from our school counsellors and psychologists

– Collaboration with parents and community

– Channeling of resources in meeting students' needs and growth.

– Students meeting their goals according to their IDP when learning with educators who are engaged in Continuing Professional Development in content, 21st century, socio-emotional competencies, who are lifelong learners and develop a strong ethical repertoire of skills and characteristics.

6. Documentation, information transfer and confidentiality

6.1 Documentation of provision for SEN/GT will be formulated within our school's Management Information System (MIS) – iSAMS accessible to stakeholders for intervention measures. Information on SEN/GT will be kept confidentially within our school's server.

6.2 Access to SEN/GT information will be given to academic and non-academic staff within the school. Confidentiality of SEN/GT information will be notified to all users of the school's MIS and conduct and disciplinary action will be taken against any employee who flouts the confidentiality clause.

6.3 When any student graduates or changes school to another school, our school's SEN/GT Coordinator will be responsible for passing on the information and records of all intervention measures which have taken during the student's stay within the school, to the school which takes in the student.

7. **Procedure for the creation, approval and revision of the SEN_G&T policy**

- 7.1 The admission policy of the school is developed by the Pedagogical Leadership Team, discussed with Psychologists, Pastoral Tutors, Heads of Departments and all Diploma Teachers and approved by the Director. The Committee encourages the participation of all members of the school community in the development and revision of this policy.
- 7.2 The policy is reviewed on a regular basis, every three (3) years.

QUALITY STANDARDS IN GIFTED AND TALENTED EDUCATION

A – Effective teaching and learning strategies

1. Identification

- Multiple criteria and sources of evidence are used to identify gifts and talents, including through the use of a broad range of quantitative and qualitative data
- The record used to identify under-achievement and exceptional achievement is supported by a comprehensive monitoring, progress planning and reporting system which all staff regularly share and contribute to
- Identification processes are regularly reviewed and refreshed in the light of student performance and value-added data. The gifted and talented population is fully representative of the school/college's population.

2. Effective provision in the classroom

- The School has established a range of teaching and learning strategies, meeting the needs of distinct student groups within the gifted and talented population to find out what works best in the classroom, and shares this within the school and with other schools and colleges
- Teaching and learning are suitably challenging and varied, incorporating the breadth, depth and pace required to progress high achievement. Students routinely work independently and self-reliantly
- The innovative use of new technologies raises the achievement and motivation of gifted and talented students.

3. Standards

- Levels of attainment and achievement for gifted and talented students indicate sustainability over time and are well above those of similar students in similar schools
- Self-evaluation indicates that gifted and talented provision is very good or excellent.

B – Enabling curriculum entitlement and choice

Enabling curriculum entitlement and choice

- The curriculum offers personalized learning pathways for students which maximise individual potential, retain flexibility of future choices, extend well beyond test/examination requirements and result in sustained impact on student attainment and achievement.

C – Assessment for learning

4. Assessment for learning

– Routine progress reviews, using both qualitative and quantitative data, make effective use of prior, predictive and value-added attainment data. The data are used by teachers and across the school to ensure challenge and sustained progression in individual pupils' learning

– Formative assessment and individual target setting combine to maximise and celebrate students' achievements

– Classroom practice regularly requires students to reflect on their own progress against targets, and engage in the direction of their own learning.

5. Transfer and transition

– Transfer data concerning gifted and talented students are used to inform planning of teaching and learning at subject/aspect/topic and individual student level, and to ensure progression according to ability rather than age or phase.

D – School organization

6. Leadership

– Organizational structures, communication channels and the deployment of staff (e.g. workforce remodeling) are flexible and creative in supporting in delivery of personalized learning. Governors take a lead in celebrating achievements of gifted and talented students.

7. Policy

– The policy includes input from the whole school community and it's regularly refreshed in the light of innovative national and international practice.

8. School ethos and pastoral care

– An ethos of ambition and achievement is agreed and shared by the whole school community. Success across a wide range of abilities is celebrated

– The school places equal emphasis on high achievement and emotional wellbeing, underpinned by programmes of support personalized to the needs of gifted and talented students. There are opportunities for pupils to use their gifts to benefit other students and the wider community.

9. Staff development

– There is an ongoing audit of staff needs and an appropriate range of professional development in gifted and talented education. Professional development is informed by research and collaboration within and beyond the school

– Priorities for the development of gifted and talented provision are included within a professional development entitlement for all staff and are monitored through performance management processes.

10. Resources

– Resources are used to stimulate innovative and experimental practice, which is shared throughout the school/college and which is regularly reviewed for impact and best value.

11. Monitoring and evaluation

– Performance against targets is rigorously evaluated against clear criteria. Qualitative and quantitative outcomes inform whole school self-evaluation processes

– The school examines and challenges its own provision to inform development of further experimental and innovative practice in collaboration with other schools.

E – Strong partnerships beyond the school

12. Engaging with the community, families and beyond

– Parents/carers are actively engaged in extending provision. Support for gifted and talented provision is integrated with other children’s services

– There is strong emphasis on collaborative and innovative working with other schools which impacts on quality of provision locally, regionally and nationally.

13. Learning beyond the classroom

– Innovative models of learning beyond the classroom are developed in collaboration with local and national schools/colleges to further enhance teaching and learning

– Coherent strategies are used to direct and develop individual expert performance via external agencies e.g. HE/FE links, on-line support, and local/regional/national programmes.