

EIS SPECIAL EDUCATIONAL NEEDS POLICY

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.

IB learner profile:-

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world. IB learners strive to be:

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives- intellectual, physical, and emotional-to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

EIS MISSION STATEMENT

Egyptian International School (EIS) aims to contribute in making the world a better place through education of a new generation. An education that results in generations who are passionate about their Egyptian identity, their mother tongue (Arabic) and who have a good command of the English language.

EIS works towards exposing students to different cultures locally and internationally to foster the development of research and leadership skills.

EIS helps students develop their research and leadership skills, have strong sense of identity and also cares about young people who help to create a better and more peaceful world through intercultural understanding and respect. To fulfill this objective, the school provides its learners with high-quality international education in a local environment, which values respect for international as well as national cultures. EIS aims to enhance good manners, to develop life-long learners and to guarantee the satisfaction of the different stakeholders.

So EIS strives to

- develop motivated, responsible life-long learners who make a difference to our world.
- provide an open-minded and supportive atmosphere through a climate of commitment, empathy and open communication.
- establish a strong connection between different academic materials in order to make the learner see the world as a whole of connecting fields.
- promote international-mindedness throughout curriculum by exploring our diversity of culture, language and experience and respect it.
- promote the acquisition of different skills (thinking, communicating...etc.), experiences and qualifications.
- develop a balanced curriculum in which art and music are merging with each other in order to give learners opportunities to express and explore their artistic

and creative skills. Moreover, the school gives the learners opportunities to identify and appreciate others' experiences.

- merge the Physical Education to develop the learners' fitness and encourage them to set a foundation for a balanced lifestyle.
- encourage the learner to volunteer to work in the fields of the community services.
- Develop the social and leadership skills in order to help the learners in their future lives.

INTRODUCTION

“Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers”. “

“It is a continual process of increasing learning and participation for all students.”

Learning Diversity in the International Baccalaureate Programmers (p.1)

In EIS, we recognize and respect that our students come from a variety of backgrounds, cultures, and levels of life experiences. The diversity of student backgrounds contributes to our school community and inspires teachers and students to be caring and open minded. Multiple teaching strategies are employed to differentiate instruction so that all students have equal access to the curriculum.

The ministry of education in Egypt started recently to encourage the inclusion of SEN students in governmental schools. EIS cooperates with the ministry of education and different SEN institutions and associations in Egypt to be able to successfully increase access and engagement of all students and to remove barriers to learning. In order for all EIS students to be able to develop their social, emotional and cognitive potential a SEN policy is applied.

EIS SEN policy follows the guidelines provided by the IBO guides on students with

Special Educational Needs: “The IB guide to inclusive education: a resource for whole school development (2015)” – “Meeting student learning diversity in the

classroom (2013)” - “Program standards and practices (updated 2016)” -
“Candidates with Assessment Access

Requirements MYP (2015)- “Learning diversity and inclusion in IB
programmers (2016)”.

RESPONSIBLE STAFF

The program coordinator, the school counselor and teachers are responsible to support the special needs students.

The teachers monitor the students’ academic progress as well as their social wellbeing. They are responsible to communicate any concern, learning difficulties with the parents and the school counselor.

They play an important role inside and outside the classroom to help the students and to implement any action planned.

The parents have also a role in their child education and wellbeing. They must provide the school with all needed information about the student, any arising issues and are requested to implement the intervention needed at home.

STUDENT'S ADMISSION

Special needs Students are accepted in EIS on the basis that the school is capable of providing them with all the necessary means for their full academic and social emotional development. Before accepting a new student, all needed information are gathered to identify the students’ needs :

- Interview with parents
- Oral & written evaluation
- Previous school reports..etc

Consequently EIS admits students that we feel can benefit from the school educational environment provided and are able to be actively involved.

All PYP students in EIS are accepted the MYP program.

REQUEST/CONCERN (FROM A TEACHER OR SCHOOL STAFF)

After the student's admission to EIS, if a teacher/ staff member has a specific concern about a child behavior/performance level/social they refer it to the coordinator and the grade level leader. In grade level meetings, the teachers with the school counselor evaluate collectively the situation to decide about the proposed actions that shall be taken.

The concern and the action to be taken with the students are then communicated to the parent. In some cases the parents are requested to refer the student to a specialist.

Once the evaluation of the student is complete, a meeting is held to inform all teachers and the parents about the intervention that will be followed by the school to help the student.

INTRODUCTIONS

An intervention may include one or several actions of the below: Individualized intervention

Differentiated instruction, Student counseling, Parent counseling

A combination of school and home interventions

Modifications to exam papers, Special arrangements: additional time, rest periods, computer Use..etc.

PROGRAMS FOR STUDENTS OF SOCIAL OR EMOTIONAL PROBLEMS

Allocated time for the Grade level meetings, held bimonthly, has several objectives one of them is to discuss the social or emotional problems that may appear at any time. The educational standard or behaviors of students are monitored by all teachers. In case of any new thing, teachers of the same grade level start to discuss and set solutions with the counselor and start to communicate with the parents if needed. The case is followed by all teachers to trace the progress and the school counselor.

PROGRAMS FOR ACADEMICALLY STRUGGLING STUDENTS

Teachers at EIS use different teaching strategies and differentiation techniques to suit different levels of students. In school, remedial plans are performed to

help students who have certain points of weaknesses. This happens either after school or during the big breaks.

PROGRAMS FOR GIFTED STUDENTS

Special teaching strategies are designed for gifted students who receive different kinds of activities both in class and outside it.

VISUALLY IMPAIRED STUDENTS

In PYP, visually impaired students were accepted. EIS signed a protocol with Basira Foundation to sponsor these students who were included in the PYP stage and this will continue until they get to higher stages. The foundation provides the school with all needed resources for these students. They are fully included in the program with all other students.

TRAINING

EIS teaches will be offered all needed training to support the special needs students. Workshops on differentiation, different teaching strategies, different learning styles and how to deal with students with ADD & ADHD are held.

Basira foundation for visually impaired students offers training for all the teachers on how to deal with those students.

PROCEDURES

- In the case of internal assessments, marks must always be awarded based on the candidate's work in accordance with the assessment criteria. Under no circumstances must teachers consider other factors such as the candidate's challenges or difficulties.
- A subject result means the candidate has met the objectives of that subject, ie they have been able to demonstrate what was being assessed. This means there is no need to grant an exception for the assessment because the student was capable of completing it. Therefore, a request for exemption, which would still yield a subject result, must only be submitted after careful consideration and only where inclusive access arrangements and reasonable adjustments cannot be applied. EIS will use its discretion and only grant exemptions as a very last resort and in exceptional cases. No exemption can be granted for language

subjects; all students, including those with specific learning challenges, are required to study two languages without any exception.

ARRANGEMENTS

- Inclusive access arrangements are pre-examination measures to allow a candidate to access the assessment that reflects their experience during learning. As such they cannot be requested retroactively.
- Inclusive access arrangements for a candidate must be well planned and put in place throughout the course of learning and teaching including classroom work and formative assessments.
- EIS plans inclusive access arrangements for their candidates based on the IB criteria as stated in this policy and teachers' observations of the candidate in the classroom during classwork and tests. If the school intends to plan inclusive access arrangements for a candidate that are not in line with the eligibility criteria stated in this policy, they must first consult the IB.
- The inclusive access arrangements requested for a candidate must be his or her usual way of working during his or her course of study. In almost all instances, if the inclusive access arrangements planned by the school do not follow the eligibility criteria stated in this policy, and have not been previously discussed with the IB, they cannot be authorized by the IB even if they have been the candidate's usual way of working. Only in very exceptional and unusual cases will the IB authorize a request for inclusive access arrangements that are not the usual way of working and that have been put in place to support the candidate only in the last six months of study or thereafter, just prior to the examinations.

All inclusive access arrangements that require authorization are listed in the Access and inclusion policy. The policy also articulates the eligibility criteria for each arrangement.

In addition to the standard list of arrangements, reasonable adjustments that are uniquely planned for a candidate based on individual need can also be considered. All reasonable adjustments will need authorization from the IB. Advice may be sought from the IB for the most suitable reasonable adjustments for a candidate.

If a candidate's learning support requirement is moderate to severe, deferring one or more subjects to a future examination session may be supportive and

improve access to the assessment. In these circumstances, a split examination session can be requested.

A split session is when assessment of one or more subjects is deferred to a future examination session to improve a candidate's access to assessment.

All requests for inclusive access arrangements must be submitted using the online system on IBIS. The "Request for inclusive access arrangements" is located under the "Candidate" tab and must be submitted no later than 15 November/15 May, six months before the written examinations (with the exception of requests for access arrangements for temporary medical conditions, which must be submitted no later than 15 February/15 August, three months before the written examinations). Requests for modified papers will not be authorized after this deadline. Before completing the request, the candidate must be registered for the intended examination session.

When it is determined that a candidate's learning support requirement is moderate to severe and that deferring one or more subjects to a future examination session would be supportive and improve access to the assessment, a split examination session can be requested.

Inclusive access arrangements approved for a candidate will automatically apply for all examination sessions for which they are registered. The exception is for additional language learners, where a new request will need to be completed for each examination session.

A candidate's access arrangements can only be altered where there is evidence of a change in circumstance after the initial request. All changes must be approved by the IB; requests may be submitted using the "Access and inclusion" email link under "Contact us" on IBIS.

Access arrangements for candidates registered in the retake category will not normally be amended.

Evidence and information required for authorization

The following supporting documentation must be submitted (uploaded) on IBIS with the Request for inclusive access arrangements.

- Medical/psychological/psycho-educational documentation or a language test report (for additional

language learners). These documents must be translated into English, French or Spanish where necessary.

- At least one piece of educational evidence

The purpose of the educational evidence is to show that the access arrangements requested have been the candidate's usual way of taking part in classroom activities and tests. Examples of educational evidence include:

- anecdotal observations from the school, such as records or correspondence from a class teacher, a learning support/inclusion coordinator or school counsellor

- an individualized educational plan (IEP)

- 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 only needs to be in one subject, must be work that has been written in English, French or Spanish

- evidence of correspondence or records from a previous school where the candidate was enrolled and whether the access arrangement was used

A request for modified papers will not be authorized if it is submitted after 15 November/15 May, six months before the written examinations.

- For a candidate with a visual impairment, please provide specific details of the Braille code required.

- For candidates who require enlarged papers, the IB offers a standard enlargement on A3 paper (420 × 297 mm) with a font size of 18 point. Coordinators are encouraged to use this standard enlargement. An enlarged font size of 24 point on A3 paper may also be requested.

- For candidates who require an enlarged font size on A4 paper (297 × 210 mm), the IB offers a standard 16 point font size

- Any request for an alternative font size or format not listed here may be considered only in exceptional circumstances.

- For candidates with colour blindness, modified papers can be requested.

- For a candidate with visual impairment who requires three-dimensional shapes of diagrams, this has to be requested separately as the IB does not offer it as standard with modified papers.

- Examination papers can be produced on coloured paper. The available colour options can be viewed here and in the IBIS library.

- Examination papers can be produced in an electronic (PDF) version of the paper for use with reading software.

* For some components, such as language A: language and literature paper 1 and the geography resource booklet, it is not possible to produce the content in 16 point on A4 size paper. Therefore, these components are produced on A3 size paper in 18 points font size.

Oral components

When a candidate is supported with inclusive access arrangements for recorded submissions, teachers must:

- mention the authorized arrangements in the “Teacher (marking) comments” section on the “Teacher

criteria mark entry” screen for all recorded submissions of internal components

- announce the authorized arrangements at the start of the recording for all recorded submissions of external components.

This applies for all oral and presentation assessments that are recorded and uploaded on IBIS. For further clarification, please contact inclusion@ibo.org

CYCLE OF REVIEW

The SEN policy is reviewed every three years