

# 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 programs of international education and rigorous assessment. These programs 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 programs 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. The aim of all IB programs 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 analyze 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, 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 fulfil 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.

### 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 Programs (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 programs (2016)”.

## **RESPONSIBLE STAFF:**

The program coordinator, the school counsellor 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 counsellor.

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.

## **STUDENTS' 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 MYP 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.

## **INTERVENTIONS:**

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 MYP stage. 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.