

Special Educational Needs Policy

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Purpose

All students selected through UWC National Committees meet certain selection criteria, answering questions relating to intellectual curiosity and motivation, active commitment, social competence, resilience, personal responsibility and integrity and motivation for the UWC values. Students selected to attend a UWC are generally high achievers within their contexts, and judged capable of gaining from studying for the IB Diploma.

Scope

This policy applies to all students of the College.

Policy Statement

UWC Dilijan is committed to encouraging all students to participate fully and confidently in college life. In accordance with the UWC values, considering in particular diversity and inclusion, the college acknowledges its joint responsibility to help students with Specific Learning Difficulties to overcome obstacles to their learning.

UWCD follows established good practice in learning support provision by offering a graduated response, where support is increased or decreased according to student progress and student need. We have a Head of Learning Support to oversee and coordinate provision for students with Specific Learning Difficulties. The Head of Learning Support is qualified to conduct assessments to identify any requirements for inclusive access arrangements and to advise on strategies.

This policy is in line with the IB Access Arrangements procedures document: “The IB believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Standard assessment conditions may put candidates with learning support requirements at a disadvantage by preventing them from demonstrating their level of attainment. Inclusive assessment arrangements may be authorized in these circumstances. This policy applies to candidates with long-term or permanent challenges.” (IBO, Access and Inclusion Policy, November 2018).

Procedure

Definitions

Special Educational Need (SEN) or a Specific Learning Difficulty (SpLD) can be categorised as follows:

- Communication and interaction (eg. Asperger’s Syndrome, Autistic Spectrum Conditions);
- Cognition and learning (eg. attention deficit disorders, dyslexia, dyspraxia, dysgraphia, dyscalculia and processing difficulties);

- Social, emotional and mental health (eg. anxiety, depression);
- Sensory and/or physical needs (eg. visual or hearing impairments and sensory processing sensitivity).

These may overlap and are not confined to any particular level of intellectual or academic attainment.

Roles and responsibilities

The College Board of Governors and College Leadership Team are responsible for the strategic and financial decisions to allow the College to fulfill its duty of care towards all students and their progress.

College staff

The first level of support is provided by effective differentiation and adjustments by **subject teachers, mentors and toon parents**. When a student is identified as having a difficulty which requires interventions and strategies additional to or different from those provided as part of a differentiated curriculum, advice will be given in the form of a student profile, written jointly by the student and the Head of Learning Support. This is an important method of communication and will also include details of special arrangements for tests and examinations.

All **faculty members** need to enable students to access the curriculum by employing appropriate strategies. All teachers are responsible for making reasonable adjustments to meet the needs of students encountering obstacles to their learning. The teaching staff will aim to adapt lessons and methods to meet different abilities and learning preferences and offer differentiation by content, task, resources, questioning, pace, homework, and/or class grouping.

The **Head of Learning Support** will publish suggested strategies for identified pupils and provide staff advice and training when required so that staff are able to develop expertise in recognising and meeting the needs of pupils with specific learning difficulties. S/he will also coach and mentor identified students and train peer tutors as appropriate.

The Head of Learning Support will collect appropriate evidence for applications for examination access arrangements and work with the IB DP Coordinator to submit the applications.

Pastoral staff including Toon Parents, Tutors, College Counsellors, will liaise with subject teachers and the Head of Learning Support.

In the case of medical issues, the **School Doctor** keeps a confidential record of students' medical conditions and only communicates to teaching staff, when necessary, such information which is

required to enable staff to adjust their teaching or co-curricular activities in order to accommodate those students' needs.

Parents and **students** must indicate on the admissions form any specific difficulties which affect a student's learning. Confidentiality of information will be respected. Copies of reports from external agencies such as Educational or Clinical Psychologists and other specialists will be stored securely. Students must give written permission on a Data Protection form for the College to share relevant information with the International Baccalaureate Examination Boards in line with IB regulations in order to apply for examination access arrangements, for example allowing extra time, scribes and/or readers. UWCD will take reasonable steps within its resources to provide appropriate support to such students, to enhance their daily learning experiences. These arrangements must be the student's normal way of working.

If parents have obtained specialist advice, for example from an Educational Psychologist, doctor or psychiatrist, they are asked to provide the College with a copy of the specialist's report which must have been completed within the 12 months before coming to this College.

Students should play an active part in overcoming obstacles to their learning by using the agreed strategies and suggesting their own. All students are expected to respect differences including alternative ways of learning.

Having English as an Additional Language is not a specific learning difficulty but may present obstacles to learning. Language Support will be dealt with in a separate Policy document (UWCD Language Policy).