

Special Educational Needs Policy

A special need is any permanent or temporary diagnosis that could put a student at a disadvantage or have an impact on their academical performance.

1. Mission

Our IB programme is open to all learners independent of differences in heritage, gender, age, cognitive abilities, disabilities, health issues, cultural background, religion or sexual orientation. We recognize diversity as a positive value in human society. In align with our school mission statement which states that everybody belongs to our school family, we learn from our differences and respect each other the way we are. Our school accommodates for special educational and the assessment needs of each learner. We are committed to the principle of inclusive education.

2. Vision

Our school facilities are designed to enable equal access for everybody including students with a handicap. We provide resources for the special needs of students in learning and teaching. Teachers and specialists in the school team endeavor to support inclusion and provide special help for SEN students in all grades. Every teacher is trained to raise awareness for special needs and collaborates with specialists in the SEN team in supporting learners individually.

The school provides SEN counseling for parents and students and supports parents in applying for specially trained school support assistance and guidance throughout the school day.

In the written curriculum teachers plan differentiation and adapted supports for SEN students.

Assessment in our school accommodates students with special needs and follows the IB regulations for this.

3. Special Educational Needs in Primary Years Programme

Both the premises and the access to the school are wheelchair accessible. In the case of further needs based on a specific diagnosis the school provides any help to ensure full participation. A trained counsellor and social worker are permanently employed by the school and work wherever needed for support. If required the school team can also collaborate with external specialists to support SEN students, e.g. psychologists, therapists, doctors, social workers.

As we also have many highly gifted children at our school we endeavor to address their needs and to develop programmes which offer them necessary support they need. For this purpose, the school employs a specially trained counselor for highly gifted children.

Parental involvement is welcomed and underlines our philosophy as working together as a family. When enrolling a student, the parents provide medical reports and all appropriate professional information required to meet the child's special needs. The pyp coordinator and head of admissions assesses the information and then informs the pedagogical team, the SEN counselor, the homeroom teacher and all other involved parties.

Temporary special needs have to be reported to the homeroom teacher as soon as possible when they arise, together with supporting documentation.

In collaboration with the parents we find solutions which are suitable for the student. Each case is handled individually and in align with IB regulations.

Children who are diagnosed by internal or external specialists as having dyslexia or dyscalculia are provided with an additional grace time of 25% for written tests.

All children may be excused for medical appointments if the school is informed in advance.

Furthermore, assignment categories and grade scales can be adjusted for SEN students during internal assessment.

Students who are new to our programme can be exempt from testing and grading or given individualized assignments.

For additional language support refer to the language policy.