

SPECIAL EDUCATION NEEDS (SEN) POLICY

RATIONALE OF POLICY

This policy is to ensure that all PHIS students are provided the necessary support to allow them to achieve their academic success and to reach their maximum potential as they progress through the learning process at PHIS and the mission of PHIS.

PHIS MISSION

The mission of PHIS is to challenge and enable students to reach their individual potential in mind, body and spirit while building responsible global citizens.

PHIS SEN BACKGROUND

PHIS has a clear strategy for working with and encouraging parents to play an active role in the education of their children. Education is a tool of empowerment and enhancing the skills of the children that can lead to their personal development. The School management team, teachers, assistant teachers, house masters and the non-academic staff at PHIS are fully aware that children with special educational needs have a significantly greater difficulty in learning and development than the majority of student of the same age and needs to be treated equally.

The school is committed to provide equal opportunities for all, regardless of religion, race, gender or capability in all aspects of school. We promote self and mutual respect and a caring, non-judgmental attitude throughout the school. Through all subjects, PHIS ensures that the needs of all, regardless of gender, ethnicity, culture, religion, language, sexual orientation, age, ability and social circumstances are taken into account.

POLICY OBJECTIVES ARE:

1. To identify, at the earliest possible opportunity, barriers to learning and development.
2. To encourage each student to fulfill his/her potential standard.
3. To ensure each student feels happy, safe and successful in the school environment.
4. To enable them a full and effective learning process.
5. To provide every student with a broad, balanced and relevant curriculum.
6. To ensure that PHIS meets the special educational needs of each individual student.
7. To take all reasonable steps to include all students in all aspects of school life at all times.
8. To seek and take into account the views of each student.
9. To involve and inform the parents and to recognize their vital role in supporting their student's education.
10. To ensure that all staff have access to relevant skills development and learning processes.

SPECIAL EDUCATION NEEDS ARE:

Special Education Needs is 'Education designed to facilitate the learning of individuals who, for a wide variety of reasons, require additional support and adaptive pedagogical methods in order to participate and meet learning objectives in an educational programme. Reasons may include (but are not limited to) disadvantages in physical, behavioral, intellectual, emotional and social capacities. Educational programmes in special needs education may follow a similar curriculum as that offered in the parallel regular education system, however they take individuals' particular needs into account by providing specific resources (e.g. specially trained personnel, equipment, or space) and, if appropriate, modified educational content or learning objectives.¹

The main areas of special educational needs are:²

- Cognitive and Learning
- Social, Emotional and Behavioral
- Communication and Interaction
- Sensory & Physical
- Medical Conditions/Syndromes

¹<http://www.unevoc.unesco.org/go.php?q=TVETipedia+Glossary+A-Z&filt=all&id=451> &UNESCO (2011), Revision of the International Standard Classification of Education (ISCED) (p.83)

²<http://www.education.gg/article/2085/Special-Educational-Needs---What-does-it-Mean>

PHIS CODE OF PRACTICES:

When the student already has an identified special education needs; homeroom teachers/subject teachers/SEN facilitator/dean/coordinators/head of school shall take necessary actions to overcome or control the different abilities. Facilitation will usually be provided in their ordinary school, sometimes with the help of technical specialists. When a child has special educational needs, they may need extra help in a range of areas, such as; for schoolwork, reading, writing, numeracy interventions or understanding information, expressing themselves or understanding what others are saying, making friends or relating to adults, behaving properly in school, organizing themselves, some kind of sensory or physical needs which may affect them in school and etc.

When a student is not responding to specific education learning and development tools used in their regular classes; the teacher/instructor shall follow the following procedures:

1. Initially, a student is identified by the teacher, parent or concerned staff member.
2. The student is then referred to the SEN support teacher in PHIS.
3. The SEN teacher will work with the student; individually to identify the learning /development requirements and provide recommended interventions for the student's subject teachers and the home room teacher to try over several weeks.
4. After 4-5 weeks the subject teachers and the home room teacher reconvene with the SEN teacher to report the student's progress including high quality and accurate formative assessment.
5. Along with the in-house intervention, the SEN teacher contacts the student's parents and updates the procedure of the intervention process and progress of the student after the intervention.
6. When the student is not responding to the specific learning and development tools used in the in-house intervention process, then the child will be recommended for special psychosocial testing.
7. The psychosocial testing will be done by a professional registered child psychologist outside the school and the parents are fully responsible on that stage. The school will not be involved in this process formally and guidance can only be given if requested. The PHIS has no right to do any formal testing without parental permission.
8. Once the testing is done, parents are responsible to provide all the medical reports to the PHIS management for a successful SEN support program.
9. A special intervention plan will be designed for the tested SEN student (based on available and accessible tools in PHIS).The strategies will be implemented within the normal class time by the subject teachers and the homeroom teacher with the support from the SEN team. An individual study plan will be implemented by the SEN support teacher along with the requirements.
10. When a student's needs are beyond those provided on campus, the student and the parents will be guided to take professional support from outside the school.
11. Each intervention is planned, evidenced, reviewed and analyzed regularly for effectiveness and reviewing the intervention at the student progress meetings.

ROLE AND RESPONSIBILITIES:

- Homeroom/subject teachers are responsible for identifying and evidencing the progress of special education needs students in his/her learning process.
- PY/MY/DP coordinators and SEN support facilitator are responsible for keeping and maintaining SEN records. The IBDP coordinator is responsible for submitting the request for special assessment arrangements to the International Baccalaureate Organization (IBO) and ensures the relevant arrangements are in place for all formal school examinations.
- PHIS management is responsible for the smooth functioning of SEN and the teachers' skills development.
- Parents/guardians are responsible for providing student's history of SEN, supporting the SEN intervention programme for their child and taking necessary actions for formal testing.

PHIS ADMISSION POLICY OF SEN:

PHIS will assess each student's current level of completion on entry in order to ensure that they receive an appropriate experience during the learning process at PHIS.

The entry of the students with already identified special education needs will be considered depending on the available resources within the school. The decision will be taken by the school administration, after consulting the school SEN department/ counselor and the available medical reports issued by a professional child psychologist.

PHIS is fully aware of about the range of differently able students and tries as much as possible to accommodate students with differently able. Considering the facilities available as a fully boarding school, some of the differently able students such as blind, deaf or dumb, with certain mental disorders, permanently handicapped by illness, injury or congenital deformity may not be accepted by the school administration. A child who is partially deaf and uses any kind of hearing aid will be accepted if the school can accommodate his/her learning requirements. Additional equipment costs will be included in the student's tuition fees.

SEN ASSESSMENT POLICY:

SEN students, who are formally tested, will receive special arrangements for their formal tests conducted by the school and the external examination bodies depending on their SEN requirement. PY/MY/DP coordinators will ensure to arrange the relevant arrangements for the student's formal examinations and the IBDP coordinator will apply to the IBO for Special consideration in DP examinations.

Appendix 1

Individual Education Plan			
Name:			
	Year Group:		
Area(s) of Concern:			
	IEP no.:		
HR Teacher:			
Review Date:			
Supported by:		Support Began:	

Targets to be achieved	Possible Strategies for use in class	Possible resources and techniques	Support from counselor	Outcome

Parents needs to:

Student needs to:

Teacher needs to:

Counselor needs to:

Copy for parent / teacher / support / file