

Premier International IB World School Khumaltar Height, Lalitpur

Premier SpEd Policy

Introduction:

Premier recognizes and respects that students come from a variety of backgrounds and cultures and learning needs. The diversity of student backgrounds contributes to our school community and inspires teachers and students to be caring and open-minded. This document identifies and clarifies learning support procedures so that all students are provided with equal opportunity and access to education. This document also outlines the difficulties and limitations the school currently encounters due to the lack of professional support, public awareness and national grade-level assessment requirements.

What are Special Educational Needs?

Premier recognizes students requiring special education if he/she finds it much harder to learn than most students of the same age, or if he or she has a disability which makes it difficult to use the educational facilities.

Some common examples include:

- General difficulty in all learning areas
- Difficulties within areas of the curriculum such as spelling, mathematics, writing etc.
- Medical or health problem
- Vision or hearing difficulties
- Developmental disorders such as autism
- Emotional or behavioural problem

Aims:

- To ensure that every child feels happy, safe and successful at school.
- To find ways to overcome barriers to learning
- To ensure that each student learns to his or her potential
- To provide each student with a developmentally appropriate curriculum
- To meet the special educational needs of each student
- To ensure that each student is included in all aspects of school life
- To involve and inform the parents and to recognize their vital role in supporting their child's education
- To ensure student readiness for National examinations

Current scenario and limitations:

Nepal currently lacks professional educational psychologists who can conduct formal assessments to identify learning needs which impacts proper identification and learning support. There are a few parent-led support groups for a select few common developmental disorders that provide initial screening services, some training and awareness programs. This however is not enough to provide professional development support to the teachers to be able to adequately support students who may have a wide range of learning needs. Furthermore, the lack of public awareness of special educational needs and the pressure to prepare all the students to perform well in the nationwide examinations conducted by the Ministry of Education limits the school's ability to support students with learning needs.

Implementation:

Premier goes on a case-to-case basis in making decisions to provide appropriate support for students requiring learning support which vastly depends on parent awareness and support, and the availability of resources such as professional development opportunities, and extra support for teachers.

Given below is the procedure for identifying and providing learning support:

1. If a student is identified as having special educational needs either through the parent or through observation of the child, the Academic leadership team meets to decide if the school can provide support and a conducive learning environment for the child. The academic leadership team considers resources needed which may include hiring an additional support teacher, PD for the teacher(s) involved, and extra support during or after school.
2. Schools may ask/suggest the parents to get certain medical consultations and tests for better decision-making and support.
3. One of the academic leadership team members meets the parent to discuss a specific support arrangement. If the parent seems supportive and understanding of the student's individual case and limitations an individual education goal (see IEP form) and support plan is prepared in collaboration with the parent, class teacher and the student (where appropriate).
4. Student progress is formally reviewed at the end of each term (thrice a year) which may result in changes in the individual education goal and support plan.

Meeting needs within the classroom:

Teachers are provided with support during planning and PD to be aware of different styles of learners, differentiation and other learning needs to ensure that all students have access to the curriculum. Teachers work with the student and their parents to meet the student's needs. If the teacher feels the problem requires intervention beyond the capacity of the regular classroom support, the teacher informs their immediate supervisor at which point, the process for identifying and providing student support is followed.

Documentation:

The school has a system of maintaining individual child records which includes Individual educational goals, and any special arrangements and agreements reached. This record is maintained and accessed by the class teacher in the case of PYP students and the homeroom teacher in the case of the MYP and DP students. The student support counsellor may also have a copy of the documents for continuous support.

Confidentiality:

All information, documentation and communication regarding the student is confidential and accessed only by the school management, concerned teacher, student support counsellor or the concerned student and parent.

Plan for Implementation and Review:

The pedagogical leadership team and the PYP, MYP and DP Coordinator accept the responsibility to ensure the Special Educational Needs policy is put into practice. Teachers and administrators will communicate the policy to the parents. The Information Technology Coordinator will ensure electronic posting on the school website. The Leadership team will regularly evaluate the implementation of the SpEd needs policy.

This document will be reviewed every year or as early as needed by the PYP, MYP and DP committees and the pedagogical leadership team.

First Review Date	January 2014
Last Review Date	December 2021
Next Review Date	December 2023 or earlier if the IB or Premier changes its policies/guidelines

The review committee will ensure that any amendment to the policy is in line with the beliefs and values of the IBO and Premier International School.

References:

Making the PYP Happen, A curriculum Framework for International Education (IBO)

The IB guide to inclusive education: a resource for whole school development (IBO)

Meeting student learning diversity in the classroom (IBO)

Learning diversity and inclusion in IB programs (IBO)