



**TEMA INTERNATIONAL SCHOOL  
SPECIAL EDUCATION NEEDS POLICY  
2015**

## **Policy Statement**

Students with documented Special Education Needs (SEN) will be admitted to TIS, if the school is able to cater for their specific learning needs. Students who are identified with a prior special education need at a later stage after enrolment may have their enrolment terminated. SEN students will access all aspects of the school curriculum, if necessary with assistance. Special arrangements will be implemented during examination periods or for assessment tasks, if required. Program coordinators will advise relevant boards of documented SEN students so that special examination provisions can be availed. Teachers of SEN students will be provided with specific information and procedures to implement at the class level.

## **Implementation**

1. When applying for admission at TIS, parents must disclose any special needs that impact on the learning and achievement of their child. The admissions committee will then determine the suitability of enrolment in terms of accessing the school curriculum and programs. Failure to disclose may result in termination of enrolment as per admission guidelines.
2. An Individual Education Plan (IEP), will be prepared for any SEN student as required.
3. Teachers will be informed of any SEN students allocated to their class. These teachers will be involved in the development, implementation and review of the IEP. Training will be provided as required. Parents will also be involved in the development and review of IEP.
4. Special provisions within the learning environment and assessment requirements (in school and external examination) will be implemented as required.
5. It is the responsibility of the program coordinators (DPC & IGCSE) to inform IB and CIE of special assessment requirement for our documented SEN students.

## **Review**

This policy will be reviewed as part of the annual review cycle at the end of the academic year.

## **Appendix 1 – Rationale, Aims and Objectives.**

### 1. RATIONALE

All students should be:

- Able have access to education appropriate to their learning capacity.
- Given an equal opportunity to an inclusive educational system.
- Provided with subject support within the framework of the school policies.
- Given concessions applicable to their special education needs as provided by the relevant curriculum boards/school program.

### 2. AIMS AND OBJECTIVES OF THE SEN SUPPORT DEPARTMENT

- To equip and empower students with special educational needs or disability by ensuring they have the confidence and support needed to succeed in school
- To adapt and provide a curriculum beneficial to the individual learning style of the SEN student
- To integrate SEN students into mainstream classroom through effective differentiation
- To seek and ensure continuous improvement in learning for all SEN students
- To develop the confidence and personality of the SEN student
- To develop a productive contributing global citizen

## **Appendix 2- Key staff**

- Head of boarding / emotional counselor
- Hostel parents
- ASCCUS department (i.e. academic support and counselling staff)
- Health department (i.e. Nurses)
- Principal
- Program coordinators ( IGCSE and IBDP)

### **Appendix 3- SEN Provisions**

- Student groupings are made flexible so that learning needs may be met in individual, small group or whole class contexts.
- The curriculum will be differentiated to meet the needs of individual students. For instance, more focused differentiation is done for students with lower levels of literacy through our Reading Café and Writing Lab activities.
- Teaching styles and flexible groups will reflect this approach.
- Schemes of work for students, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs.
- Curriculum tasks and activities may be broken down into a series of small and achievable steps for students who have marked learning difficulties.

#### **INTERNAL ASSESSMENTS FOR SEN STUDENTS:**

- They will be given simplified instructions and a thorough explanation of the criteria to be met along with the subject teacher's support in guiding them to achieve the target.
- Support will be provided during their free periods, and after school hours to complete their internal assessments.
- They will be monitored at different stages of completion and given feedback of these assignment by the subject teacher.
- Extra time will be allotted to them as deemed necessary, to enable them finish and submit their assignments.
- Subject teachers are requested to also keep the responsible persons in the loop for any concerns regarding the submissions.

#### **EXTERNAL ASSESSMENTS FOR SEN STUDENTS:**

- Documented SEN students will be provided with special provisions as prescribed by the relevant boards .
- These provisions will be provided during their external assessments such as IB May examinations and also during the summative internal examinations such as:
  - Mid Semester- exams
  - End- semester exams
  - Mock Examinations
- Accommodations such as extra time, reader, scribe, word processor, short breaks and prompters will be given according to guidelines.

## **Appendix 4- Stakeholders Engagement**

### **Staff Development**

Training needs related to special educational needs will be identified by the Principal in consultation with the SMT and staff and will be incorporated into the staff development plan.

### **Parent Engagement**

TIS believes that a close working relationship with parents is vital in order to ensure student success.

### **Peer Tutors**

Peer tutors recommended by subject teachers participate in the academic support process. Peer tutors are trained on how to handle basic issues. Peer tutors are mentored by their teachers. Students who require support are fully involved in the plans and decisions made to address their individual needs and their targets. They are also allowed to evaluate their progress during the mid-semester and end of semester exams.