

Inclusion/special educational needs policy in the IB Diploma Programme of Karinthy Frigyes Gimnázium

According to IB publication *Special Educational Needs within the IB Programmes (2010)*, “*Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.*” In accordance with IB expectations, national policies and guidelines and the beliefs shared by all teaching staff, Karinthy Frigyes Gimnázium strives to support students with special educational needs.

Definition of Special Educational/Inclusion Needs

According to the Hungarian Public Education Act:

A **student with special educational needs** is a student requiring special care who – based on the expert opinion of a committee of experts – has physical difficulties affecting mobility, sensory impairments, mental, language and communication disorders, has autism spectrum disorder or other mental development disorder (acute learning disorder, attention deficit disorder or behavioural control disorder)

A **student with inclusion, learning, behavioural difficulty** is a student requiring special care who – based on the expert opinion of a committee of experts – performs considerably low relative to his/her age, has social relationship problems, learning or behavioural control deficits, whose inclusion into the community and whose personality development is difficult or shows particular tendencies but who does not have special educational needs.

The goals of Special Education Needs Policy

The goals of the Special Education Needs Policy are to:

- follow the national laws regarding Special Education;
- ensure that the special needs of our students are identified early, assessed, and provided for
- clarify the expectations of all stakeholders
- identify roles and responsibilities of the stakeholders
- assist all students in accessing all elements of the school curriculum and assessment policy

The staff at Karinthy Frigyes Gimnázium acknowledge that:

- students have different educational and learning needs, abilities and profile;
- students gain knowledge and skills at different rates through different means;
- all students are capable and unique;
- students are lifelong learners and should be helped in this;
- the school welcomes all students irrespective of their barriers

Identification, assessment and provisions connected to Special Educational Needs

The student's special educational needs may be met within the school or with the help of external specialist.

Meeting student's needs within the school

When a potential learning challenge is identified by teachers or communicated by the student or his/her parents, these are addressed by appropriate differentiation within the classroom.

In a differentiated classroom teachers:

- Differentiate process: It involves providing students with varied opportunities to process or understand the content;
- Differentiate assessment: it involves supporting the students in showing what they know, understand and are able to do. This includes the use of modified tests, allowing the use of keyboard or other aids etc.

These classroom-level differentiation may be supplemented with the following support outside the classroom:

- Help in preparing homework;
- Academic tutoring by teacher or by fellow student;
- Counselling by the school psychologist.

Any adjustments made to teaching and learning and any other support the school provides are discussed in advance with parents and students and their wishes are considered.

If despite receiving all possible support from the school a student makes little progress or shows signs of difficulty in developing key skills, which result in poor grades in some curriculum areas, external support provided by outside health, psychology or educational professionals is sought. As a result, an Individual Educational Plan may be developed for the student. The Individual Educational Plan will be communicated to the teachers by the form master/mistress and/or the IB coordinator.

In the case of DP students, the Diploma Coordinator should obtain consent from the students or their parents or legal guardians to submit the report by these professionals to the IB Assessment centre as an evidence for requesting inclusive assessment arrangements. All such requests should also be supported by the head of the school. It is the parent's responsibility to act in advance concerning a student's assessment access needs and/or learning support needs, and to be cooperative concerning professional documentation. Once IBO informs the DP Coordinator about the parameters regarding the Special Consideration decision, the DP Coordinator shares that information with the student, parents, and teachers involved.

Responsibilities

The school shall:

- provide training for staff and faculty to successfully implement and support the SEN and differentiated instruction;
- raise staff awareness of the needs of students identified as Students with Special Education needs;
- ensure that the program and the staff are compliance with national laws regarding students with disabilities;
- provide resources for the implementation and continuation of the Special Education Needs Policy.

Teachers shall:

- comply with all national laws and regulations regarding special education needs;
- participate in required training when it is available;
- encourage students to self-assess and/or reflect on their learning
- identify struggling learners and refer the student to the form master/mistress or the IB coordinator as required;
- provide differentiated instruction as described in the student's IEP;
- maintain discretion and confidentiality in providing special educational needs services.

The IB Coordinator shall:

- comply with all national laws and regulations regarding special education needs;
- apply to the IB for students' accommodations in different assessment types and circumstances;
- work collaboratively with the form master/mistress and teachers to support students with special educational needs;
- at enrolment, advise parents of the rigorous program requirements to ensure appropriate placement.
- maintain discretion and confidence in providing special educational needs services.

Parents shall:

- play an active role in their child's education;
- communicate to the school all information and documentation regarding their child's special educational needs;
- communicate to the school all information regarding any changes in these needs;
- make a request for required studies and services from the school or from external specialists in a proactive manner;
- provide documentation needed for IBO accommodation requests.

Students shall:

- express their feelings and their needs regarding their education;
- participate in discussions concerning them;

- indicate their choices;
- ask for information and support when they require them;
- take an active role in using the methods recommended to them.

Accommodation for IB Assessment

In-school assessment will be differentiated according to the teacher's decision. For major tests, IB external and internal assessment, under certain conditions the IBO authorizes the school to proceed to "Special Arrangements" regarding testing. For this authorisation a professional assessment not older than two years old must be provided to the school and to the IBO. No special arrangement will be done without these documents and only the IBO is authorized to allow "Special Arrangements". When granted, these arrangements may include:

- access to modified exam papers;
- access to additional time;
- access to reading and writing aids;
- access to speech and communication aids;
- extension of deadlines or exemptions from assessment.

References

Candidates with assessment access requirements, IBO, 2014.

Meeting student learning diversity in the classroom, IBO, 2013.

Dallas International School Special Educational Needs Policy