

Special Educational Needs policy (TJ/Kilo/Totem)

Introduction

Our schools have a responsibility to promote high standards for all students, including those who have special educational needs (SEN). The aim of this policy is to describe the provision of support for students with SEN within our schools. A key feature of this provision is a commitment to the principles of inclusive education. Underpinning these principles is a framework, which provides guidance as to the way in which our schools and partners will implement the policy.

Special Educational Needs Defined

Special Educational Needs are defined in the Washington Administrative Code section 392-172A-01035 as:

- “A student eligible for special education means a student who has been evaluated and determined to need special education because of having a disability in one of the following eligibility categories: Intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), an emotional behavioral disability, an orthopedic impairment, autism, traumatic brain injury, an other health impairment, a specific learning disability, deaf-blindness, multiple disabilities, or for students, three through eight, a developmental delay and who, because of the disability and adverse educational impact, has unique needs that cannot be addressed exclusively through education in general education classes with or without individual accommodations, and needs special education and related services.”

Inclusion

Middle Years Program will be delivered in the mainstream classroom setting with accommodations according to a student’s IEP. Modifications will be designed by the special education teachers and may be delivered in the mainstream classroom by either the special education teacher or regular classroom teacher.

Monitoring and Evaluation Procedures

Our staff is involved in the initial assessment of each individual student's needs. In close co-operation with the student's parents the student is then referred for evaluation to the special educational department. Fully trained experts carry out these individual evaluations. This process involves student observations, family support meetings and if the student qualifies for specially designed instruction (SDI) they are assigned a special education case manager. The school will provide, where appropriate, specialized educational equipment that may be necessary in order to provide the students with the best possible means to learn in a safe and secure school environment. The number of hours of support awarded to each student is based on the individual assessment of each student's needs.

Placement

Our schools shall develop procedures for implementing state and federal requirements regarding the delivery of special education services including: least restrictive environment, nonacademic and extracurricular services, alternative service delivery options, placement considerations and annual review, initial placement, evaluation of IEP, district initiated placements, and placements paid for at public expense.

Access

Where normal assessment conditions would put students with special needs at a disadvantage and prevent them from demonstrating their level of ability, reasonable accommodations will be given for administration of assessments. Accommodations will be identified in the student's IEP. The special measures put in place to help students with special educational needs demonstrate their true level of ability will not put these students at an advantage over others. Technology will be used where available to support learning and assessment.

In the final year of the MYP, the same assessment criteria will be applied to all students in a given course, regardless of whether they have a special educational need. Variations in assessment conditions are intended only to minimize the effects of a student's identified learning disability resulting from a special educational need.