

IB Learner Profile

‘The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB Learners strive to be:

Inquirers: They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable: They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded: They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers: They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.’

1. Philosophy

SEN philosophy

At the International School Delft we believe that it is vital to maximize the development of our children and to work towards realizing their individual potential, including children with exceptional abilities or issues.

We believe....

That we should cater for different learning needs and styles of each individual.

That all children have a right to an education that allows him to achieve their full potential within a supportive and stimulating environment.

That we recognize and celebrate the strengths and of all members of our community.

That we try to identify and cater for areas of future development.

2. What are the aims of Special Needs Department

- To identify, diagnose, support and monitor children whose needs fall outside the range of mainstream education.
- To develop Individual Education Plans (IEP), in collaboration with the classroom teacher, tailored to the children's needs.
- To provide support for teachers through co-teaching, in-service training, information about resources, etc.
- To inform and support parents.
- To provide continuity for special needs children as they progress through the school.
- To identify children whose needs fall outside the school provisions and refer them to other professionals or educational settings.
- To advise parents of special needs children when leaving the school.

3. Responsibilities To The Special Needs Department

The **Principal** will be responsible for:

1. Establishing the appropriate staffing and funding arrangements to run a Special Needs Department.
2. Keeping School Board informed of developments in the Department.

3. Taking final responsibility for the general management of the SN policy.
4. Making decisions regarding SN staff and placement of new SN pupils at the Department.
5. Delegating management tasks to SN coordinator.
6. Making team decisions regarding SN pupils.

The **Special Needs Coordinator** will be responsible for:

1. Developing and managing the SN Policy and Procedure in close cooperation with staff. Informing the Principal and teachers of any changes or developments.
2. Conducting educational evaluations.
3. Developing and implementing Individual Education Plans (IEP's) for pupils in cooperation with SN staff and class teachers. Evaluating progress.
4. Giving advice to Principal about enrollment of new pupils with special needs and staffing in the department. Discussing issues with SN staff and class teachers.
5. Day-to-day operation of SN Policy and Procedure.
6. Keeping records of pupils in the SN program.
7. Helping class teachers analyze test results from annual group tests.
8. Keeping records of pupils.
9. Providing individual or small group lessons to SN pupils.
10. Liaising with SN staff members and other professionals outside school.
11. Developing and implementing IEP's together with SN Coordinator. Evaluating progress. Updating information about IEP's and test results.
12. Help class teachers to differentiate work and activities in the general classroom for SN students.

SEN Teachers will be responsible for:

1. Day-to-day operation of SN Policy and Procedure. Getting involved in decisions made about progress to different stages.
2. Providing individual or small group lessons to SN pupils (stage 2 of the Procedure)
3. Keeping contact with parents of children with SN needs.
4. Liaising with SN staff members and other professionals outside school.
5. Developing and implementing IEP's together with SN Coordinator. Evaluating progress. Updating information about IEP's and test results.
6. Getting involved in the individual assessment of areas of difficulty in children and their remediation.

7. Help class teachers to differentiate work and activities in the general classroom for SN students.

The Classroom Teachers will be responsible for:

1. Identifying the special needs of students in the class and using the support system available at school.
2. Attending and participating in class reviews.
3. Together with SN staff, getting involved in the development and implementation of IEP's in the class. Putting into practice class modifications, adaptations, interventions and arrangements advised for SN pupils.

4. Special Needs Department Referral

Referral Support Procedure (Summary)

Stage 1

1. Referral by the teacher in written format, explaining the cause for concern with specific questions (**Stage 1**: initial concern sheet)
2. Meeting with class teacher and SN staff (and previous class teacher if necessary, **Stage 1**). SN staff and class teacher decide on a course of action together.
3. Meeting between parents, teacher and IB'er to inform course of action and timeline. Meeting must be documented and signed by participants and a new progress meeting date set.
4. Plan implemented with records of progress.
5. Evaluation of progress and discussion with parents, teacher and IB'er. New decisions made. If the issue is resolved, no further action will be taken. If this issue persists, we move to stage 2.

Stage 2

6. Agreement by teachers, parents, SN staff for support outside the classroom (**Stage 2**). Parents will be informed that an IEP will be written.
7. Parents agree and sign IEP and **Stage 2** letter. Details of the meeting and action points forwarded to the Head of School.
8. Support begins as decided by SN staff.
9. Evaluation of progress. New decisions made.

Stage 3

10. If support is necessary from other outside agencies and /or specialists such as an Educational Psychologist the school will refer the child to the relevant agency.
11. It is our hope that the findings of the report will be shared with the school so that they can be used to further support the child.

4. Identification and Assessment of Children with Special Needs In Detail

The Special Needs Department aims to meet the needs of the individual child whether it be remediating a weakness in a child or helping children to achieve their full potential.

This is a detailed description of the stages in this continuum:

Stage 1

Classroom teachers are usually the first to identify a child with special needs. A teacher might express concern about a particular pupil once he notices the pupil's needs are not being met through regular classroom differentiation. This stage represents a first approach to solve problems and opens a period of observation of the child and the way difficulties manifest themselves in the class; it can be considered as a more refined type of classroom differentiation.

Teachers can consult with SN teachers about their concerns. An *Initial Concern Sheet* will be filled during this meeting with a suggested course of action to solve the problem. Actions geared to solve problems at this level will be classroom based and there should be records of *classroom observations* as evidence.

Class teacher will fill in an initial concern sheet in consultation with SN staff; action taken and the results of it will be documented and evaluated. A special needs file will be open for the child at this stage.

During Stage 1 there may be an IEP that will be developed for implementation in the class. Class teachers will inform parents about the reasons for consultation with the SN Department and the decisions made for their child. Written records will be made and kept by teachers of meetings held with parents to inform them. Parents need to be made aware of any adaptations and modifications proven to be effective for the pupil in the class; this information will be passed to the new teacher next school year.

Most children included at this stage will have no previous SN history; some will stay at this stage without necessarily progressing to other stages, adaptations and modifications of the classroom environment will allow them to function adequately in the group; while others will soon evidence a need for further action. The next stage can then be commenced.

Stage 2

This stage accumulates the results of the above stage and provides classroom extraction for the pupil identified. This may be as part of a small group or individually.

At this stage we will need:

- Parents' written consent for classroom extraction
- IEP
- Special Needs Reports will be written twice a year for each pupil with information about goals and progress made according to success criteria

Information about the pupil will be collected and an IEP will be developed. SN teachers will consult all records available from the child (school doctor, English as a Second Language, test results, previous school reports, etc.) and may conduct an individual assessment of targeted academic areas. As a result of it, one or more of the following decisions might be taken:

1. The child's current educational arrangements will be continued. No further help is needed.
2. An Individual Education Plan (IEP) will be developed in collaboration with the class teacher with clear goals and ways to achieve them. Help will be provided not only by the class teacher but also by the SN teacher. Student will receive support outside the class in a small group or individually.
3. External institutions or other professionals are needed in order to help the child, such as the speech and language therapist or a motor remedial teacher.

The students' progress at this stage will be carefully monitored. Many students will revert to Stage I or will be withdrawn from SN program as a result of their progress. Other will need in-depth assessment by in or outside school specialists at the following Stage 3.

Stage 3

At this stage there may be reason for diagnosis that will involve other specialists such as: Psychologist from outside school, Psychiatrist, Neurologist, Physiotherapist, etc. This might be necessary for several purposes or reasons: for example, to gain access to special budget as contemplated by Dutch law, for referral to special education, statement for special arrangements (such as Dyslexia verklaring) during examinations or in Secondary Education, medication, and so on. At this stage we will need:

- Written Consent signed by parents
- Initial Concern Form
- Parents' Referral Form
- Specialists' reports (psychologists, psychiatrists, neurologists) with recommendations for parents and school
- Statements of disability (verklaring)
- New IEP's.

The SN Department will consider the information gathered in previous stages and will ask for the parents' consent and cooperation to refer students to other professionals such as from in and outside the school: speech and language therapist, school psychologist, occupational therapist, etc. SN staff will

coordinate and make arrangements for possible visits by other professionals to school. The SN staff will also inform the Principal about pupils who have reached this stage. After consultation:

1. IEP will be modified to include goals and help provided by other specialists.

Or

2. If there is enough evidence that the school cannot meet the needs of the child satisfactorily, the Principal and SN staff will advise the parents of possible options for their child. This may include contacting other educational institutions such as a national education system from the child's country of origin, Dutch Special Educational service, Lighthouse or other Dutch institutions.

5. Partnership with parents

Parents play an important role in recognizing the needs of their children and helping to implement individual help.

They can approach SN staff or teachers to express concerns about their child and initiate the process of assessment and evaluation. They can also contact the SN staff for general advice related to their children's education.

Parents will be informed and will cooperate in any special provisions or arrangements made for their child. Teachers will inform parents during parent-teacher conferences, briefly before or after school or during specific meetings specially arranged by teacher and/or SN staff.

A copy of the Individual Educational Plan will be always handed out to parents. Parents have to sign the IEP and they will be expected to attend IEP evaluation meetings.

All SN records and files are confidential. All parties involved will make sure that confidentiality is respected at every stage.

Parents should notify the school of any professional help the child has received in the past or is still receiving. Good information will enable the school to make the right decisions for the child.

Initial Concern Sheet

Pupil's name:

Date of Birth:

Group and Class teacher:

Today's date:

1. Referral question: (please try to formulate as a question the area in which you might need support for this child)

2. Pupil's First language:

Others:

3. EAL? Yes/No

4. If there is an academic problem, please pinpoint specific areas of difficulty:

5. Does the student appear to have normal or higher intelligence in other than the specific area of difficulty?

6. What seems to work in class for this child?

7. If there is a social or behaviour adjustment problem, please pinpoint specific areas of difficulty:

8. Action To Be Taken (this section will be filled together SN department)

9. Evaluation of Action Taken

Date

Outcomes

Individual Education Plan

Name:

DOB:

Year group:

Teacher:

Area of focus:

Learning Intentions/ Goals:

Activities/ Resources:

How often will the goal be practiced:

How will we know what s/he has learned this?:

Who will teach it?:

Review date: