

# SPECIAL EDUCATIONAL NEEDS POLICY

II Liceum Ogólnokształcące im. Mieszka I w Szczecinie

## INTRODUCTION

The IB Program at II Liceum Ogólnokształcące im. Mieszka I w Szczecinie strives to ensure that all students are provided the support necessary to allow them to achieve academic success and reach their full potential.

The aim of this document is to state the policy of the International Baccalaureate World School no. 3885 for candidates with special educational needs.

It is the policy of the IB Organization to make its curriculum and assessment available to all candidates from IB World Schools who have fulfilled the school's academic requirements to be registered for an IB examination session. The IB believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Where standard assessment conditions could put candidates with special educational needs at a disadvantage by preventing them from demonstrating their level of attainment, special arrangements may be authorized. This policy applies to candidates affected by a temporary, long-term or permanent disability or illness, including candidates with a learning difficulty.

The general regulations for candidates with special educational needs are described in documents:

- General regulations: Diploma Programme
- Candidates with special assessment needs
- Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes
- Meeting student learning diversity in the classroom

## TERMINOLOGY

**A special need is** any permanent or temporary diagnosed need that could put a candidate at a disadvantage and prevent him or her from being able to demonstrate their skills and knowledge adequately. This refers to candidates, who have the intellectual capacity to meet all curriculum and assessment requirements, and who require special arrangements to demonstrate their level of achievement. The special educational needs are:

- specific learning issues, language and communication disorders - Significant issues in reading, writing, spelling or manipulating numbers associated with issues in processing symbolic language (for example, problems interpreting music notation, dyslexia, dyscalculia),
- physical and sensory conditions - physical disabilities include a wide range of conditions that are not always immediately obvious, but affect mobility; sensory issues: hearing—embraces an extensive range of hearing loss from mild to profound and can present communication difficulties; visual—includes difficulties with either the structure or function of the eye, affecting vision,
- medical conditions - the most common being: congenital heart disease, epilepsy, asthma, anemia, diabetes, allergies, leukemia and other cancers,
- mental health issues - a wide range of conditions that can affect a person's state of mind, the most common being: depression, phobias, manias, neuroses, eating disorders and personality disorders, emotional distress caused by circumstances in a candidate's life.

**Special assessment needs** refer to candidate, who requires special arrangements in assessment conditions to demonstrate his or her level of attainment.

**Inclusion** is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers Inclusion is more about responding positively to each individual's unique needs. Inclusion is less about marginalizing students because of their differences.

**Differentiation** is inclusion in practice. There should be a variety of activities and resources that match the goals and methods of the learner and are relevant to their skills and knowledge. Differentiation is seen as the process of identifying, **with** each learner, the most effective strategies for achieving agreed goals It requires the learner to take a more active and responsible role in the planning, carrying out and reviewing of what is learned.

## RESPONSIBILITIES

**Coordinator** is required to:

- consult with the IB, if special assessment arrangements are necessary for a candidate;
- ensure if special assessment arrangements stated by the IB can be provided in the school;
- report to the IB Information Desk any issues that arise from the nature of the special arrangements, or any unforeseen difficulties encountered by the candidate, as soon as possible;
- make necessary arrangements , if a candidate with a special need requires special assessment arrangements, and, where appropriate, request authorization for special arrangements from the IB Organization according to procedures stated in the handbook of procedures.

**Teachers** are required to:

- observe students to help them with recognition of special educational needs;
- differentiate methods of teaching during classes with regard to students with special educational needs;
- make opportunity to students with special educational needs to try different special assessment arrangements during lessons;
- help students to choose arrangement the most appropriate for them and for the subject.

**Students and their legal guardians** are required to:

- send a request to Psychological and Pedagogic Counseling Centre for diagnosis if a student requires special educational needs;
- consult the IB DP coordinator and provide the copy of opinion prepared by Psychological and Pedagogic Counseling Centre to the school;
- collaborate with IB DP coordinator in preparation of the request to the IB.