



Private
Lomonosov School
Nizhny Novgorod

INCLUSIVE/ SPECIAL EDUCATIONAL NEEDS POLICY

IB Diploma Programme

Private Lomonosov School Nizhny Novgorod values the individuality of all children. We are committed to giving all our children every opportunity to achieve the highest standards (These are stated in the school's aim, mission statement and objectives which we review and reflect upon annually). We do this by taking account of student's varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations of all our children. The achievements, attitudes and well being of all our children matter. This policy helps to ensure that the school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

The aim of the Inclusive/Special Educational Needs (SEN) Policy:

Private Lomonosov School Nizhny Novgorod aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual students or groups of students. This means that equal opportunities must be a real for all our children. We make this through the attention we pay to the different individuals and groups of children within our school:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn mother tongue language;
- children with additional learning needs;
- able and talented children;
- children who are at risk of disaffection or exclusion;
- travellers

The purpose of the inclusion/special educational needs (SEN) policy for the IB Diploma Programme at PLS is:

- to ensure all students are provided with equal access to the IB curriculum and academic rigor, including opportunities to pursue individual interests, regardless of individual abilities and needs;
- to foster a curriculum that is creative and differentiated to support all the students in reaching their unique potential;
- to emphasize that all students and staff are encouraged to embody the IB Learner Profile;
- to communicate the responsibilities of all stakeholders in the success of students with special educational needs.

We achieve educational inclusion by continually reviewing what we do, by asking ourselves the following questions:

- do all our children achieve their best?
- are there differences in the achievement of different groups of children?
- what are we doing for those children who we know are not achieving their best?
- are our actions effective?

- are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

Main principles of the policy

Inclusion refers to providing access to IB Diploma Programme for all students.

As prescribed in PLS Admission Policy, prospective students need to take an entrance exam and have a face-to-face interview during the admission process. Meanwhile parents are required to provide true information of their child concerning their mental and physical health.

Special educational needs (SEN) refer to any student who shows a need for extra support or for challenge beyond the general curriculum. PLS recognizes the wide spectrum of needs and abilities along a continuum, including but not limiting to:

- autism spectrum/Asperger's syndrome;
- learning disabilities;
- medical conditions;
- mental health issues;
- multiple disabilities;
- physical and/or sensory challenges;
- social, emotional and behavioural difficulties;
- specific learning difficulties;
- speech and/or communication difficulties.

Inclusion is achieved through a culture of collaboration, mutual respect, support and problem-solving in dynamic learning communities.

Teaching and support staff are familiar with the equal opportunities legislation covering race, gender and disability.

Support for students with special educational needs and abilities includes and is not limited to curriculum modification, enrichment activities, classroom accommodations, small group instruction, and one on one support.

Stakeholder refers to anyone with a vested interest in the success of that student such as a parent, guardian, teacher, counsellor, administrator, IB coordinator, and a student themselves.

Learning and teaching styles

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyze the attainment of different groups of students to ensure that they are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers use this information while planning their lessons. It enables them to take into account the abilities of all their children. For some children, we adapt programmes of learning from a previous phase delivered in age related interest level.

SEN may become apparent as a student progresses through the studies. When a classroom teacher suspects that a student may need additional support, the teacher is to observe the student, assess his/her work and document any strategies that have been tried whether or not they have been successful. The IB coordinator communicates with the teacher and school psychologist, and other teachers as appropriate. A parent meeting will be held to share the areas of concern, give further suggestions or referrals and propose Individualized Learning Plan if needed.

DP teachers utilize a variety of formative assessments to determine individual student needs and abilities and to tailor subsequent instruction.

Inclusive assessment arrangements refer to changes or additional conditions during the assessment process for a candidate with assessment access requirements. These enables the candidate to demonstrate his or her level of attainment more fairly and are not intended to compensate for any lack of ability.

The DP coordinator should apply for inclusive assessment arrangements for the students specified in the IBO guidelines *Candidates with assessment access requirements*.

The teacher's responsibilities:

- being alert to the possibility that some students may have specific learning difficulties and bringing their concerns to the attention of the DP Coordinator;
- collaborating with the DP Coordinator and school psychologist and identifying appropriate accommodations to support learning;
- differentiating the curriculum to meet the needs of all learners, within their class;
- participating in a review of the progress of SEN students at the end of a term;
- consulting with parents to outline the support that has been practiced at school and the progress made by the student.

The parent's responsibilities

Parent involvement and participation will improve the intervention and support by:

- providing a good learning environment at home which provides opportunities for parents and children to participate together in developing language and numeracy;
- supporting the work of the school by showing active interest in their child's progress, such as reviewing what they have done at school, etc.;
- discussing the learning targets and actions to be taken by the school to meet those targets;
- discussing their child's progress with the teacher, DP Coordinator, and school psychologist at the end of each trimester.

The student's responsibilities:

Teachers and support staff ensure that all children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- are taught in groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds without stereotyping;
- have a common curriculum experience that allows a range of different learning styles;
- have challenging targets that enable them to succeed;
- become familiar with their learning goals;
- participate fully regardless of disabilities or medical needs.
- reflect on their progress by participating in various assessments.

DP Coordinator's responsibilities:

- ensure the teachers understand the IB philosophy regarding SEN and inclusive practices
- organize workshops on special education needs and differentiation

- have regular meetings with teachers on planning participation in professional development opportunities offered by IB
- liaise with the IB to ensure that provisions are made for students with special assessment needs in external examinations.

Handicapped children, physically(mentally) challenged children, alternatively abled

Some children at Private Lomonosov School have disabilities. We are committed to meeting the needs of these children as we are to meet the needs of all groups of children within our school. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children.

Unfortunately, we cannot provide wheelchair access to classrooms and organized educational process for disabled children, due to the peculiarities of the Russian Federation Education Law (published 4th January 2013) and architectural specialties of our building.

For children with non-physical disabilities we review school routines and the curriculum to ensure that children and adults are not placed at a disadvantage.

Teachers modify their learning and teaching expectations as appropriate for children with disabilities. For example, they may be given additional time to complete certain activities or modify teaching materials. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

The diversity of the society in which our children are living, is addressed through the planned schemes of work which reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents are recorded and reported to the Governing Body by the Deputies Directors. The school authorities contact parents of the pupils involved in racist incidents.

At Private Lomonosov School we value each child as a unique individual. We will always continue to strive to meet the needs of all our children and seek to ensure that we meet all statutory requirements related to matters of inclusion.

Review of the policy

This policy was drafted jointly by the IB coordinators and school psychologist, reviewed by full teaching faculty and administration, and verified by the school principal.

This policy will be reviewed every two years at the beginning of the school year and will be communicated to stakeholders via the school website.

Bibliography:

Handbook of Procedures for the Diploma Program, IBO 2017.