

**SIBS**

**Special Education Need Policy**

**(SIBS-SEN-2021.9)**

# 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:

<b>Inquirers</b>	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.
<b>Knowledgeable</b>	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.
<b>Thinkers</b>	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
<b>Communicators</b>	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.
<b>Principled</b>	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.
<b>Open-minded</b>	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.
<b>Caring</b>	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.
<b>Risk-takers</b>	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.
<b>Balanced</b>	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

<b>Reflective</b>	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.
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### **IB Mission Statement**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

### **SIBS Mission Statement**

SIBS is committed to cultivating students into lifelong learners who are knowledgeable, passionate about inquiry and caring. Our students will delve into the Chinese culture while thinking about the connection between Chinese culture and world culture, respecting themselves and others, understanding and embracing multiculturalism.

Students of SIBS take meaningful actions to serve the Earth. They will be global citizens who are committed to promoting world peace.

### **Introduction**

The mission of Center for Inquiry is to foster all children as life-long learners. All learners are valued and respected as members of our community. We believe in preparing the whole child, cognitively, socially, emotionally, and physically. As members of the IB community, teachers and students at SIBS celebrate the diversity and differences within our school that contribute to an enriched learning experience. We provide the kids general education and special education to scaffold their learning, assure appropriate accommodations, and differentiate instruction and assessment so that each child may reach his/her full potential. Teachers see themselves as facilitators who remove barriers to learning and who provide equitable access to the curriculum in an inclusionary model.

## Objectives

- To provide students in PYP with access to a rich and balanced global curriculum that encourages inquiry and is relevant to their needs and interests
- To identify, assess and provide for students with special educational needs
- To support all staff in working with students with special educational needs
- To encourage cooperation and coordination between students, teachers and parents to create a positive learning experience for students with special educational needs
- To use intervention tools and techniques to better support all students, regardless of whether they are identified as having Special Educational Needs.

## Needs

The main areas of difficulty or need are **Cognition and Learning; Emotional and Social Development; Communication and Interaction; Sensory and/or Physical Needs.**

We define SEN as when a pupil's learning is affected by one or more of these areas of difficulty and requires special educational provision to be made for them.

A child has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age
- Has a disability, which hinders the child from making use of the educational facilities of a kind provided for children of the same age in school within the area of the local education authority.

## GIFTED AND TALENTED

For Gifted and Talented pupils it is important that they stay engaged with the curriculum. Monitoring throughout the year will indicate whether or not they

have maintained high progress expected, and continue to be enthusiastic about the schoolwork. And **differentiation** is very important to support their learning.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is or will be taught.

**Differentiation** is not a new construct, and has been based on good teaching practice for some time. It is a way of thinking about teaching and learning. Historically, it evolved from developing appropriate curriculum for two areas; the gifted and talented, and the slow learner. Later, differentiation was acknowledged as sound practice and principles for all students, particularly when the work of Gardner and Sternberg came to the fore in education. Tomlinson (1999, 2001, 2003, 2008) states that differentiated instruction may be conceptualized as a teacher's response to the diverse learning needs of a student. There are differentiated opportunities that present themselves throughout the curriculum in all IB programmes.

### **Assessment**

All students will be assessed through formative and summative assessments. This should include multiple means of assessment, including group projects, investigations, written compositions, and/or tests.

Students with SEN are assessed through the same admissions standardized tests as their peers without SEN with appropriate accommodations when needed. Additional formative assessments may be used. These students are then referred to the Administration team for initial evaluation. Meetings are held with Parents and teachers to determine the need and provide solutions.

### **Management**

- When a homeroom teacher identifies a child with SEN the class teachers will provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum offer and strategies.
- Teachers are expected to employ specific teaching strategies to allow students at all levels to access the curriculum in all areas.

- For the majority of students, individual plans are negotiated in consultation with parents and parents are kept informed on a regular basis.
- Within the classroom the students are integrated and cared for (for the majority of time) by homeroom teachers. Support can be assigned in special cases.
- In some cases, the students are referred to specialists who can properly identify the needs and determine actions, but parents are responsible for carrying this through.

## **Review**

Students are reviewed and monitored regularly in consultation with parents and teachers.

## **Policy Review**

This policy will be reviewed by all SIBS staff and leadership team each year in August.

# 君诚学校小学部特殊教育 / 全纳教育政策

## 君诚学校使命宣言

君诚的使命是通过加强学生在中国及国际背景下的多语言多文化视野，为学生们提供富于合作、探究、个性发展以及全球思维的学习机会，使他们成长为自信的、富有同情心、同理心、责任感的公民。

## 特殊教育政策简介

探究课程的中心使命是培养所有儿童成为终身学习者。所有学习者，作为我们社区的成员都受到重视和尊重。我们相信要为孩子的整体发展做好准备，包括认知上、社交上、情感上和身体上。作为国际文凭社区的成员，君诚的老师和学生拥抱并庆祝我们学校的多样性和差异，这有助于丰富他们的学习经验。我们为孩子们提供普通教育和特殊教育，为他们的学习提供支架，保证适应性，并进行差异化教学和评估，使每个孩子都能充分发挥他/她的潜力。教师把自己看作是消除学习障碍的促进者，并在一个包容性的模式中提供公平的课程机会。

## 政策目标

- 为参加 PYP 的学生提供丰富和平衡的全球课程，鼓励探究，并确保探究与他们的需求和兴趣相关。
- 识别、评估有特殊教育需要的学生，并为其提供服务。
- 支持所有工作人员与有特殊教育需要的学生一起工作。
- 鼓励学生、教师和家长之间的合作和协调，为有特殊教育需要的学生创造积极的学习体验。

-使用干预工具和技术，更好地支持所有学生，无论他们是否被认定为有特殊教育需要。

## 特殊教育的学生需求

困难或需求的主要领域是认知和学习能力；情感和社会发展能力；沟通和互动能力；感官和/或身体需求。

我们将“特殊教育需要”定义为：学生的学习受到上述一个或多个困难领域的影响，需要为他们提供特殊教育。

### 一个孩子有学习困难：

如果他或她，在学习上比同龄的大多数儿童有明显的困难；

或患有残疾，妨碍该儿童利用地方教育当局辖区内学校资源。

### 天赋异禀的学生：

对于有天赋的学生来说，重要的是他们要保持对课程的参与。全年的监测将表明他们是否保持了预期的高进展，并继续对学校的学习充满热情。差异化教学对于支持他们的学习非常重要。

同时，我们确保不能仅仅因为孩子的家庭语言或语言形式与他或她正在或将要接受教育的语言不同，就将其视为有学习困难。

差异化并不是一个新的概念，它以良好的教学实践为基础已经有一段时间了。它是一种对教学和学习的思考方式。从历史上看，它是从为两个领域开发适当的课程演变而来的；一个是有天赋的人，另一个是学习缓慢的人。后来，差异化被认为是适用于所有学生的合理做法和原则，特别是当加德纳和斯特恩伯格



的工作在教育领域崭露头角。Tomlinson (1999, 2001, 2003, 2008) 指出，差异化教学可以让教师回应学生的不同学习需求。在所有国际文凭项目的整个课程中，都有差异化的机会出现。

## 评估方式

所有学生都将通过形成性和终结性评估进行评估。这应包括多种评估手段，包括小组项目、调查、书面作文和/或测试等。

有特殊教育需要的学生将通过与没有特殊教育需要的同学相同的入学标准测试进行评估，并在需要时享有适当的便利。此外，还可以使用额外的形成性评估。然后，这些学生会被转到学校管理层进行初步评估。家长和教师举行会议，确定需求并提供解决方案。

## 日常管理

当班主任发现有特殊教育需要的儿童时，班主任将提供额外的干预措施，或不同于学校通常提供的差异化课程和策略的一部分。

教师应采用特定的教学策略，使各层次的学生都能进入各领域的课程。

对于大多数学生，学校会与家长协商制定个人计划，并定期通知家长。

在教室里，学生们由班主任老师统一管理和照顾（大部分时间）。在特殊情况下，可以安排支持。

在某些情况下，学生会被介绍给特殊教育专家，他们可以正确地确定需求并确定行动，但家长有责任将其落实。

## 审查

与家长和教师协商，定期对学生学习效果进行审查和监测。

## 政策检视和修订

本政策将由 SIBS 全体员工和领导团队在每年 8 月进行检视、讨论和修订。