



Mehr.e.Taban
International School

SEN Policy

Special Educational Needs (SEN) Policy

Part one (All programs)

I. Introduction to the SEN Department

The SEN department is an integral part of the school and works in consultation and collaboration with the admission deputy, school director, leadership team, coordinators, counselors, and subject/class teachers.

Teachers of the SEN department are evaluated and hired with the curriculum directors' consultation and the SEN coordinator. These teachers can be:

- Subject area teachers
- Volunteered MIS teachers
- Volunteered parents
- CAS and S&A Students

Mehr-e-Taban International School (MIS) provides inclusive education and welcomes students with moderate learning difficulties, in other words, students with special educational needs, providing that it can meet these needs and enable each student to have the chance to fulfill their potential. The aim of the SEN department is that all students receive equal learning supports through their learning journey; this is done in the following ways:

- 1- The SEN department will support accepted students during the admission process who do not meet the MIS educational requirements. (Form S.1 for PYP, Form S.2 for MYP, Form s.3 for DP; Appendix 1)

Based on the admission policy and collaboration with the MIS admission office, students who are conditionally accepted, based on Appendix 1 forms, will receive SEN classes in all three programs (PYP, MYP, DP). These classes will be held by teachers of different subject areas informed about the level of knowledge needed for that specific grade.

The curriculum director must approve form S.1 or S.2 or S.3 of each program.

After participating in the SEN classes, the student must take an entrance exam and meet the school requirements (4 out of 7 for MYP & DP). This is announced to the curriculum director by form S.1 or S.2 or S.3, According to the relevant grade (Appendix 1). The SEN Coordinator must give all SEN Forms, entrance exam papers, and results to each program's curriculum director. At this point the student is admitted to MIS.

- 2- MIS students who fall behind their class curriculums and need extra support to meet the level of the class.

The SEN department is always willing to support the teachers (in and out of the classroom) by either holding SEN classes for students or asking a SEN teacher to assist the teacher in class in order to improve students' educational needs. Teachers can refer students to the SEN department by filling the "Teacher's request" part in form S.1, S.2, S.3, According to the relevant grade (Appendix 1).

At this stage, the student's parent/guardian will sign "Parent's comment and approval or rejection" section in Appendix 1 forms to announce the agreement.

The SEN department will consult the student's special needs with the teacher and curriculum director and schedule the needed classes for the student.

Parents/students who wish or are concerned about any of the courses can request and complete "Parent's request" section in Appendix 1 forms to schedule SEN classes. This request will be observed and scheduled by ten working days. Sometimes students will need to remain on the waiting list so that teachers' schedules would allow offering the classes. After the classes are held, students can receive form S.5 (Appendix 5), which is the report of student's improvement during the SEN classes.

3- MIS students who, due to specific problems, are not able to participate in their classes.

Students with excused absences can request SEN classes by Appendix 1 forms.

This form needs to be signed and approved by the teacher and curriculum director of each program.

After the classes are held, students can receive form S.5 (Appendix 5), which is the student's improvement report during the SEN classes.

4- MIS students with specific needs.

Students have special educational needs if they have a learning difficulty that calls for special education to be made for them. Some children have learning difficulties. For example, students that have a disability that either prevents or hinders them from using educational facilities of a kind provided at MIS for children of the same age. This means they have greater difficulty in learning than the majority of students of the same age.

students with educational needs also include students whose education provided in their previous schools does not match the MIS educational program.

These students may need extra or different help from that given to other students of the same age.

The SEN department will collaborate with the health and counseling department to recognize and support the student's specific needs form S.4 (Appendix 4) will be given to the health and counseling department by each program's curriculum director. These

departments (Health and Counselling department) will hold meetings and report to the SEN department to plan the needed support. The SEN department will observe the report and try to support the students' needs in school and out of school resources. The report of the educational support given to these students will be announced to the curriculum director of each program by the SEN coordinator in form S.4 (Appendix 4).

II. Language and the 'SEN' Department

The Special Needs department meets the needs of all students with mild to moderate language learning difficulties and or educational needs.

The Language part of the SEN department offers services at 3 levels:

Level one:

Students are supported all the time in classes with differentiation in the classroom.

Level two:

Students are identified as having needs that require individual support.

Level three:

Students seem to have significant difficulties in being supported in classes. These students will be supported both inside the classroom and out of school times with parents' support.

These classes will continue up to a point in which students achieve needed proficiency in the mentioned languages.

III. Responsibilities

The SEN Department is responsible for:

- Maintaining SEN Register (Students on SEN Roll).
- Overseeing day-to-day operation of the SEN policy.
- Coordinating provision for children with SEN.
- Planning, developing and reviewing individual support plans.
- Coordinating support services with coordinators, teachers & leadership.
- Liaising with parents and subject/class teachers to support SEN students.
- Organizing class room/exam provisions for all SEN students.
- Supporting subject/class teachers with differentiation strategies in the classroom.

IV. Preparing Students for the next academic year

There will be specified meetings with the curriculum director of each program and the SEN coordinator to check the report cards of both semesters and evaluate the report card results for all students. In case a student doesn't meet the requirements or receives a final grade of 4 or lower in any subjects of the MYP and DP program, they will be introduced to the SEN department and progress followed up to ensure preparation for the next year's program. When students with grades four and lower are introduced to the SEN department, their grade in the report card will not be changed, and a Form S.8 (Appendix 9) of SEN will be attached to their report cards.

Part Two (Diploma Program)

I. DP assessment requirements

The school SEN department would also refer to the IB booklets relating inclusion and assessment including for all programs, mainly for the DP:

- learning diversity and inclusion in IB programme
- Candidates with assessment access requirements
- Meeting student learning diversity in the classroom

NOTE: The following part is extracted from the "Handbook of procedures for the Diploma Programme." It is specified for DP students. However, the 10th graders also need to know this before entering the DP program.

II. *Inclusive assessment arrangements From IB Publications*

A. *Policy*

The IB believes that all candidates must be allowed to take their examinations under conditions that are as fair as possible. Where standard examination conditions and assessment procedures would put candidates at a disadvantage and prevent them from being able to demonstrate their skills and knowledge adequately, reasonable forms of access arrangements may be authorized. Candidates eligible for inclusive assessment arrangements are those with individual needs such as:

- *learning disabilities*
- *specific learning difficulties*
- *communication and speech difficulties*
- *autism spectrum disorders*
- *social, emotional and behaviour challenges*

- *multiple disabilities and/or physical, sensory, medical or mental health issues.*

Any reasonable adjustments for a particular candidate pertaining to his or her unique needs will be considered.

*For information about the IB's policy on candidates who require arrangements to access assessment, refer to the IB publication *Candidates with assessment access requirements*.*

Please study this publication before contacting the IB with an inquiry or submitting a request for inclusive assessment arrangements.

*For inquiries concerning candidates with assessment access requirements, send an email to Access and inclusion under the **Contact us** link on IBIS.*

Please do not inform an examiner about a candidate's personal circumstances, disability, medical condition or learning support need of any kind.

B. Assessment arrangements not requiring authorization

At the discretion of the coordinator (or head of school), the following arrangements are permitted in examinations without prior authorization from the IB Assessment Centre.

- *A candidate is permitted to take an examination in a separate room if it is in the best interests of the candidate or other candidates in the group. For example, lighting may be a particular consideration for a candidate with a visual impairment, or a room with an echo may be difficult for a candidate with autism. Furthermore, a candidate's condition or the nature of the inclusive assessment arrangement (for example, a scribe, a computer) may disturb other candidates, in which case a separate examination room is justified. If the examination is taken in a separate room, all regulations governing the conduct of IB examinations must be observed. The candidate must be kept under the constant supervision of an invigilator.*
- *The coordinator may arrange for appropriate seating to meet the needs of individual candidates (for example, sitting near the front may be appropriate for a candidate with vision or hearing difficulties).*
- *An assistant, if necessary a nurse, may be in attendance if this is necessary for the welfare or safety of a candidate. The assistant must not be another candidate or a relative of the candidate.*
- *A candidate who normally uses an aid (for example, a coloured overlay, a Braille slate, a sound amplification device, a radio aid, a hearing aid, a low vision aid, a magnifying aid, coloured filter lenses) is allowed to use the aid in examinations. Note: It is in breach of regulations if candidates are found in possession of any other mobile devices in the examination room.*
- *A candidate with a hearing condition may receive instructions from a communicator. This arrangement must be confined to explaining the conduct of the examination*

and the instructions in an examination paper. The communicator must not convey information about any aspect of a question in the paper without prior authorization from IB Assessment centre.

- If a candidate has difficulties in reading or attention, test directions may be clarified by the invigilator or a designated reader. This arrangement must be strictly confined only to clarifying the directions and the instructions and not the content of the questions.
- Magnifying devices to enlarge and read print may be used by candidates with vision issues. These may include magnifying glasses and line magnifiers.
- For a candidate who has colour blindness, the coordinator (or invigilator) is permitted to name colours in an examination paper (for example, on a map in a geography examination). However, no other form of assistance may be given without authorization from the IB Assessment centre.
- A candidate who is hypersensitive to sound is permitted the use of noise buffers such as headsets, earplugs and individual workstations with acoustic screens. If an individual workstation is employed, all regulations governing the conduct of IB examinations must be observed. The candidate must be kept under the constant supervision of an invigilator.
- A candidate may be permitted rest breaks if required to do so due to medical, physical, psychological or other conditions. The amount of time permitted for rest breaks is not counted towards the duration of the candidate's examination. Rest breaks must be supervised to ensure that the security of the examination is maintained. There must be no communication with, or disturbance to, other candidates. The amount of rest time and number of breaks permitted must be pre-determined and will depend upon the candidate's circumstances, although 10-minutes per hour is the general recommendation. During a rest break, the candidate is not permitted to read, respond to the examination paper or write notes of any kind. Candidates may be allowed to leave the room for all or part of the rest periods. For example, a candidate with diabetes may be provided rest breaks to check blood sugar levels and take medication. If a candidate's personal examination timetable is such that, with rest periods and additional time more than six and a half hours of examinations would take place in one day, rescheduling should be requested.
- A candidate may be permitted the use of a prompter due to attention issues, psychological or neurological conditions. A prompter would ensure that a candidate pays attention to the examination. The use of the prompter should not disturb other candidates. The coordinator or invigilator may act as a prompter, but the examination must be conducted according to IB regulations. In all cases, the prompter may only prompt the candidate and not provide any form of assistance. The prompt may be a gentle tap on the candidate's arm or desk/table but should not be given verbally. The prompter must not draw the candidate's attention to any part

of the examination paper or script. The prompter should be familiar with the candidate's behaviour so that he/she knows when the candidate is off-task. The candidate should be familiar with the kind of prompt that he/she would likely receive from the prompter. The prompter should be in a position that provides a view of the candidate's disposition rather than his/her work. The candidate should not feel as though he/she is under pressure or scrutiny.

- At the discretion of the coordinator, a candidate may be given additional time to complete assignments during the two-year programme (for example, the extended essay, the theory of knowledge (TOK) essay) without authorization from the IB. However, if an extension to the deadline for the submission of work for assessment is required, the coordinator must contact IB Answers (See section 4.7 Access to extensions and exemptions).

C. Assessment arrangements requiring authorization

All inclusive assessment arrangements other than those listed in this section must have prior authorization from the IB Assessment Centre. Refer to the publication Candidates with assessment access requirements.

*All requests for inclusive assessment arrangements must now be submitted using the online system on IBIS. The request for inclusive assessment arrangements is located under the **Candidate** tab and must be submitted no later than **15 November/15 May**, 6 months before the written examinations. Requests for modified papers will not be authorized after this deadline.*

Before completing the request, the candidate must be registered for the intended examination session. Inclusive assessment arrangements approved for a candidate will automatically apply for all examination sessions for which they are registered. It is not necessary to submit a second request. However, if a candidate's requirements change after the initial request, the IB must be notified using the Access and inclusion email link under Contact us on IBIS.

C.1 Evidence and information required

The following supporting documentation must be submitted (uploaded) with the online request for inclusive assessment arrangements.

- Medical/psychological/psycho-educational documentation (translated into English, French or Spanish where necessary)

and

- At least one piece of educational evidence

The purpose of the educational evidence is to show that the access requested has been the candidate's usual way of participating in classroom activities and tests. Examples of educational evidence include:

- anecdotal observations from the school such as records or correspondence from a class teacher, a learning support/inclusion coordinator or school counselor
- an individualized educational plan (IEP)
- samples of the candidate's work (for example, showing unsuccessful work owing to lack of access or successful work owing to access given); the work submitted, which needs only be in one subject, must be work that has been written in English, French or Spanish
- evidence of correspondence or records from a previous school where the candidate was enrolled and whether the assessment arrangement was used.

C.2 Modifications to examination papers

For a candidate with a visual impairment, please provide specific details of the Braille code required. For candidates who require enlarged papers, the IB offers a standard enlargement on A3 paper (420 x 297mm) with a font size of 18. If a candidate can access this, coordinators are encouraged to use this standard enlargement. Enlarged font size of 24 point on A3 paper may also be requested. For candidates who require an enlarged font on A4 paper (297X 210mm), the IB offers a standard 16 point font. Any other request for alternative font size that is not listed above as a standard modification may be considered only in exceptional circumstances.

D. Candidates registered for the anticipated and Retake categories

D.1 Anticipated candidates

*Inclusive assessment arrangements approved for anticipated candidates will automatically be applied for the diploma session. It is not necessary to send a second request. However, if a candidate's condition changes after the first request for inclusive assessment arrangements has been submitted, inform the IB using the appropriate link under **Contact us** on IBIS.*

D.2 Retake candidates

Inclusive assessment arrangements for retake candidates will not automatically be carried over from the previous session; therefore, it is the responsibility of the coordinator to notify the IB Assessment Centre using the Contact us link on IBIS. For retake candidates requiring modified papers, early notification is essential to allow for necessary modifications to be made.

Works Cited

International Baccalaureate Organization, *Candidates with assessment access requirements*. Cardiff, Wales: IBO. 2013


International Baccalaureate Organization. *Handbook of the procedures in the Diploma Program*. Cardiff, Wales: IBO, 2016

International Baccalaureate Organization. *Learning diversity and inclusion in IB programs*. Cardiff, Wales: IBO, 2016

International Baccalaureate Organization. *Meeting student learning diversity in the classroom*. Cardiff, Wales: 2013

Appendix:

Appendix 1.

Form s.1	 MIS SEN Department PYP Referral Form	Date:
Student's Name:		Grade to attend:
According to the:		
interviews and the entrance exam <input type="checkbox"/>		
Parent's request <input type="checkbox"/>		
Teacher's request <input type="checkbox"/>		
Educational board <input type="checkbox"/>		
The student is required to enroll in the SEN Department.		
Subject	No. of sessions	Descriptive status
Language Arts		
Persian		
French		
Maths		
Science		
Visual Arts		
ICT		
E.Y skills		
Music		
Social Studies		
Student does not need/needs further interview(s)/ exam(s) after completing the SEN classes.		
PYP Head of Section's comment and approval:		Date/Signature:
SEN Coordinator's comment and approval:		Date/Signature:
Parent's comment and approval or rejection:		Date/Signature:

Form s.1



This is to notify that based on the classroom observations and exams _____ student of grade __ has some difficulties in:

Subject	Teacher's Area of Concern

Virtual:

Face to face:

Teacher's name:

Signature:

Date :

PYP Head of Section

Date: _____

SEN Coordinator

Date: _____

Form s.2



Date:

Student's Name:

Grade to attend:

According to the:

interviews and the entrance exam

Parent's request

Teacher's request

Educational board

The student is required to enroll in the SEN Department.

Subject	No. of sessions	Grade out of 7	Note
English language & literature			
Persian literature			
French			
Mathematics			
Science			
Biology			
Physics			
Chemistry			
Design			
Music			
Visual arts			
Individual & Societies			

Student does not need/needs further interview(s)/ exam(s) after completing the SEN classes.

MYP Head of Section's comment and approval:

Date/Signature:

SEN Coordinator's comment and approval:

Date/Signature:

Parent's comment and approval or rejection:

Date/Signature:

Form s.2



This is to notify that based on the classroom observations and exams _____ student of grade __ has some difficulties in:

Subject	Teacher's Area of Concern

Virtual:

Face to face:

Teacher's name:

Signature:

Date :

MYP Head of Section

Date: _____

SEN Coordinator

Date: _____

Form s.3



Date:

Student's Name:

Grade to attend:

According to the:

interviews and the entrance exam

Parent's request

Teacher's request

Educational board

The student is required to enroll in the SEN Department.

Subject	No. of sessions	Grade out of 7	Note
English language & literature			
Persian literature			
Math			
Biology			
Physics			
Chemistry			
Business management			

Student does not need/needs further interview(s)/ exam(s) after completing the SEN classes.

DP Head of Section's comment and approval:	Date/Signature:
SEN Coordinator's comment and approval:	Date/Signature:
Parent's comment and approval or rejection:	Date/Signature:

Form s.3



This is to notify that based on the classroom observations and exams _____ student of grade __ has some difficulties in:

Subject	Teacher's Area of Concern

Virtual:

Face to face:

Teacher's name:

Signature:

Date :

DP Head of Section

Date: _____

SEN Coordinator

Date: _____

Appendix 2.



MIS SEN Department
SEN Register Inclusion
Form S4

Dear Parent/Guardian,

_____ was referred to the Special Educational Needs Department. The data collated by the SEN department and the teacher's observations in class. It indicated that he/she is having learning difficulties/needs. When a student is referred to the SEN he/she will receive individual support (withdrawal and in class).

The student will need ____session(s) extra classes. These classes will be held:

- Virtual
- Face to face

If there are any changes in the type and/or hours of support the SEN department will contact you.

Yours Sincerely,

SEN Coordinator

Date: _____

Appendix 3.



MIS SEN Department
Form S6

Dear parent/guardian,

This is to notify you about _____ educational status after participating ____ sessions of ____ class.

Based on the data collated by the SEN department and teacher's evaluation report, _____ does not need further support from the SEN department. If there are any changes in his/ her individual needs, the SEN department will contact you.

The attachment is the class report. Please contact us in case of any further difficulties/questions.

Yours Sincerely,

SEN Coordinator

Date: _____

Appendix 4.

Form s.4



Mehr.e.Taban
ACADEMY

MIS SEN Department
Form S8

Date:

MIS community believes that all students must have access to the best and same environmental and educational equipment in order to become open minded, balanced, caring and life-long learner.

To this extent the SEN department collaborate with the Health and counselling department in order to facilitate and support the student's specific needs.

Health Department

(This part must be filled in by the school's nurse)

- _____
- _____
- _____
- _____

Signature: _____

Date: _____

Counselling Department


(This part must be filled in by the school's counsellor)

- _____
- _____
- _____
- _____

Signature: _____

Date: _____

Appendix 5.

Form s.5	 Mehre Taban ACADEMY MIS SEN Department Student's Evaluation Report	Date:	
Student's Name:		SEN Teacher's name:	
	Subject :	Book Title	Unit Title/No:
Date	Teacher's Report		
	Strength	Improvement	Description
Teacher's name :		Signature/Date:	
Evaluation of the teacher for the above sessions:		Date/Signature:	
Head of Section's comment and approval:		Date/Signature:	
Comment: This part must be filled in by the SEN Department		Date/Signature:	
The student need/does not need extra individual support in the SEN department			

Appendix 6.

Form s.6



Date:

MIS SEN Department
Student's Evaluation Report

Student's Name:

Teacher's Name:

Dear parent/guardian,

This is to notify you that based on the Persian/French/English curriculum. SEN schedule and teacher's evaluation report, _____ has learned the following language skills:

- Listening skills
- Speaking skills
- Reading skills
- Writing skills

Based on the MIS policy the student should continue the Persian/French /English classes during summer in order to meet the grade requirement.

If there are any changes in his/her individual needs, the SEN department will contact you.

The attachment is the class report, Please contact us in case of any further difficulties/inquiries.

Yours Sincerely,
SEN Coordinator