



LAMPIRI IB World School

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Inclusion/Special Educational Needs (SEN) policy

at Lampiri IB Diploma Programme

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IB LEARNER PROFILE

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

Reflective

Give thoughtful consideration to your own learning and experience. You are able to assess and understand your strengths and limitations in order to support your learning and personal development.

Open-minded

Understand and appreciate your own culture and personal histories, and are open to the perspectives, values and traditions of other individuals and communities.

You seek and evaluate a range of points of view, and you are willing to grow from the experience.

Risk-takers

Approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies.

You are brave and articulate in defending your beliefs.

Caring

Show empathy, compassion and respect towards the needs and feelings of others.

You have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Balanced

Understand the importance of intellectual, physical and emotional balance to achieve personal well-being for yourself and others.



Principled

Act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.

You take responsibility for your own actions and the consequences that accompany them.

Knowledgeable

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

Inquirers

Have a natural curiosity and learn to acquire the skills necessary to conduct inquiry and research and show independence in learning. You actively enjoy learning and this love of learning will be sustained throughout their lives.

Communicators

Understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. You are willing to work in collaboration with others.

Thinkers

Exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.

The aim of this document

The aim of this document is to describe the philosophy and structure of Lampiri's Special Educational Needs Policy.

This document is designed to communicate to all stakeholders the processes, actions and the responsibilities of all involved applying the Special Education Needs Policy, in order for all our students, who experience some learning barriers, to be able to develop their social, emotional and cognitive potential.

Summary of the requirements of Greek law at Lampiri in mainstream programme

Oral examination requirements for high school students

Upon official request, certain students are entitled to oral examination when it is decided that written examination is not sufficient or accurate for them. The right for oral examination is granted to students that have been evaluated as having learning disabilities such as dyslexia, dysgraphia, and/or serious difficulties in math, reading and spelling. In case the student prefers to answer several topics in writing, his/her answers are also graded and taken into consideration for the final grade. The medical report of the evaluation granting oral examination needs to be issued by one of the National Centers for Diagnosis and Support of Students with Learning Disabilities (Hellenic KEDDY) or by one of the accredited pedagogical medical centers of the Hellenic Ministry of Education. The report states the specific learning difficulty of the student, and the time of the student's required next evaluation.

Students with autism spectrum disorder can also be examined orally or in writing. In this case, a written medical report by the National Centers for the Diagnosis and Support of Learning Disabilities (Hellenic KEDDY) or by the accredited pedagogical medical center of the Hellenic Ministry of Education is required referring to the learning difficulty of the student, mentioning his/her oral or written method of examination, as well as determining the time of his/her next learning disability evaluation. The respective official request is submitted to the High School accompanied by the abovementioned report.

All requests and medical reports mentioned above are submitted to the High School Director no later than February 25 of each academic year. In certain exceptional cases, they can be submitted later.

Oral examination procedure for high school students

All High School students entitled to oral examination in the final exams are tested on the same topics as the rest of the students, before a committee which has been established for these purposes by the High School Director. This committee is presided over by the High School Director himself/herself and is composed of two members; the members are educators of the course being examined or of a course in a similar field. The two grade points that the student earns by the two examiners are averaged in order to create a Grade Point Average (GPA) for the course.

The abovementioned students are examined in a different classroom and the duration of their examination can be extended upon the decision of the High School committee. Their written exams are collected along with the written exams of the rest of the students and sent to the grade center for grading. During the school term daily quizzes or hourly exams, the oral examination of the student is conducted by his/her own educator of the respective course.

THE IB DIPLOMA PROGRAM AND ITS REQUIREMENTS ARE RECOGNIZED IN GREECE IN A NATIONAL STATUTE. THIS RECOGNITION INCLUDES THE TERMS AND CONDITIONS OF ASSESSMENT IN THE DP.

International Baccalaureate DP students

Lampiri provides support for learners with special educational needs in the IB Diploma Program as specified and described in the “Learning diversity and inclusion in the IB programmes” (IBO 2016) and in the “Meeting student learning diversity in the classroom” (IBO 2013) official documents. The wide range of learning profiles of IB DP students is considered a source of enrichment for the program. In a student-centered classroom environment, teachers often provide individualized learning activities in order to help each student set high but realistic goals that build his/her self-esteem. Additionally, teachers provide a variety of instructional and testing methods in the classroom in order to accommodate for students’ specific learning needs and styles. Teachers are provided with resources that enable them to differentiate their teaching and conduct in order to optimize the learning experience and the psychological well-being of their students. A climate of mutual respect and appetite for knowledge is nurtured. Strengths are honored and difficulties are turned into challenges for creative teaching approaches. In this caring learning environment, the IB DP program in Lampiri ensures that IB’s four principles of good practice (affirming identity and building self-esteem; valuing prior knowledge; scaffolding; and extending learning) are adhered to.

IB DP students with specific learning disabilities, such as dyslexia, will be afforded the same attention and care as mainstream Lampiri students, and they will, as a matter of course, be given the assistance and special consideration for examinations situations that are specifically and individually approved by IBO. Such situations are described in detail in the IB publication for the Diploma Program, “Candidates with assessment access requirements” (2017) and IB policy will be adhered to in all such cases.

Definitions

- Differentiation refers to any modification to instruction or assessment of the written, taught, and assessed curriculum in order to meet individual needs.
- Inclusion refers to providing access to IB Diploma Programme for all students.
- Inclusive assessment arrangements refer to changed or additional conditions during the assessment process for a candidate with assessment access requirements. These enable the candidate to demonstrate his or her level of attainment more fairly and are not intended to compensate for any lack of ability
- Special educational needs (SEN) refer to any student who shows a need for extra support or for challenge beyond the general curriculum. Lampiri school 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.
- 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 herself.

SEN philosophy and aims at Lampiri is:

- We define inclusion as "an ongoing process that aims to increase access and engagement for all students by identifying and removing barriers". (*Learning diversity and inclusion in IB Programmes, 2016, p.1*)
- Inclusion is achieved through a culture of collaboration, mutual respect, support and problem-solving in dynamic learning communities. Dynamic learning communities incorporate the whole school community and take into account the voices of all learners, their parents and caregivers, support staff and non-teaching staff. . (*The IB guide to inclusive education: a resource for whole school development, 2015*)
- By providing students with multiple means of representation, action and expression, and engagement, students are given equal opportunities to learn. This is achieved through differentiated teaching, which involves using collaborative and cooperative learning, a variety of learning practices, creative approaches to teaching and learning, differing formats and modes of exploring and presenting knowledge and understanding being made available to the students.
- We are committed to promoting a safe and supportive learning environment in order for students with special educational needs to thrive academically, socially and emotionally.
- We view student's education as a partnership between the student, the parent(s)/guardian(s), the school and teachers, and the community.

Main principles

- Identification of a student with a learning need can occur at any age or stage of development. 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 the work of the student 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 (IEP) if needed.
- Individualized Education Plans (IEPs) are written for students who are identified for special education services. These plans will be revised annually, are confidential, and are shared with other school staff on an as needed basis.
- Support for students with special educational needs and abilities include and are not limited to curriculum modification, enrichment activities, classroom accommodations, small group instruction, and one on one support. When it is determined that a student would benefit from additional support outside of the classroom, pull-out services are provided to meet academic, social, or behavioural needs.
- In the classroom, provisions for students with SEN will be made by class teachers to ensure access to the whole curriculum. All students with an IEP will follow the same curriculum as their peers. In some areas of the curriculum such as literacy and numeracy, students may require modification of content or assessment. Students may also be given in-class support during lesson time in order to ensure the skills they have learned are implemented, and to assist them in accessing the curriculum in the classroom.
- Various needed inclusive assessment arrangements specified in the Candidates with special assessment access needs DP (IBO, 2009/2014) are to be granted once the IB Assessment centre has reviewed the required documentation and authorized the arrangement.

The responsibilities of the stakeholders

A key element of successful learning support is a high level of collaboration between all of the stakeholders.

Classroom teachers' responsibilities include

- collaborating with the IB coordinator and school psychologist in the development of an IEP and identifying appropriate accommodations to support learning;
- implementing the accommodations stated in the IEP;
- maintaining a record of pupil's progress towards achieving the goals specified in the IEP;
- 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 role of parents/guardians

Parents/Guardians are vital to the IEP team process. They

- provide information on the child's strengths and weaknesses at home, background information on the child's history and development, and information on any family factors that may affect the child's learning;
- should be prepared to offer insight into whether current strategies and instruction are helping the child learn (even when not specifically asked), and provide suggestions for change and improvement.
- discussing their child's progress with the teacher, IB coordinator, and school psychologist at the end of each trimester;

The role of the administration

When needed, Lampiri may require the services of outside professionals such as educational psychologists, speech and language therapists, or other professionals to conduct evaluations and make recommendations. Parents will cover the costs of outside testing.

In addition, professional development funds are available for faculty, staff, and administration to keep them updated on best practices and current research on all areas of special needs.

Confidentiality

Lampiri regards confidentiality as an essential component of working together in an effective and supportive school community. Students in need are best supported when the adults working directly with the student have the most comprehensive information possible. Sharing information is necessary and parents are expected to share all information they have that will support teachers and administrators in meeting the needs of their children. All information received is regarded as confidential and is safeguarded in a number of ways. From the time of admissions or when a special need or learning difference is identified, there is every attempt to safeguard all communications. This includes exchanges between and among faculty, staff, parents, and the student. At all levels of the school student files are kept in a locked area of an administrative office. Digital files are only shared within and among support staff and administration relevant to the student issue.

Requirements

1. A medical or psychological evaluation must have been undertaken no earlier than the previous academic year before the start of the candidate's study of the Diploma Programme.
2. The supporting documentation for candidates with a long-term medical condition, permanent disability or special educational need, must be legible, on paper with a letterhead, signed and dated.
3. State the title, name and professional credentials of the person (or persons) who has undertaken the evaluation and diagnosis of the candidate.
4. State specifically the nature of the condition leading to the request for special requirements and the tests or techniques used to arrive at the diagnosis.
5. Be consistent with the coordinator's request for special arrangements.
6. Describe the functional limitations arising from the disability and their impact on learning.
7. Include a summary (or conclusion) and recommendations as to which special assessment arrangements are appropriate.
8. Where appropriate, the report should be enclosed with a full translation in English.
9. In addition, the school will provide a statement on the day-to-day experience of the student in the classroom for both learning and assessment, with particular reference to conditions during tests and examinations.

References:

"Greek Law 3699/2008" official available in nomoi.info at

http://www.pischools.gr/special_education_new/ftp/nomoi/Nomoi-E-A/N.%203699%20-%202008%20-%20FEK.%20199%20-A-%202-10-2008.pdf

"Greece - Special needs education within the education system" in European Agency for Special Needs and Inclusive Education at <https://www.european-agency.org/countryinformation/greece/national-overview/special-needs-education-within-the-education-system>].

"Candidates with assessment access requirements", International Baccalaureate Organization, published May 2009, updated August 2017

"Learning diversity and inclusion in the IB programmes", International Baccalaureate Organization, published January 2016.

"Meeting student learning diversity in the classroom", International Baccalaureate Organization, published May 2013. The policy is annually reviewed and revised – current version 21st September 2018

"Programme standards and practices"(IBO 2014)

"Handbook of procedures for the Diploma Programme" (2017)

"Candidates with assessment access requirements" (2017)

The important role of parents in special education at <https://www.verywellfamily.com/parental-importance-special-education-2162701>