



Campus International Special Educational Needs Policy 2017-2018

Philosophy and Purpose:

The student population at Campus International School is very diverse; application is open to all and students are chosen by lottery and include many with special needs that are both identified and not identified. At Campus International we value differentiation of instruction and scaffolding to meet the diverse needs of each student. We firmly believe that “We, as teachers, must be sensitive to this variety, and be flexible enough in our thinking to accommodate those who may not perform in the generally accepted way.” (Learning Diversity in the International Baccalaureate). Examples of these special needs may include:

- specific learning disabilities
- language and communication disabilities
- emotional and behavioral difficulties
- physical difficulties affecting mobility
- sensory impairments (such as visual or hearing difficulties)
- medical conditions (such as asthma, epilepsy and diabetes)
- Other health impairment (such as attention deficit hyperactivity disorder, eating disorders and anxiety)
- gifted and talented students

We believe that every student can experience success in the IB curriculum and instruction should be scaffolded and differentiated to meet our diverse population of learners.

When educationally appropriate, we provide an inclusive experience for students with special needs. In some cases, in order to fulfill the requirements of an IEP, a student may require individualized instruction to reach their academic goals. Designated special education teachers are IB trained and participate in the collaborative planning process at each grade level.

In accordance with the philosophy of the IB and district policies, we seek to offer a differentiated teaching and learning environment that focuses on scaffolding instruction and placing value on prior knowledge to foster growth and independence in all learners. Academic knowledge and the development of skills are both considered in planning and instruction. The International Baccalaureate Program at Campus International is intended to be an inclusive programme that can cater to all students. “The central place of approaches to learning (ATL) helps teachers and students respond in a flexible way to varied learning needs, including the needs of those who are learning in a language other than their mother tongue, or special educational needs of all kinds.” (Learning Diversity in the International Baccalaureate p. 5)

Campus international School, with the CMSD, provides a continuum of services and supports designed for students with special needs. Students with special needs are provided with a Individualized Education Plan. This plan is developed by teachers, intervention specialist, school psychologist, parents and administration. It is based on data from testing and observation and designed to meet the academic and behavioral goals of individual students. It specifically outlines areas of growth for each student and methods to meet their needs. The IEP also ensures student participation in the state and IB curriculum in the least restrictive environment and aims to ensure success. Documentation of student progress will be monitored by the intervention specialist and reported through the CMSD IEP Progress Report 8 times per year. In some cases, students may have 504 plans in place to ensure accommodations and support equal access for each individual.

Practice:

Many instructional practices are in place to accommodate our diverse population: These practices include:

- Scaffolding and differentiating methods and materials
- Intervention, specialized instruction and enrichment for students at all levels
- Differentiated structures (Inclusion, co-teaching, co-planning, small group and resource room)
- Intervention specialists participate in IB planning
- Lessons are created to provide accommodations where necessary and are differentiated and/or modified to meet student needs
- Regular communication in collaborative with teams, IEP meetings and data meetings
- Formal and informal assessments are used as tools for reflection and are designed to both meet and determine individual student needs and inform instruction.
- Staff members will administer summative assessments and ensure that all accommodations and modifications are implemented for each student to meet individual needs
- Teaching within the Transdisciplinary Themes or Global Contexts provide a variety of learning opportunities for each student at their level of understanding.

All policy and practice at Campus International School aim to ensure success in the International Baccalaureate Programme.

Source:

International Baccalaureate. (2010). Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes. Cardiff, Wales