



DANILA KUMAR
INTERNATIONAL SCHOOL
GOGALOVA ULICA 15
1000 LJUBLJANA
SLOVENIA

INCLUSION/ SPECIAL EDUCATIONAL NEEDS POLICY

MISSION AND PHILOSOPHY STATEMENT OF DKIS

Danila Kumar International School offers two transformational, trusted, and reputable International Baccalaureate programmes: The Primary Years and the Middle Years Programme (first three years). These programmes ensure high-quality education that encourages lifelong personalized learning and supports learner agency.

With stimulating and supportive learning spaces and environments, we scaffold quality learning and the development of our students.

A comprehensive, inquiry-based and student-centred approach to teaching and learning focuses on inclusivity and fosters intellectual, physical, emotional and social development in order to develop good learning habits and promote positive attitudes, which we monitor and scaffold with rigorous and holistic assessment.

We place strong emphasis on timeless concepts, intercultural understanding, respect, multilingualism and global citizenship, which aim to help create a better and more peaceful world.

Our school is an all-inclusive school and we also enrol candidates with learning support requirements as long as their disability allows them to reach modified assessment arrangements and are not dangerous for the school community.

Aims of This Policy

- To determine the procedures and practices in working with students with learning support requirements.
- To determine a whole school approach to teaching and learning.
- To enable students with learning support requirements to complete the educational process in the most effective way.
- To establish effective communication with parents and institutions who work with students with learning support requirements.

- To create an environment for the holistic development of students with learning support requirements.
- To ensure that special needs of students are identified early, assessed and provided for.
- To clarify expectations of families, school, administration and students.

Definition of Special Educational Needs

- Attention deficit disorder/attention deficit hyperactivity disorder (ADD/ADHD)
- Autism
- Specific learning disability (such as dyslexia or dyscalculia)
- Dyspraxia (developmental coordination difficulties, motor learning difficulties)
- Speech, language or communication needs
- Emotional and behavioural difficulties
- Physical disabilities (such as brittle bone disease, cerebral palsy, muscular dystrophy...)
- Sensory impairments (such as visual or hearing difficulties)
- Medical conditions (such as asthma, allergies, arthritis, epilepsy, diabetes,..)
- Mental health conditions (such as schizophrenia, eating disorders, anxiety, bipolar disorder, depression. ..)
- Gifted and talented students
- ESL/EAL students

In DKIS the staff experts or consultants who work with students and guide teachers to work with students with learning support needs are the pedagogue, psychologist and speech therapist. The school has access to the following testing or screening:

- ✓ A psychologist does:
 - SPM Standard Progressive matrices (Raven)
 - WISC 3 Wechler's Intelligence Scale for Children
 - POŠ Readiness of children for school
- ✓ A speech therapist does:
 - Šali's test

Support

We believe that each student needs an individual approach and that it is very important that students get support that is time appropriate and suited to their needs in order to prevent problems and help them feel successful and confident in their knowledge and skills. Classroom support for all students with special education needs and abilities may include:

- Direct student support (individually or in a group) – curriculum modifications, enrichment activities, small group instructions or one-on-one support, help classes, extra classes, classroom accommodations, additional professional support within the school (psychologist, pedagogue and social pedagogue ...)
- Indirect student support - through teacher and/or parent support, individually or in a group

- External support when student (or parent) has social and/or emotional and behavioural difficulties that require additional clinical assessment and/or the provision of specialist therapies. If the student is already involved in other health services, a school professional might request information from their professionals.
- Teacher support - individually or in a group
- Parent support - individually or in a group
- In-class support teacher – assists with students with learning support requirements, reduces teacher-to-student ratio and allows for more teacher and student interaction

Roles and Responsibilities

School Board

- Provides funding according to school philosophy standards and Slovenian state legislation.

Administration

- Oversees the development, implementation and review of school policy on learning support and needs services.
- Observes the process of identification and assessment procedures.
- Ensures that students receive support.
- Provides professional development, guidance and advice to staff in relation to teaching methods and resources.
- Encourages teachers to increase their knowledge in this area.
- Facilitates the involvement of other community institutions and experts in contributing to learning support.
- Ensures resources and facilities for SEN activities.

Class Teachers

- Firstly, to identify any learning issues, learning styles, abilities, skills and interests.
- Implements teaching programmes which optimise student learning.
- Implements the school Inclusion/SEN policy.
- Reviews the outcomes of assessment and special assessment arrangements.
- Informs parents of the concerns regarding their child and indicates the school policies and practices, and maintains regular contact with them.
- Attends all meetings with parents and learning support teachers and counsellors.
- Implements appropriate –differentiated activities within the classroom, adjusts the programme in line with individual learning plans and curriculum differentiation.

Learning Support Teachers or/and Counsellors: pedagogue, psychologist and speech therapist (appointed for individual cases)

- Helps with the integration of new students with learning support requirements.
- Provides advice to class teachers regarding students who experience difficulties.
- Advises the administration on issues that arise in the implementation of the learning support programme.
- Consults with staff as a group on implementation of school policies regarding prevention, screening, assessment, strategies...

- Develops individual student profiles and individual learning support programmes.
- Monitors and reviews the attainment of learning support programmes.
- Monitors and records progress made by the students.
- Identifies students who have specific or general learning support requirements.
- Meets parents to discuss assessment outcomes, learning targets and action to be taken by the school and ways to support students at home.
- Cooperates with institutions and experts outside of school (The Counselling Centre for Children, Adolescents and Parents Ljubljana, Institute for the Deaf, Paediatric clinic, Centre for Child and Adolescent Psychiatry).

Parents

- Should inform the school about their child's learning support requirements.
- Collaborate responsibly with the class teachers and administration on regular bases to support their child's optimal development.
- Follow the recommendations and guidance of specialists and counsellors and scaffold their child's development with the required activities and support at home.
- Honour school and Slovenian laws, rules and procedures for inclusive education and recommendations for orientation/inclusion of their child into other educational institutions, if the school cannot provide appropriate learning environment and learning support for their child's needs.

Special Education Referral Process

1. Administration and counsellors analyse the application documents and interview parents during the enrolment process.
2. Counsellors help with the integration of new students with learning support requirements.
3. Class and subject teachers identify learning difficulties/strengths as early as possible in September or after student's arrival to school.
4. Individual cases are discussed in staff meeting at the end of September.
5. Parents are informed.
6. Students are assessed by school counsellors (pedagogue, psychologist, speech therapist) or experts from other relevant institutions.
7. Individual learning support plans and inclusive assessment arrangements are designed.
8. Teachers implement them.
9. Teachers and counsellors are responsible for monitoring children and assess students' development on the basis of inclusive assessment arrangements and keep in touch with their parents.
10. The staff consults regularly on the success of teaching approaches in line with policy and monitoring/assessment results of the student.
11. The final assessment of student development at the end of the school year and preliminary plans for the next school year.

Criteria for Diagnosis and Eligibility for the programmes for the students with learning support requirements

- These services are provided only to students with documented learning support requirements.
- The student must have a condition that affects the learning process.
- The students must have individual learning support plans developed according to their needs by school counsellors.
- The student must be assessed and placed by a school or accredited institutions according to Slovenian laws and procedures for special education/inclusive education and inclusion rules for students with learning support requirements.

Scaffolding activities

- Differentiation of regular lessons
- Research work on different levels
- Extra help lessons
- Additional lessons for able students
- Individual lessons or help during lessons provided by counsellors
- ESL/EAL lessons
- Buddy/parent tutoring programmes
- Reading programmes in the library
- Extracurricular activities
- Presentations of experts from local institutions
- Orientation for students to use appropriate relevant resources in the library
- Collapsed Days

Confidentiality

The files are kept by the school's counsellors and are available only to those who work directly with the students. The school may not discuss file information with others who are not directly involved with the students, nor discuss them in the public domain.

Integration with other school policies

This policy should be used with the school's Language and Assessment policies where they refer to students with learning support requirements.

Updated May 2021

Based on IB Publications: "Learning diversity and the IB programmes: Special educational needs within the International Baccalaureate programmes" (2010), "Language and learning IB programmes" (2011), "Programme standards and practices" (2014), "Meeting student learning diversity in the classroom" (2013)