

<b>Paradis International College</b>	<b>Doc. Ref. :</b>
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<b>Special Educational Needs Policy</b>	

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**Paradis International College respects The Salamanca Statement, which refers to the effective way to combat attitudes of discrimination in inclusive schools. *Inclusive schools build an inclusive society and make education available for all.***

### **1. Purpose**

The purpose of the special educational needs policy is to create a structured and comprehensive framework for defining, addressing and supporting students' special educational needs at Paradis International College.

### **2. Special educational needs students and inclusive education**

Students who have special educational needs (SEN) are students who require an educational approach adapted to their individual characteristics and/or to the particular aspects of their deficiency or learning disabilities, as well as a specialised intervention in order to ensure an appropriate rate of recovery and academic progress.

The education provided in order to meet individual characteristics and/or adjusted to the features of a deficiency bears the name of "special needs' education". This type of education is destined for all the students with special educational needs who are not able to progress academically according to their developmental stage while included in an educational facility.

Paradis International College is a school that believes in and promotes equal opportunities, integration of students with mild special educational needs (with an official diagnostic proved by a disability certificate) in the global process of schooling. Integrating students with mild special educational needs with the general classrooms in Paradis International College is possible with the assistance of teaching assistants and school counsellors.

### **3. Inclusion of the students with mild special educational needs**

Paradis International College ensures integration of students with mild to moderate special educational needs in the global process of schooling (learning disabilities, language impairments, intellectual disability, hearing impairments, all of them ranging from a mild to a moderate level). These students can normally function within a general classroom setting with additional support from the teaching assistants and/or the school counsellors.

In accordance with the 5379/2004 Order of the Ministry of Education and Culture regarding the "Methodology of organizing and functioning of educational services through support teachers for students with special educational needs included in the mass schooling system", Paradis International College follows the main principles:

- Ensuring each student's right to education;

1. Students have the right to learn together, irrespective of difficulties and differences;

2. Each student is unique and has a specific learning and development potential;
3. The school and community ensure equal opportunities of accessing education for all students

- Providing specialised services centered on meeting the needs of students with special educational needs;

1. Correlating the types of education and the types of schooling depending on the purpose, objectives and outcomes of education;
2. Ensuring educational progress through complex activities.

**4. Paradis International College supports the learning and development of students with special educational needs through appropriate measures such as:**

- Educational assessment of their development;
- A learning programme adapted to the needs of the student;
- Extra help from a teacher or teaching assistant;
- Working in smaller groups;
- Observation in class or during breaks;
- Help taking part in class activities provided either by the teaching assistant, the teacher or one of the counsellors;
- Extra encouragement in their learning (e.g. providing support in asking questions, creating a space where his/her opinions are listened to, exposing him/her to new experiences and activities);
- Help communicating with other students provided by the teachers, form tutors or counsellors;
- Support with physical difficulties (e.g. going up and down the stairs, adapting physical activities to the special physical needs of students);
- An individual educational plan that states the baseline (in terms of strengths and challenges) and sets attainable learning objectives that are reviewed at the end of each term.

Promoting the spiritual, moral, social and cultural development of all members of the Paradis International College community implies also abiding by the fundamental principles of:

- Equal rights;
- Equal opportunities;
- Access to all types of education;
- Early intervention;
- Cooperation and partnership;
- Ensuring support services within the community;
- Resources adapted to student's needs.

Paradis International College will take steps to ensure that students and their parents are actively supported in contributing to needs assessments, developing and reviewing individual educational plans.

## **5. Roles of the Paradis International College members in ensuring special needs education:**

### *Head of School*

- Create and promote a school culture of inclusion and equality;
- Collect feedback from the members of the Paradis community regarding the SEN support system;
- Provide SEN training opportunities for staff each year;
- Model interaction and behaviour with students with SEN.

### *School psychologist/counsellors*

- Have an updated evidence of SEN students on their respective level (primary, secondary, high school);
- Offer guidance for differentiated teaching strategies and educational content for SEN students;
- Coordinate with the teaching assistants and teachers for the learning support activities;
- Monitor the educational progress of SEN students;
- Provide support in students' transition from one level to another and for exam preparation.

### *Tutors*

- Ensure a climate of inclusion and equality within their group;
- Model interaction and behaviour with students with SEN;
- Maintain a supportive and honest flow of communication with the families of students with SEN to strengthen the school – home partnership;
- Keeping a consistent flow of communication with parents and other teachers looking out for the best interest of students with SEN.

### *Teachers*

- Teach in a differentiated manner, depending of the type and level of abilities of students with SEN;
- Encourage peer teaching and small group tasks in order to support the academic progress of students with SEN;
- Take part in SEN trainings and use SEN-related information in the classroom for both teaching and class management purposes;
- Keep a consistent flow of communication with the form tutors about students with SEN;

- Consult with the form tutor with regards to organising meetings with parents of students with SEN;

#### *Teaching Assistants*

- Provide learning support for students with SEN;
- Model interaction and behaviour with students with SEN;
- In whole group activities, work in an integrated manner with students with SEN, in order to ensure social adherence and the development of functional social relationships within the group;
- Record and report the academic and personal progress of students with SEN;
- Vary the learning support strategies taking into account the overall state of well-being of students with SEN.

#### *Administrative Staff*

- Check frequently the school facilities and ensure that all the systems for students with SEN are functional;
- Make yearly adjustments to the school facilities depending on the nature of the special needs students might have;
- Ensure a consistent flow of communication with the rest of the staff members about realistic and unrealistic changes that can be made to better accommodate students with SEN;

#### *Parents*

- Inform the school with regards to the full medical history of the students with SEN, their prognostic and the recommendations of the multi-disciplinary team of specialists consulted outside the school setting;
- Facilitate the contact between the school and the multi-disciplinary team in order to ensure a suitable decision-making process focused on the best interest of the student;
- Are actively involved in all the decisions concerning the student with SEN starting from the IEP, continuing with implementing the learning support in a coherent manner in school and at home and updating the IEP constantly with relevant information;
- Consults with the school in case of changing the educational facility with one that is more suitable for the special needs of the student;
- Offers support and encouragement to the student with SEN in order to ensure academic and personal progress depending on their IEP.

#### *Students*

- Contribute to creating a school climate of inclusion, diversity, equality and respect;
- Communicate concerns related to potential bullying activities targeting students with SEN that they know to form tutors, counsellors or psychologist;

- Support and encourage students with SEN to express their opinions and participate in academic tasks in the classroom;
- Participate in whole-school activities aimed to raise awareness related to the strengths and struggles of students with SEN;
- Promote the Paradis International College values in relation with students with SEN .

Students with special educational needs will be assessed using performance attainment targets and performance descriptors, following the IEP especially for reviewing and adapting it.

The identification of the children with special needs is done before entering the school cycle. We apply standardized procedures such as „Ready for school Kit” or if needed, psychomotricity, verbal reasoning or intelligence tests. After the admission (see Admission Policy), the teachers observe them during classes and breaks - if they have any suspicion, they report to the School Psychologist who applies some new/extra evaluation methods. In case we identify some special educational needs, the teachers together with the School Psychologist take immediate action into planning the differentiation (see Curriculum Policy - Differentiated Curriculum) and providing the student the support he/she needs (e.g.: speech therapy, psychological counseling - parents are charged for these extra provisions)

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