

# MYP at TC - SEN Policy

## Academic year 2015-2016

(To be used with Teleborg Centrum skolan's "Arbete med åtgärdsprogram för elever i behov av särskilt stöd"<sup>1</sup> 2014/2015 and Plan för Lärande och Bedömning på teleborg Centrum Växjö Läsåret 14/15<sup>2</sup>)

### Educational inclusion Philosophy at TC

According to Swedish law the principle has the responsibility to oversee that the following principles for inclusion are aspired to at the school.

"Teaching should be adapted to each pupil's circumstances and needs. It should promote the pupils' further learning acquisition of knowledge based on pupils' backgrounds, earlier experiences, language and knowledge." (*Skolverket 2011*)<sup>3</sup>

Teleborg Centrum aims to create an academic and social and emotional environment in the school that safeguards the structures necessary for ALL<sup>4</sup> students to have an equal chance to thrive, be empowered and develop their skills and dispositions as lifelong learners, in line with Swedish National curriculum aims and subject requirements ([link](#)), (K.E.N.T's) ([link](#)) and the IB Learner Profile, objectives and philosophy. ([link](#))

### Inclusion Procedures - SEN Teacher

The school strives to provide two general phases of inclusion strategy to offset any disparities that might lead to a student not meeting academic requirements or successful social integration in school.

#### **1. Differentiated lesson instruction and assessment**

Subject teachers offer differentiated instruction through alternative formats for resources, instructional strategies and assessment procedures to suit students varied learning styles/pathways and level of ability within different subjects. In this way students can participate in regular teaching as independently as possible to the best of their abilities. Communication concerning this differentiation is made with the student and other subject teachers that have contact with the student and where necessary with parents and the student's mentor.

#### **2. Compensatory support** (*Identification, investigation, execution and evaluation*)

Where there is a substantial disparity between student behaviour/performance and the school's requirements and social norms, the school engages procedures for inclusively applying auxiliary efforts, resources and structures that run parallel to mainstream procedures, to compensate for these for disparities. The decision to provide compensatory support is made by going through a

process leading to the execution of an action program or decision to not execute an action program.

## Need for Compensatory Support Process

### 1. Identification

Identifying the possible need for compensatory support procedures can be done by the mentor, subject teacher, year team and/or other members of the school staff.

TC see it as extremely important that the mentor contacts parents immediately this need is apparent and when an investigation is necessary to be done.

How/When?

- **IB teacher/Year team/IB leadership team meetings (weekly)** have a standing *student care* point on the agenda where student matters are brought up to bring to light concerns about attendance and whether and/or to what extent a student is in need differentiated or compensatory support socially or academically.
- **Student conferences (twice a term)** including an SEN teacher and year team (attending for reporting and receiving important information) are timetabled each term to discuss the need for an action programme for any particular student whose needs highlight a disparity between performance/behaviour and requirements/norms.
- **Student Health Team<sup>5</sup> meetings (when required)** including year team leader, SEN teacher, youth club personnel, and other staff when needed. These meetings bring to the fore a student's social situation.
- **A Staff Monitoring of student academic performance/social/ psychological status report** can be presented by a variety of school staff during these meetings or otherwise whenever there is a general disparity between a student's academic performance/social behaviour and national requirements/social norms in different situations and from different tasks.

### 2. Investigation

#### Aim

To decide upon which compensatory support is needed and provide that support

#### Goals

- i) To understand why a student has difficulties in school. (Year Team and SEN Teacher)
- ii) To collect sufficient evidence<sup>6</sup> to understand the student's needs. (SEN)

### Preparation phases

1. Contact with the parent/guardian is made to explain the need to investigate the need for compensatory support.
2. Mentor and student health team in cooperation with the year team, carries out an investigation.

### Investigation structure

Step 1 Mapping out of a student's difficulties and school situation at an individual,<sup>7</sup> group,<sup>8</sup> and school,<sup>9</sup> level.

Step 2 Assessment of student requiring compensatory support. (testing)

### Decision for action program formulation

An investigation can show that the student does not require compensatory support or that the student's needs are fulfilled through daily pedagogical compensatory work. According to law an **action program** is therefore not to be undergone. Documents- "*Beslut om åtgärdsprogram för en elev i behov av särskilt stöd,*"<sup>10</sup> otherwise the following document is completed, "*Beslut om åtgärdsprogram för en elev i behov av särskilt stöd*"<sup>11</sup>

### **3. Action Program Formulation**

The action program is executed for students requiring compensatory support. Through this program the following should be addressed.

1. The needs of the student.
2. How these needs are to be provided for.
3. How the action program is to be followed up and evaluated.

### **4. Execution, Follow up and Evaluation of action program-** (*Responsible: Mentor and student health*)

- In conclusion of the action program everyone involved initiates the necessary actions.
- A continuous following-up and evaluation of action procedure takes effect to review if the student is/is not getting sufficient support. In light of inadequate support, complementary support will be provided.
- An evaluation of the action program will also be initiated together with the student and guardian.
- A re-assessment of the success of the action program including a judgement on whether the goals and action program need to be changed and /or goals are being met is to be made with the student and guardian (*Document - Nytt beslut om åtgärdsprogram och beslut om att avsluta åtgärdsprogram*)

### Compensatory support in practice

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Areas of improvement are...

Engaging in and conducting multiple differentiation methods, techniques and strategies to further bring to light and support different learning styles/pathways.

### **Support Responsibilities**

## Mentor

- Regular contact for school routines - organizational support
- Daily contact and discussions - Discussional support
- Regular contact with the home - Study support
- Noting valid and invalid attendance, including positive and negative trends.
- Introduce “*Ny på TC*”<sup>12</sup> action plan to new students.
- If problems should occur and continue, a simple mapping of student difficulties should be done. Included in this is attendance, and which action the mentor has taken. This is to be passed on to the Student health team.
- All documentation of these actions are to be used in contact with the home when deciding on compensatory support. “*Blankett Kontakt Dokumentation*”<sup>13</sup>

## Subject teacher - Support Responsibilities

- Note and notify absences
- Differentiation - Adapt materials and methods and teaching strategies within mainstream lessons.
- Offer an alternative timetable with clear instructions and subject requirements.
- Make contact with students and parents where disparities occur. Should these disparities continue, a simple mapping of student difficulties and what action the subject teacher has taken should be completed. This mapping is then passed on to the mentor.

## MYP Co-ordinator

- Contribute to all discussions on students needs.

## Year team - Actions taken

- Attending to attendance issues.
- Class conferences - 2 per term
- Standing point on minutes - Student care

## Year team/Student Health - Actions taken

- Consideration of and information about a student’s social situation

Student Health team with Principle- (*including the following - SEN teacher, counselor, school nurse, Study and career advisor, and where necessary other staff members*)

## Final Decisions on necessity for:

- |   |                                      |
|---|--------------------------------------|
| ● Action Program  | ● <b>Studievalsamtal</b>             |
| ● Compensatory support within a student group or for individual student | ● Study support within the classroom |
| ● Reading and writing investigations                                    | ● <b>motiverandesamtal</b>           |
| ● Reporting to the school psychologist                                  | ● Contact with student health        |
|   | ● Mother tongue Syllabus             |

Consultation conference - (Including the following standing participants principal, mentor and guardian other staff called if and when necessary)

- Led by the principal (chairperson) is a resolution meeting that is judicially binding.
- Final decisions made on alternative course of study, alternative study groups individual study and or internship.

## References

<sup>1</sup> *Work with action plan for students in need of special support 2014/2015*

<sup>2</sup> *Plan for teaching and assessment' 2014-15*

<sup>3</sup> Curriculum for the compulsory school, preschool class and recreation centre 2011.

<sup>4</sup> **All students** are described by the spectrum of different learning differences, ethnicity, background, gender, emotional, psychological and physical statuses.

<sup>5</sup>**Student health team including-** Principal, Special needs teacher, School Nurse, Counselor, and when required doctor and psychologist. Students support including student language support team, Youth club personnel, general and teaching staff.

<sup>6</sup> **Collection** of student's academic/behaviour that from staff.

<sup>7</sup> **Mapping at an individual level** can contain staff observations in different situations, the variety of compensatory actions and their results, information from parents/guardians, National test results, grades and achievement levels, attendance reports, possible psychological, social or medical reports,(including possible classified information) evidence from the health team, earlier action programmes.

<sup>8</sup> **Mapping at a group level** can contain pedagogical methods used and how the present student group work and learning environment work and structured.

<sup>9</sup> **Mapping at a school level** can include how the school organises its operations and allocate its resources.

<sup>10</sup> ***"Decision not to administer an action program for a student in need of compensatory support" otherwise the following document is completed -***

<sup>11</sup> ***Decision to administer an action program for a student with compensatory support"***

<sup>12</sup> ***New at TC***

<sup>13</sup> ***"Form - Contact Documentation"***