

The purpose of this document is to provide information about the nature, the function, and the use of Admissions at MGIS.



مدارس جلوبال العالمية الحديثة
Modern Global International Schools
Mena Educational International مينا للتعليم العالمية

SPECIAL EDUCATIONAL NEEDS (SEN) POLICY



IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

MGIS MISSION STATEMENT

Transforming educational communities by fostering academic excellence, positive character, and appreciation of cultures.

MGIS VISION STATEMENT

To be globally recognized as a pioneer in the advancement of comprehensive educational systems for critical language-oriented academies.

Purpose: The purpose of this policy is to ensure that all students with special educational needs (SEN) receive the support and services necessary for their academic, social, and emotional development. This policy outlines the procedures, responsibilities, and provisions that the school will follow to support students with SEN and ensure their inclusion in all aspects of school life.

1. Definition of Special Educational Needs

A student is defined as having special educational needs if they have a learning difficulty or disability that requires special educational provision. This may include:

- Learning disabilities (e.g., dyslexia, dyscalculia).
- Physical disabilities.
- Sensory impairments (e.g., visual or hearing impairments).
- Autism spectrum disorders (ASD).
- Speech and language difficulties.
- Social, emotional, and mental health challenges.

2. Aims and Objectives

Aims:

- To ensure that all students with SEN have equal access to a high-quality education.
- To provide a safe, inclusive, and supportive environment for students with SEN.
- To ensure students with SEN are actively involved in the school's activities, curriculum, and learning process.

Objectives:

- To identify students with SEN as early as possible.

- To provide appropriate and personalized interventions that address students' individual needs.
- To work closely with parents, teachers, and external professionals to ensure the best outcomes for students with SEN.
- To provide professional development for staff to ensure high-quality SEN provision.
- To regularly monitor and review the progress of students with SEN.

3. Roles and Responsibilities

- **SENCo (Special Educational Needs Coordinator):**
 - Lead and manage the SEN provision in the school.
 - Coordinate the identification, assessment, and support of students with SEN.
 - Liaise with parents, teachers, and external agencies to ensure appropriate support is provided.
 - Ensure the development of Individual Education Plans (IEPs) and monitor progress.
- **Classroom Teachers:**
 - Differentiate instruction and modify teaching methods to meet the needs of students with SEN.
 - Regularly assess the progress of students with SEN and adjust support plans as needed.
 - Work closely with the SENCo to ensure students receive appropriate support.
- **Parents and Guardians:**
 - Collaborate with teachers and the SENCo in the development of Individual Education Plans (IEPs) and individualized support plans.
 - Participate in regular meetings to discuss their child's progress.

- **External Agencies:**

- Provide specialist support and services as needed (e.g., educational psychologists, speech therapists, counselors).
- Work with the school to assess students and provide recommendations for additional support.

4. Identification and Assessment of SEN

- **Early Identification:**

The school will ensure that any student showing signs of learning difficulties or disabilities is identified as early as possible. This may include observations, assessments, and referrals to specialists.

- **Assessment Process:**

Once a student is identified as having potential SEN, a thorough assessment will be conducted to understand the nature of their needs. This may include academic assessments, psychological evaluations, and consultations with specialists.

- **Parent Involvement:**

Parents will be involved in the identification and assessment process. Their observations and concerns will be taken into account.

5. Provision of Support

- **Individualized Support Plans:**

Students identified with SEN will have an Individual Education Plan (IEP) developed in collaboration with teachers, parents, and other professionals. The IEP will outline specific support strategies, interventions, and goals.

- **Differentiation:**

Teachers will differentiate their teaching methods and classroom materials to ensure students with SEN can access the curriculum effectively. This may include modifications to teaching strategies, resources, and assessments.

- **Classroom Modifications:**

The school will make necessary accommodations in the classroom environment, such as adjusting seating arrangements or ensuring access to resources.

6. Monitoring and Review

- **Monitoring Progress:**

The progress of students with SEN will be regularly monitored through assessments, observations, and feedback from teachers, parents, and external professionals.

- **Review of IEPs:**

Individual Education Plans (IEPs) will be reviewed at least twice a year to assess the effectiveness of the interventions and make necessary adjustments. Parents will be involved in these reviews.

- **Reporting to Parents:**

Regular communication with parents will be maintained to keep them informed of their child's progress and any changes to their support plans.

7. Inclusion and Access to Curriculum

- The school is committed to providing an inclusive education that allows students with SEN to participate in all aspects of school life, including extracurricular activities, social events, and field trips.
- Teachers will ensure that the curriculum is accessible to all students, making reasonable adjustments as needed to accommodate different learning styles and abilities.

8. Working with External Agencies

- The school will recommend external agencies, such as educational psychologists, speech and language therapists, and behavioral specialists, to provide additional support for students with SEN.
- Referrals to external agencies will be made when appropriate, and their recommendations will be incorporated into the students' support plans.

9. Parental Involvement

- Parents are considered key partners in the SEN process. Regular communication and collaboration between the school and parents will ensure that students' needs are being met effectively.
- Parents will be encouraged to provide input on their child's Individual Education Plan (IEP) and attend meetings to discuss progress.

10. Policy Review

This SEN policy will be reviewed annually to ensure that it meets the needs of students and complies with current regulations and best practices.

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