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# Special Education Needs Policy

***Brent International School Subic***



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## Introduction

*“Human strength is of a threefold character-physical, mental, spiritual. Each aspect of strength is more or less dependent upon and sensitive to the condition of the other two. A sound mind asks for a sound body as the normal medium of expression; and mind and body at their best form a feeble alliance unless a noble spirit animates both.”*

*Bishop Charles Henry Brent*

### **Mission Statement of All Brent School**

Brent Schools, in a Christian ecumenical environment in the Philippines, are committed to develop individual students as responsible global citizens and leaders in their respective communities, with a multicultural and international perspective, and equipped for entry to colleges and universities throughout the world.

### **IBO's Mission Statement**

*“The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help create a better and more peaceful world through intercultural understanding and respect. To this end, the organisation works with schools, governments, and international organisations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to be active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. “*

### **Special Needs Policy Philosophy**

At Brent school, we aspire to educate one another by mutual understanding and respect, acceptance of uniqueness and limitations of each learner. We believe that all children have the right to obtain a quality education. With a quality education, the school strives to provide opportunities for students to grow and develop into healthy individuals. Brent Subic will provide necessary support to ensure that students are successful and progress well as they go through the Brent Subic program and the IB Diploma Programme.

It is the purpose of this SEN policy to increase the chance of students with Special Education Needs accepted in this school to succeed in their education while at Brent. All students enrolled at Brent, including those who have special needs, must meet and maintain grade level standards and adhere to the the Expected School Wide Learning Results (ESLRs).

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## A. Special Needs Policy Goals

Within the framework of mutual understanding and respect, the main goals of this policy are:

- To ensure that accepted students with special needs have access to the Brent curriculum according to their potential.
- To ensure that the special needs of students accepted are identified, assessed and communicated to the personnel involved.
- To clarify family and school expectations.
- To provide an environment for students with special needs that allows intellectual, emotional and physical growth.
- To provide an environment for students with special needs to develop self-confidence and positive outlook.
- To allow the Guidance Counselor to access school decisions and plan interventions.
- To ensure that all staff provide support, cooperative planning and ensure that they take responsibility for the learning of all students in the class.
- To provide access to and develop partnerships with outside providers to identify, assess, and support students with special needs.

## B. Admissions

Brent International School Subic accepts students on the basis of their ability to meet the academic, moral and behavioural standards set forth by the school. The admissions policy and the admissions office outlines the criteria for acceptance to the school. The school also follows a policy where we only accept students for whom we can provide services. Thus, we will not be able to accommodate all students with special needs. This may be due to lack of human and physical resources.

The Admissions office will confer with the Lower, Middle and Upper School principals before a student with special needs is accepted to the school. The students' background will have to be reviewed and assessed to enable the school to determine whether the needs can be accommodated. Parents must disclose relevant information regarding the child's special needs and medical history.

In the IB DP, the Admissions office will consult the Guidance Counselor and the IB DP Coordinator to ensure that teaching and assessment can be made to accommodate the needs of the student. Parents will be made aware of the accommodations and/or modifications that will be made available to the student.

Accommodations and Modifications may include but not limited to the following:

- *preferential seating*
- *use of rubrics*

- *use of graphic organisers*
- *use of note taker*
- *use of online platforms or a computer-mediated format*
- *use of note cards on tests and quizzes*
- *extended time on assignments*
- *extended time on assessments*
- *assessments in a pullout setting*

After the decision has been made and the student with special needs is accepted, the student has the right to access all resources and curriculum.

It is then the school's duty to provide the opportunity for growth, success and all the necessary support within the school's limits.

### **C. The Guidance Team**

The school recognises the fact that educational and learning needs may arise at any time during the school year.

In the absence of a Special Needs Department, the Guidance Team has been created to help monitor, assess, refer and plan interventions for students who may **require** special needs support. In the absence of a Guidance Counselor, the principal shall assume the responsibilities of the Special Needs Support Team.

#### **C.1 Composition of the Guidance Team**

- a. Guidance Counselor
- b. Admissions Officer
- c. Principals
- d. Homeroom Teacher
- e. Faculty member from the Lower, Middle, and Upper Schools preferably with SEN background
- f. Athletics Director, as needed
- g. IB DP Coordinator, as needed
- h. Nurse, as needed

#### **C.2 Procedures**

*For students with identified special needs upon admissions:*

1. Special needs are communicated to the involved staff.
2. IEP's and 504 plans, if any, are communicated to teachers.
3. Regular monitoring by the Guidance Counselor or a Faculty designate.
4. Evaluation and assessments after each school year.
5. Regular updates of the psycho-educational evaluation (2-year cycle).

*For students with special, learning or educational needs arising within the school year.*

1. A consistent behaviour is observed that impacts academic performance, behaviour and socio-emotional functioning.
6. Teachers/Staff or any personnel who observes an unusual consistent behaviour fills out the teacher recommendation form and submits or communicates to the Guidance Counselor or the Special Needs Team.
7. Guidance Counselor gathers more information and may at this point call the student or parents to try to resolve the issues.
8. Guidance Counselor communicates to the homeroom teacher, both the homeroom and the Guidance Counselor monitor student's progress.
9. If the behaviour persists and/or the issue is unresolved, the Guidance Counselor arranges a meeting with the Guidance Team.
10. Guidance Team evaluates and assesses the issue and makes recommendations. Recommendations include but are not limited to referral for formal assessments by an educational psychologist, properly coordinated through the Guidance Office.
11. As soon as evidence and more data is collected, the Guidance Counselor will draft a 504 plan which outlines accommodations and interventions that the student requires to achieve success.
12. This 504 plan is shared to teachers and is included in the student's file. This plan will possibly include the student's learning goals and how they will be achieved, as well as the time frame and the staff, and personnel who will be responsible for ensuring that the goals are achieved.
13. In cases where situations and special needs cannot be accommodated by the school due to human and physical resources, the student may be recommended to move to an educational institution where their needs could be accommodated better. This may be the most appropriate course of action to take.

#### **D. Special Needs and IB**

Brent International School Subic's SEN policy supports our belief on "mutual understanding and belief."

In the event that a student is accepted in the BISS Diploma Programme, careful consideration has to be done in choosing the right courses to ensure that the student with special needs will succeed in the program. The teacher, whenever possible should employ differentiation strategies according to the child's IEP or 504 plan.

For internal and external assessments, the IBO authorises the school, in certain conditions, to make provisions for a "Special Arrangement" provided all documents have been submitted and approved by the IBO. No "Special Arrangement" is given without prior approval from the IBO.

Special Arrangements may include:

- additional time
- rest periods
- use of computer

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- reader
  - modification of the exam papers
  - extension to deadlines
  - assistance with practical work

Applications for special arrangements are made through the IB DP Coordinator following the processes outlined by the IBO.

## **E. Implementation and Revision**

This SEN Policy has been written as a result of the IB 5-year self -study. This policy has been written in accordance with what has already been practiced by the IB DP Coordinator in cooperation with the Guidance Counselor, the Admissions Director and the Middle School Principal.

This policy should be made available to the stakeholders of the school community, included in the admissions packet and published in the school's handbook.

This policy should be reviewed every three years to update the student's and school 's needs as well as the school's resources.

## **RESOURCES**

BISS IB Programme Information Booklet, 2014

BISS Middle/Upper School Student-Parent Handbook, 2014-2015

Handbook of Procedures, 2014

Towards a continuum of international education, IBO, 2008

The Diploma Programme: from principles into practice, IBO, 2009