

SEN Policy

Our mission is to build a knowledgeable, self-confident and principled student who is willing to take risks and to face up challenges urged by his curiosity, integrity and passion for learning.

As educators is our responsibility to encourage our students to be caring and have an open mind, to be thoughtful and respectful, to become a global citizen and promote multicultural understanding.

Our school welcomes any students whose prior knowledge matches our basic curriculum, therefore students are tested as a requirement of our school Admission Policy (tested on former knowledge and learning styles).

Children who have special educational needs are identified as soon as possible through the Admission documents, Admissions tests results or/and any medical records provided by the parents at enrollment.

Using specialized staff, our purpose is to widen their level of achievement therefore our teachers work hand in hand with the parents to ensure the students' development both academically and emotionally.

As for autism, we are currently collaborating with the association "Invingem Autismul"; the association's counselor is assessing suspected students and recommending the therapists that need to accompany children accordingly to each case.

SEN policy of our school **aims** at:

- Enabling that all students have equal learning options to improve and challenge their learning expectations according to a differentiating curriculum;
- Building an affable and reliable environment to increase students' self-esteem and develop their best learning qualities and attributes;
- Advising teachers to be flexible, sensitive and open-minded to the various types of learners;
- Differentiated assessment according to the learner's abilities.
- Ensuring awareness training among teachers.
- Meeting the special educational needs of our students, regardless their learning disability or background in a safe, inclusive and nurturing environment. We provide a broad differentiated curriculum centered on every individual's abilities.
- Working in cooperative and productive manner with all teachers and with parents to offer the best support available to the child.
- Offering all the adapted resources for the child to have equal learning opportunities;
- Integrating neurodiverse students by increasing awareness and emphasizing each individual's strength;
- A focus on each student's passions and abilities in order to promote the joy of learning;

Our action cycle at Bucharest Beirut International School is:

1. Assessment – the teacher analyses the pupil’s needs according to the learning objectives. Parents are involved in the assessment procedure, gathering data from previous progress and strategies used with the child.
2. Plan - build a support plan and determine if the child needs 1:1 support or specific teaching methods to implement in the classroom.
3. Act – the class teacher is putting in place the support plan developed collaborating with all education participants.
4. Review – assess progress and reflect upon practice and improvement according to the child’s needs.

Types of support available:

- Customized learning and assessment using visual communication and timetables.
- 1:1 support
- Special unit

We consider inclusiveness as a continuing process through which all students will become independent, active and equally engaged in the learning activities.

As our school promotes multicultural understanding and our community is a diverse one with people from different cultures, religions and backgrounds, we encourage our students to identify themselves as learners and be confident in accomplishing their aims inside and outside the classroom.

We follow the four principles of good practice the IB promotes in “*Learning diversity in the International Baccalaureate programmes: Special educational needs within International Baccalaureate programmes*” which are being illustrate in the diagram below:

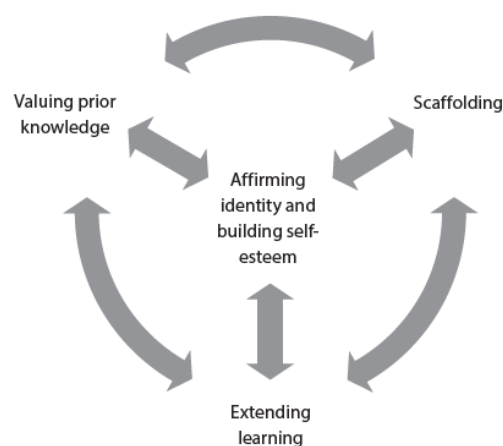


Figure 1

Visual representation of the four principles of good practice in an IB SEN learning cycle