**Gymnasium 1505**

**Special Educational Needs policy**

**The mission of the International Baccalaureate**

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 programmes of international education and rigorous assessment.

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

**Gymnasium 1505 mission**

Moscow State Pedagogical Gymnasium 1505 sees its mission in developing knowledgeable, principled and inquiring lifelong learners who will be able to become internationally-minded, caring and responsible citizens of the world.

We put a strong emphasis on providing our students with challenging educational experience. Using various approaches and methods of teaching we help them develop important skills and attitudes, especially those of critical and creative thinking, independent research and analysis.

Comprehensive knowledge, self motivation, open-mindedness, respect for different points of view and compassion for the world we live in are the main principles that lie at the heart of our educational philosophy.

**General Overview**

Support for students with special needs is built on the practice of inclusive schooling in Russia. Implementation of programming for students with special needs occurs within the regular classroom.

Moscow Department of Education and recognizes and endorses the basic right of all students to full and equal participation in education.

**Definition**

Gymnasium 1505 defines students with special needs as those whose needs are such that they require supports in addition to those provided by a classroom teacher. Educational funding may be used for students with the following exceptionalities:

· Cognitive impairments

· Emotional impairments

· Learning disabilities

· Physical disabilities and or other health impairments

· Speech impairments and or communication disorders

· Sensory impairments – vision, hearing

· Multiple disabilities

· Giftedness

**Responsibilities**

Our school has a developed Psychologist service in place to support learning. The principal is responsible for ensuring that there is a collaborative structure in place for decision-making regarding the use of school-based resources and services.

**Differentiated Support**

Our school recognizes the value of differentiated learning for students with special needs. Differentiated strategies enable students to meet outcomes or to have learning outcomes extended. The manipulation of additional variables such as time, organization, and evaluation techniques will also be necessary to meet diverse student needs. However, specific individualized adaptations may become necessary to enable a student to meet curriculum outcomes. Adaptations are defined as strategies, and or resources to accommodate the learning needs of an individual student. They are planned, implemented, and evaluated to enable a student to achieve the public school curriculum outcomes.

**Students enrolled in the IB Programme work towards achieving the assessment objectives as described in each of the subject guides. It is recognized that these objectives cannot be changed. Special arrangements for exams can be made if the student meets the criteria as laid out by the International Baccalaureate Organization in the document “Candidates with Special Assessment Needs.”**

**Accommodations for Assessment**

Our school follows Section 4 of the IBO Candidates with Special Assessment Needs document. **A formal request for special arrangements must be submitted to the IBO at least 12 months prior to the student writing the exam. Supporting documentation, such as a medical certificate, must accompany the request.**

This document outlines the characteristics of students who may require special assessment arrangements due to one or more of the following:

· Specific learning issues, language and communication disorders

* + **Significant issues in reading, writing, spelling or manipulating numbers associated with issues in processing symbolic language (for example, problems interpreting music notation, dyslexia, dyscalculia).**
  + **Speech and language issues characterized by communication problems (for example, aphasia, dysphasia, articulation problems).**

· Social, emotional and behavioural issues

* + **Includes: attention deficit disorder (ADD)/attention deficit hyperactivity disorder (ADHD); autistic spectrum disorders; withdrawn, depressive or suicidal attitudes; obsessive preoccupation with eating habits; school phobia; substance abuse; disruptive antisocial and uncooperative behaviour; and anger, frustration and violence.**

· Physical and sensory conditions

* + **Physical disabilities include a wide range of conditions that are not always immediately obvious, but affect mobility.**
  + **Sensory issues: hearing – embraces an extensive range of hearing loss from mild to profound and can present communication difficulties; visual – includes difficulties with either the structure of function of the eye, affecting vision.**

· Medical conditions

* + **The most common being: congenital heart disease, epilepsy, asthma, cystic fibrosis, haemophilia, sickle cell anaemia, diabetes, renal failure, eczema, rheumatoid disorders, allergies, leukemia and other cancers.**

· Mental health issues

* + **A wide range of conditions that can affect a person’s state of mind, ranging from psychotic conditions, such as schizophrenia and manic depression, to eating disorders, anxieties and emotional distress caused by circumstances in a candidate’s life.**

The following are a list of arrangements that may be granted once IB has reviewed the required documentation:

· Additional time – usually 25% more time is allowed for the candidate, which gives them 15 extra minutes for every hour of exam time.

· Rest periods – supervised rest time may be allowed, during which time the candidate is not allowed to work on their exam.

· Information and communication technology – a computer could be used to type the answers to the exam instead of handwriting the answers. The student cannot use any software that would give the candidate an unfair advantage during the exam. Voice-activated technology or augmentative speech equipment can be requested when this has been the candidate’s normal way of working in the school.

· Scribes – a person who writes down dictated answers from the candidate.

· Readers – a person who reads aloud the questions to the candidate and can also read back answers the candidate has provided. The reader cannot explain a question or give advice on how to answer the question.

· Communicators – a person who is able to convey information to a candidate with a hearing impairment, through the use of lip-speaking, finger-spelling or sign language.

· Prompters – a person who ensures that a candidate is paying attention to the examination. This would normally be authorized for candidates diagnosed as having a neurological or cognitive disability resulting from a severe attention problem.

· Modifications to examination papers – normally made for candidates with hearing or visual issues, such as providing an exam in Braille, enlarged print, printing on coloured paper, modifications to the visual complexity of the exam or modifications to the language of the exam paper.

· Audio recordings of examination papers – the IB may provide an exam paper on a CD. This is a limited service and is not available for exams with illustrations, tables, diagrams or sketch maps.

· Audio recordings of responses to examination papers – The candidate dictates answers into an appropriate recording technology. This is used when a scribe is not available and cannot be used for examinations in Groups 1 and 2 or with examinations that require the candidate to produce visual material such as an illustration, table, diagram or sketch map.

· Transcriptions – A candidate’s response to an assessment component is submitted in a form other than the candidate’s own handwriting. Transcription is justified when a candidate with a specific learning issue, or a physical disability, has very poor handwriting skills and cannot use a computer. Transcription is not available to candidates with poor handwriting for whom some form of special need cannot be diagnosed.

· Alternative venues for examinations – if a candidate is too ill to attend school, but on medical advice is able to take the examinations at home or in hospital, authorization may be given for the examination to be taken at an alternative venue. In principle, the examination should be taken at the same time as other candidates in the group. A qualified invigilator must be present.

· Extensions to deadlines – this arrangement applies to cases of illness or accident when a candidate is genuinely prevented from completing work in time for the coordinator to submit the work to the examiner.

· Assistance with practical work – if a candidate has a physical disability, assistance with practical work can be requested. This arrangement is normally confined to the requirements of internal assessment (for example, practical work in experimental science or geography fieldwork). It is particularly suited to situations where there is a concern for a candidate’s health or safety.

· Exemptions from assessments – exemptions are not normally granted for any assessment component of the Diploma Programme. However, if an assessment component or part demands a physiological function that a candidate is not able to perform, an exemption may be authorized.