



INTERNATIONAL GYMNASIUM OF THE SKOLKOVO INNOVATION CENTER

SPECIAL EDUCATIONAL NEEDS POLICY

A. Philosophy of Special Educational Needs and Admission Requirements

The purpose of this policy is to provide students, parents and teachers with information about students with special educational needs. International Gymnasium of the Skolkovo Innovation Center believes that every student is a unique individual with specific strengths and needs. IG Skolkovo supports and provides students with learning opportunities that help them reach their maximum potential and prepare them for the future in a rapidly changing world. At the same time, homeroom teachers at IG Skolkovo are aware that students come from different academic backgrounds with different educational strengths and needs.

It is the policy of the International Gymnasium of the Skolkovo not to accept students with special learning difficulties since teaching students with special needs require specialist teachers, services and resources.

According to the school's policy, new students entering a primary school receive a screening interview that assesses their readiness in the following areas: Logical operations, conservation, transitivity and seriation and spatial concepts. Only those students who show readiness in socio-emotional, motor and intellectual developmental milestones are eligible to enter IG Skolkovo.

Also according to the school's policy, new students entering grade 5 through grade 9 are required to pass English, Russian and Maths tests in order to be accepted at the appropriate grade level.

B. Special Educational Needs Policy

When teachers identify a student with emotional/behavioral difficulties or academic challenges, they document and refer the case to the Psychologist department. The psychologist meets and observes the student, and whenever needed, contacts the parent for a meeting to discuss the case and design an intervention plan based on the nature of the presented case.

Students with social, emotional and behavioral challenges:

1. For students with social, emotional and behavioral difficulties, the school psychologists provide extended guidance services to help the students to adjust to the school's learning environment. The homeroom teachers also ask for individual parental meetings to discuss effective intervention plans at home. This service is provided throughout all the academic year and whenever needs arise.

2. In addition, three annual meetings are scheduled between the school administrators and grade level teachers to discuss the progress of students with academic and behavioral challenges. Students who show academic underperformance and/or behavioral challenges are enlisted, then teachers evaluate the student's academic progress, daily performance and provide immediate feedback. A copy of the report is sent to the psychologist, principal and the parents. The psychologist meets these students on a weekly basis to help them with strategies for social and learning skills.

Students with academic difficulties and challenges:

1. In the case where a student appears to have significant academic underperformance or a certain academic difficulty, the homeroom teacher refers the student to Psychological department with appropriate documentation which in turn reports to the school administration. Based upon the decision of the Psychological department and the school administration, the parents of the student will be informed about the presented concerns and if needed, the teacher(s) who made the referral will attend a meeting to help clarify to the parents the concerns so they better understand the need to take action.

2. Upon the professional judgment of the psychologist and the school principal, the student might be referred to an outside agency for formal diagnostic assessment.

3. International Gymnasium of the Skolkovo Innovation Center provides academic diagnostic and standardized assessments for the general student body; however, assessments for special needs students are not administered on campus.

4. In case a student is referred to an outside agency and diagnosed with a certain learning difficulty or disorder, the school administration and the psychologist will investigate and decide whether the school can accommodate and meet the student's needs. The decision of acceptance is based upon reviewing the resources the student will require compared to the learning programme and human and material resources that the school can provide.

5. If a support programme that the school already implements assists the student with special educational needs, the school accommodates the student at the appropriate grade level. Depending on the presented need, the range of learning support that IG Skolkovo provides for students who are diagnosed at a later stage include in-class or inclusion support and/or pullout, intensive support and specific skill focus that is provided by homeroom teachers.

An in-class support programme is provided by a homeroom teacher who teaches, explains and clarifies the presented lesson in parallel with other homeroom teachers. The students are usually kept in their regular classrooms with their classmates. In the pullout sessions, the student goes to a separate classroom with a teacher where the main method of teaching is direct with one to one instruction.

The same learning support is also provided to students whose language skills are not up to grade level in certain areas.

6. If an appropriate support programme doesn't exist or the human and material resources are unavailable to cater for the special needs of the student, then a mutual letter is signed between the school administration and the parents of the student concerned stating that IG Skolkovo does not guarantee the academic success of the student for the next year.

7. Students with diagnosed educational needs and difficulties are equally entitled to the promotional requirements.

References and Resources

Meeting Student Learning Diversity in the Classroom, IBO, 2013.

Learning diversity and the IB Programmes/Special educational needs within the International Baccalaureate programmes, 2010.

What is an IB education, 2013

MYP: From principles into practice (2014), “Learning diversity and inclusion” and “Implementation policies”

Candidates with assessment access requirements (Middle Years Programme)

Articles 17.3, 17.4, 17.5, 17.6, 18.1 in General regulations: Middle Years Programme (2014)

Article 5.8 in Rules for IB World Schools: Middle Years Programme (2014)

Reviewed by the Pedagogical leadership team in August, 2017