



IB Diploma Programme

Special Educational Needs Policy

Introduction

Special needs education concerns children and young people with special educational requirements. These children and young people benefit from special measures for their education (from birth to their 20th birthday). They have a right to special schooling and support from specialists in early childhood special needs education, scholastic special needs education, language therapy or psychomotor therapy. There is a special educational requirement for children and young people, where it is ascertained, that development is restricted or hazarded, or that they are unable to meet the usual school standards without special support. In addition, special needs education applies to children and young people, who are shown to have great difficulty in social competence, as well as in learning and performance abilities.

The “Scuola Rudolf Steiner di Origlio” take care of Special Educational Needs and Disability (SEND) in order to ensure an equivalent educational course.

Scuola Rudolf Steiner di Origlio

The “Scuola Rudolf Steiner di Origlio” is a private school located in Ticino Swiss Canton established in 1991. In this school official mother tongue is Italian; according to Swiss multilingual culture also French and German are currently taught and spoken by a large part of students. English is taught as foreign language.

The main pedagogic guideline comes from the anthroposophy as developed by Rudolf Steiner.

In “Scuola Rudolf Steiner di Origlio” children are accepted from the early months in pre-Kindergarten, from the age of three in Kindergarten, and provides the full educational curriculum: primary, secondary and high school, being the last offered through a IB program leading to a widely recognized qualification.

Everyone is welcome to enrol regardless of their origin, ethnicity or religion.

Historical background

The “Scuola Rudolf Steiner di Origlio” believes that each student is entitled to an education that is most appropriate to his ability and best suited to his individual strengths and needs.

Scuola Rudolf Steiner di Origlio has a support teaching department for student with special needs.



It is currently composed by a Curative Pedagogy's teacher with Waldorf training, a Eurhythmics Therapist, a Rhythmic Massage Therapist, and an Art Therapist. In past years an anthroposophical school doctor was also available in school.

According to teachers and/or physician observation and in agreement with parents, pupils showing need for special attention attend weekly the support classroom in order to perform helpful art and motion activity in a peaceful and welcoming environment.

Support activities are not aimed to diagnose or classify with inquisitive intention, instead they attempt to rebalance, harmonize, loosen and awaken the inborn potential. Eased programmes and aimed educational project are offered, aided by technological devices if necessary. In this context a collaboration with both public administration and Department for Special Need Education started in order to provide technological aids and supporting staff under supervision of the Support Team.

At the end of the second year or at the beginning of the third a special Pedagogical Observation session is carried out for all the pupils to evaluate, under different point of view, the achievement of educational, social and personal skills.

The legal framework is the "Legge sulla pedagogia speciale" (15th december 2011).

Mission and Special Educational Needs

We aim to:

- Provide every student with a broad and balanced education.
- Provide opportunities for every student to experience success.
- Promote individual confidence and a positive attitude.
- Give students with special need equal opportunities to take part in all aspects of the school's activities.
- The "Scuola Rudolf Steiner di Origlio" takes care of students with special needs since the early age, starting individual support that involve a teaching assistant both within the classroom and, if necessary, as individual support.
- There are specific agencies in the Swiss cantons (including school psychological services) that provide case evaluation, diagnosis, guidance counselling and treatment. Special needs schooling is offered after an application, an evaluation of the case and an admittance decision. Applications may be made, in the first instance, by teachers, physicians, special services (e.g. school psychological services), school authorities and guardianship authorities. The rights of children and young people with special educational requirements are governed within the Federal Constitution and in several federal laws. The right to special education is referred to, for instance, in the Federal Constitution of the Swiss Confederation, Art. 19 (Right to basic education) and Art. 62 (School education).



IB principles concerning special needs education

Following an abstract of principles taken from *Candidates with Special Assessment Needs* (IBO, 2018).

1. The IB must ensure that a grade awarded to a candidate in any subject is not a misleading description of that candidate's level of attainment, so the same standards of assessment are applied to all candidates, regardless of whether or not they have special needs.
2. Special arrangements are intended to reduce the adverse effects of a candidate's special needs when demonstrating his or her level of attainment. The special arrangements requested for a candidate must not give that candidate an advantage in any assessment component.
3. The special arrangements described in this document are intended for candidates with the intellectual capacity to meet all assessment requirements leading to the award of the diploma or certificates.
4. The inclusive access arrangements provided to a student must be planned at the start or early on during the course of study and be incorporated as the usual way to access classroom work and tests. Inclusive access arrangements are pre-examination measures to allow a candidate to access the assessment that reflects their experience during learning. As such they cannot be requested retroactively but must be used to plan access arrangements for students during learning and teaching, be carefully individualized, evaluated and monitored and reflect the optimal support that the student requires.
5. The school, not the IB, is responsible for establishing whether the Diploma Programme can be taught and assessed. Advice may be sought from IB Cardiff (sen@ibo.org) before a school accepts a student with special needs; however, this advice is restricted to the implications for internal and external assessment and does not extend to teaching methods and resources.
6. If it can be demonstrated that a candidate's lack of proficiency in his or her response language(s) (English, French or Spanish) arises from a diagnosed need, special arrangements may be authorized. (For subjects in groups 3 to 6, all candidates are allowed to use a translating dictionary in the written examinations.)
7. The IB aims to authorize special arrangements that are compatible with those normally available to the candidate concerned. However, authorization will only be given for arrangements that are consistent with the policy and practice of the IB. It should not be assumed that the IB will necessarily agree to the arrangements requested by a school. Coordinators are required to provide information on both the candidate's usual method of working in the classroom and under assessment conditions.
8. The IB is committed to an educational philosophy based on international mindedness. Therefore, the special assessment needs policy of the IB may not reflect the standard practice of any one country. To achieve equity among candidates with special assessment



needs, the policy represents the result of a consideration of accepted practice in different countries.

9. The IB will ensure that, wherever possible, arrangements for candidates with a similar type of need are the same. Given that cultural differences occur in the recognition of learning issues and the accommodations allowed, some compromise may be necessary to help ensure comparability between candidates in different countries.
10. If special assessment arrangements are necessary for a candidate, consultation with the IB is mandatory. Similarly, if a Diploma Programme candidate has difficulties meeting the requirements for creativity, action, service (CAS), the appropriate IB regional office must be consulted. Any exceptions are stated in this document. However, a school may provide any kind of special arrangement for a candidate during his or her Diploma Programme or trial (practice) examinations.
11. A school must not inform an examiner of a candidate's condition or adverse circumstance. Similarly, in the case of internally assessed work, teachers must not make any adjustments when marking a candidate's work. If appropriate, the IB will ensure that reasonable adjustments are considered.
12. The IB treats all information about a candidate as confidential. If required, information will only be shared with appropriate IB personnel and members of the final award committee, who will be instructed to treat such information as confidential.
13. If special arrangements are authorized for internal assessment, the IB may require the candidate's work to be submitted to IB Cardiff for scrutiny.
14. The list of special arrangements available is revised regularly. The IB will consider alternative arrangements proposed by a coordinator, provided those arrangements could be made available to all other similarly affected candidates.

Special needs typologies

The special needs policies are addressed to students with individual learning needs, who have the intellectual capacity to meet all curriculum and assessment requirements, and who require special arrangements to demonstrate their level of achievement inclusive access arrangements may be necessary due to long-term learning support requirements such as: learning disabilities, specific learning difficulties, communication and speech difficulties, autism spectrum disorders, social, emotional and behavioural challenges, or physical conditions involving vision, hearing or talking.

Special education needs must be certified by latest psychological/psycho-educational/medical report must be written by medical, educational or psychological professionals with appropriate qualifications and/or professional licences or by public health care organisation or equated.



Roles and responsibilities

The school

- The school will collaborate with the health and social service to assure that the the program provided for student with special needs is in compliance with federal and local laws,
- give the student and parents all the information to make conscious decisions
- oversee the academy's work for students with special educational needs.

Teaching Assistant

Teaching Assistant is responsible for:

- overseeing of the day-to-day education program and the and support subject teachers in devising strategies;
- ensuring that an agreed, consistent approach is adopted;
- liaising with families so that they are aware of the strategies that are being used and are involved as partners in the process.

Class teachers

Class teachers are responsible for:

- teaching students with special educational needs in the classroom implementing appropriate strategy and let use requie tools;
- making themselves aware of the policy and the procedures for supporting students with special educational needs;
- giving feedback to parents/carers of students with special educational needs.

Parents

- Parents will play an active role in their child's education.
- Parents will have knowledge of their child's entitlement within the school district policy.
- Parents will communicate to the school all information and documentation regarding their child's special education needs.
- Parents will communicate with the school regarding any changes in their child's special education needs.
- Parents will make request for needed child studies and services from the school.
- Parents will provide documentation needed for IBO accommodation requests.

Students

- Students will be proactive in asking for assistance from the school administrators, faculty, and staff.



- Students will be an active participant in classes and meetings.
- Students will follow all Origlio Steiner School IB policies and procedures.

Types of special assessment in the IB Diploma Programme

Additional time: May be authorized for written examinations and for certain activities connected to internal assessment. Usually 25% more time is allowed for the candidate.

Rest periods: A candidate may be allowed supervised rest time, during which the candidate is not allowed to work on the examination.

Information and communication technology: Candidates may be allowed to use a computer to respond to a written exam. Only technology allowed by the IB may be used in any one particular written exam.

Scribes: A scribe is a person who writes down the dictated response of a candidate for external and/or internal assessments/exams if the candidate is unable to provide a response by hand or by computer.

Readers: A reader may read the examination paper and the candidate's response out loud. The reader must not explain or help in responding to the question/exam.

Communicators: For hearing impaired students a communicator is able to convey information through the use of lip-speaking, finger-spelling or sign language and may be used during examinations.

Prompters: For candidates with neurological or cognitive disabilities resulting in a severe attention problem, prompters can ensure that a candidate is paying attention to the examination.

Modifications to examination papers: For candidates with visual or hearing issues, modifications can be made to examination papers (braille, special print etc.).

Audio recordings of examination papers: The IB may provide an examination paper on a CD but is a limited service and only for exams with no visual material (illustrations, diagrams, tables or sketch maps).

Audio recordings of responses to examination papers: If a candidate is unable to make a handwritten or word processed response to an exam question (and a scribe is not a viable alternative), a candidate may be allowed to give an audio recorded response to an exam question.

Transcription: 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: The IB may authorize a candidate to take an exam at home or in hospital if the candidate is too ill to attend school, but only if medical advice supports this decision.



Extensions to deadlines: In cases of illness or accident that prevents a candidate from completing work in time for the coordinator to submit the work to the extended time may be authorized.

Assistance with practical work: For candidates with a physical disability the IB may authorize the candidate to have assistance with practical work (often confined to the requirements of internal assessment).

References

- Candidates with special assessment needs, IBO, 2018.
- Meeting student learning diversity in the classroom, IBO, 2020.
- Learning diversity in the International Baccalaureate programmes, IBO, 2010.
- Legal framework conditions in special needs education. swisseducation.educa.ch, 2019.
- Schweizerische Konferenz der kantonalen Erziehungsdirektoren (EDK): Sonderpädagogik.
- Stiftung Schweizer Zentrum für Heil- und Sonderpädagogik (SZH): Schule und Integration.
- SZH: Internationales, nationales und kantonales Recht.

This policy is evaluated on a regular basis, and if necessary reviewed and changed.