



Morogoro International School

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Special Educational Needs Policy

Mission Statement

Reflecting on the mission and vision of Morogoro International School it is our determination to provide an environment and an experience in which learning and the growth of expertise can take place, within a supportive, stimulating, happy and co-operative community.

Respecting each student's unique personality, experiences, interests, strengths and areas of development, we aim to maximize the development of our students and to work towards realizing their individual potential. To this end teachers will monitor students's progress and provide appropriate experiences and tasks to stimulate, challenge and reinforces learning. In doing so, teachers will identify both, students of gifted ability and students who display significantly greater difficulties in learning than their peers.

Definition of Special Educational Needs

Students with special educational needs may include those with learning disabilities, emotional and behavioural difficulties, medical conditions, speech and language difficulties, visual and aural impairments and physical disabilities.

In this context a learning difficulty is apparent when a student has significantly greater difficulty learning than the majority of students of the same age, or when a student's disability limits or denies the student's use of educational facilities.

On occasion students will be enrolled with information in existence about their needs. More often these needs will become apparent as a student progresses through the school. Whenever possible, provision for these students will be made by class teachers to ensure that those with special educational needs have access to the whole curriculum. Where learning difficulties are most serious additional teaching support will be provided at the cost of the parent. Generally, priority support will be provided in Mathematics and English.

Aims for SEN provision in Morogoro International School

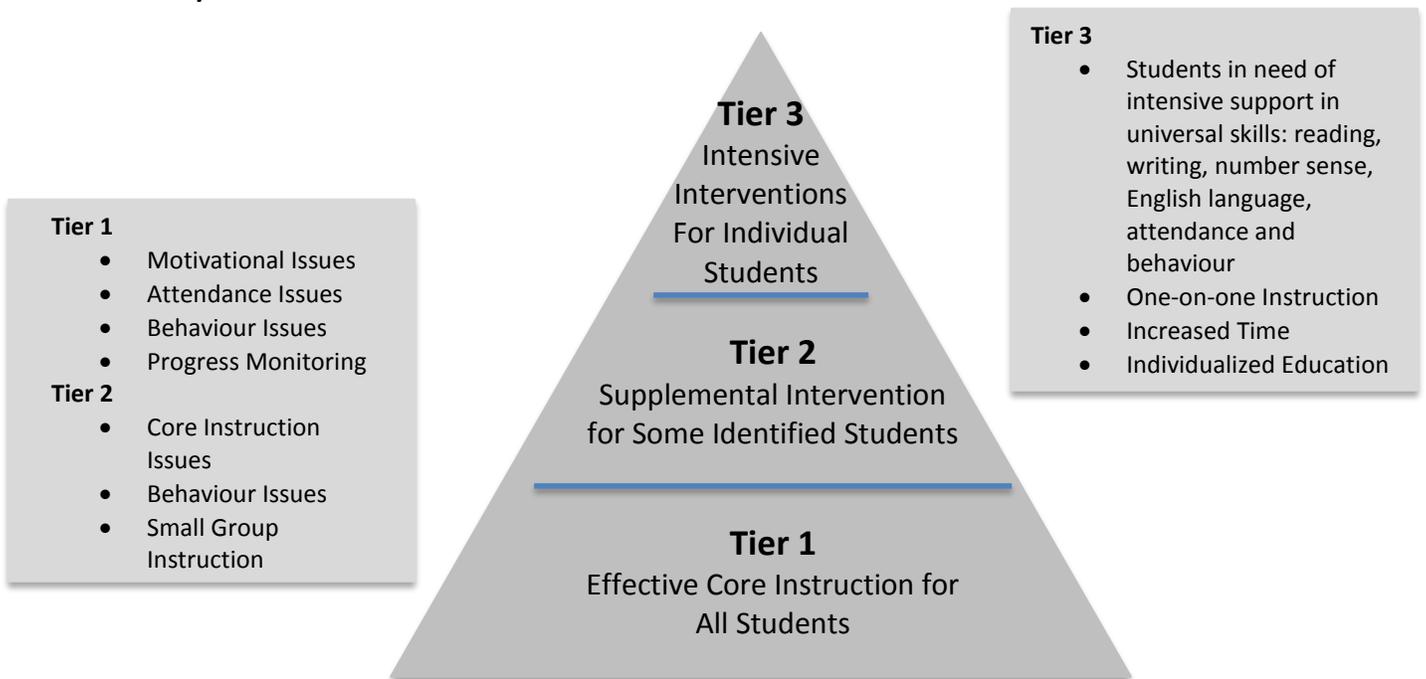
In providing for students with special educational needs, a number of whole school aims will be addressed. These will be to:

- Raise and maintain the self esteem of students, valued as individuals within the family of the school

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- Provide appropriate, stimulating experiences to challenge and support learning in line with the British Curriculum (Primary) and Cambridge International Curriculum (Secondary)
- Prepare students for known and unknown situations by developing a range of general skills, including social skills, communication, expression, numeracy, observation, classification, research and investigation, recording, reasoning and the ability to evaluate evidence and opinion
- Encourage good manners, kindness and respect towards other people and a tolerance of their cultures and beliefs
- Nurture the innate curiosity of students, their sensitivity, creativity and sense of fun
- Develop in students a sense of responsibility for their own learning and behaviour
- Promote close and supportive links between the home, school and community

Code of Practice on the Identification and Assessment of Special Educational Needs- *Response to Intervention*



Databased Individualization Process (DBI)

In the Code of Practice relating to special educational needs, the procedure for assessment, planning and provision is set out in five steps. While individual students' development requirements vary greatly and the provision may range from temporary

and minor to permanent and major, it is hoped that many students will have their needs addressed in short term.

DBI Step 1 (Tier 2 Students)

- Class teacher will document and log any behavioural and/or academic concerns to determine a pattern over a period (2-3 weeks) and present findings to their Head of Key Stage.
- The Head of Key Stage adds the student's name to the Learning Support Register.
- The class teacher continues to gather information and either monitors the student or provides special help within the classroom keeping a record (Student Snapshot and Intervention Tracker) of targets and strategies set during a period of time depending on the type of need.
- Parents are consulted and informed by the class teacher.
- Student Snapshot and Intervention Tracker will be reviewed each term. Such review may see student's name removed from register, remain at Step 1 or move to Step 2.

DBI Step 2 (Tier 2 Students)

- The class teacher liaises with Head of Key Stage and Special Educational Needs (SEN) Coordinator.
- The SEN Coordinator provides support and advice as available.
- The class teacher and SEN Coordinator draw up specific learning and/or behaviour goals for student.
- Progress monitoring occurs to determine response to intervention program.
- A review may see student revert to Step 1, remain at Step 2 or move to Step 3. The review can take place over one term.

DBI Step 3 (Tier 2/3 Students)

- A request for assessments is made to the SEN Coordinator and possible outside agencies.
- Evidence will be submitted relating to the assessment and provision in steps 1,2 and 3 and at review meetings.
- The SEN Coordinator, and other agencies if needed, will carry out assessment(s) needed.
- The school continues to be responsible during this process.
- Based on assessments, student could move to Step 4.

DBI Step 4 (Tier 3 Students)

- An Individualized Education Plan (IEP) is written by the SEN Coordinator, in liaison with the classroom teacher, Head of Key Stage, and parents, containing:
 - Details of the student

- An outline of special educational needs (including abilities and difficulties)
- Educational and development objectives (timescale, provision required, arrangements for setting of short term targets etc.)
- Details of non-educational needs
- Details of provision to address non-educational needs

DBI Step 5 (Tier 3 Students)

- Using the student’s IEP, the teacher and SEN Coordinator will collaborate to collect progress monitoring data to determine whether the student’s response is adequate
- Interventions may be adapted, changes noted on IEP, thereby allowing for alignment of the intervention with the student’s unique learning needs
- Further assessment may be needed if student is still not responding to instruction and progressing

Addressing Individual Requirements

In attempting to meet the needs of individual students, a range of teaching strategies and classroom management styles may be required. These will be noted in the Student Snapshot, Intervention Tracker, and Individualized Education Plan and their effectiveness considered at times of review.

In general, teachers will ensure that:

- Activities are provided to encourage students to work at their own levels in groups or as individuals- neither so difficult as to frustrate or so easy as to bore; skills and knowledge will be introduced in small amounts and in a logical order; concepts will be established slowly through the varied revisiting and practice of knowledge and skills.
- Sensitivity will be shown towards students whose limitations in talking and listening, reading, writing and number work influences their learning in other areas of the curriculum; appropriate help will be given to overcome such weaknesses.
- Tasks will be as stimulating as possible and a variety of resources will be used to provide for different learning styles and to motivate
- Students with specific hearing or sight impairments will be carefully positioned in the room
- Whenever possible, students will be made aware of expectations in terms of time, behaviour, work, etc. and be encouraged to share the responsibility for their progress
- Whenever possible progress will be celebrated/rewarded

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- Students with behavioural problems will be carefully positioned in the room to enable all members of the class to progress; if this requires time spent in the SEN classroom it will be short term and with the clear goal of integration as reward for acceptable behaviour

Monitoring and Evaluating Special Educational Needs Provision

- The SEN Coordinator will be in regular informal liaison with class teachers as necessary. Teachers will use observational assessment sheets, when appropriate, to make informal notes on the students in their class who are on the Learning Support Register. Student Snapshots, IEPs and reviews will be kept up-to-date by the SEN Coordinator and classroom teacher and copies sent the Head of Key Stage
- Separate PTCS (parent conferences) will be held each term for parents with students on the SEN Register
- Follow-up meetings with Senior Management Team (SMT) will be held several times during each term to monitor SEN provision and discuss issues arising
- Liaison with outside agencies will be maintained

Record Keeping

- All records will be kept by the SEN Coordinator and Head of Key Stage
- A register, known as the Learning Support Register, will be kept detailing, in year group order, those students who have special educational needs and their stage of progression of the Steps. Class teachers will have copies of the IEPs for reference
- Class teachers and the SEN Coordinator will keep records of their own testing through informal assessments, exams, standardized or diagnostic tests
- Copies of all letters, referrals, reports and correspondence will be kept by the SEN Coordinator and the Head of Key Stage

Organization and Management

Based on students' IEPs, the SEN Coordinator will work to support individuals or groups of students within their own classes or may withdraw individuals or small groups to concentrate on particular difficulties.