



**INTERNATIONAL
SCHOOL
OF PIRAEUS**



INCLUSION & SPECIAL EDUCATIONAL NEEDS **POLICY (SEN)**

Learner Profiles

The student is showing that he/she is:

<i>Inquirer</i>	Asks relevant questions, is naturally curious, uses skills to conduct research persistently, works independently and uses findings in her/his life.
<i>Communicator</i>	Expresses feelings and thoughts in words across the curriculum, communicates in different languages and symbol systems, communicates verbally and non- verbally.
<i>Thinker</i>	Uses what she/he already knows, builds on own ideas critically and creatively and responds to the ideas of others in the same way.
<i>Risk-taker</i>	Willing to make mistakes, prepared to try something new and to explore new ideas with courage and confidence.
<i>Knowledgeable</i>	Has reached objectives of the programme and acquired relevant knowledge for his/her level by exploring themes which have global relevance and importance.
<i>Principled</i>	Is capable of moral reasoning by communicating integrity, honesty, fairness and justice.
<i>Caring</i>	Is sensitive towards the needs and feelings of others. Shows empathy and thoughtfulness. Has a sense of personal commitment in helping others.
<i>Open-minded</i>	Listens, respects and considers other people's thoughts, ideas, and cultures. Accepts that we are different and have different points of view.
<i>Well-balanced</i>	Cares about personal well-being and is emotionally and physically balanced. Is well organized.
<i>Reflective</i>	Considers own behavior, actions, communications and learning and is able to analyze own personal strengths and weaknesses in a constructive manner.

Parents Letter

Dear ISP Parents,

At International School of Piraeus, we provide the best education for your child with an ever-evolving International Baccalaureate curriculum in combination with the National curriculum, as well as support from our teachers and staff to help your child reach their potential and fulfil their dreams.

At ISP, our school policies are rooted in the IB philosophies, standards and practices. We aim to model the principles of the IB learner profile and the IB mission in each of our policies. Our policies have been developed through discussions with teachers, parents and students.

These are the policies aligned with the IB guidelines:

1. Admissions
2. Inclusion
3. Language
4. Assessment
5. Academic Integrity
6. Complaints
7. English Language – Phases Program

The whole ISP community shows mutual respect for students of all identities, social situations, learning skills and language backgrounds and our goal is to meet their specific needs.

By enrolling your child(ren) in ISP, you agree to respect and promote our school policies. In each of our policy documents you will find our philosophy, the rights and responsibilities of each member, the community's commitments and a description of how each policy supports the ISP student profile.

We look forward to working collaboratively to ensure that our students receive a high-quality education that reflects the Standards and Practices of the International Baccalaureate Organization.

Thank you for your trust and cooperation.

Warmest regards,

Marika Valsamidou
Head of School &
Head of Primary

Mary – Jane Alexandridis
Head of Early Years

Antonia Daponti
PYP Program Coordinator

Our Principles

IB Mission

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.

ISP Vision

Our vision is **BELIEVE TO ACHIEVE**. We foster a respectful and inclusive environment where all individuals develop their skills, believe in their potential and reach their personal goals in order to become active members of the society, based on universal values.

ISP Mission Statement

Our mission is to provide high quality education in a stimulating and supportive learning environment that helps our students achieve their goals, reach their full potential and connect their school experiences to real life through their actions. With a holistic, student-centered and inquiry-based approach, our students learn to respect diversity, be thinkers and caring in order to become active and responsible members of both local and international community.

ISP PHILOSOPHY

The International School of Piraeus offers the International Baccalaureate programme, The Primary Years Programme, a high-quality education that stimulates lifelong learning, develops skills and globally relevant concepts, generates good learning habits and promotes positive attitudes.

Within the programme we offer a comprehensive, inquiry-based and student-centered approach to teaching and learning. We focus on the total growth of the developing child – intellectual, physical, emotional and social, which we monitor and scaffold with rigorous and holistic assessment.

Beyond intellectual rigour and high academic standards, strong emphasis is placed on the ideas of **intercultural understanding and respect, responsible communication and citizenship**. We cooperate with schools and institutions both in Greece and abroad in order to create a better and more peaceful world.

“Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities”.

(Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes (IB, August 2010)

Our Inclusion Philosophy

At International School of Piraeus we believe that each person is unique and everyone should have equal access to education. Our school community embraces and respect every individual as our school is an **all-inclusive school** and we also enrol candidates with learning support requirements.

Aim of This Policy

- To determine the procedures and practices in working with students with learning support requirements.
- To determine the whole school inclusive approach to teaching and learning.
- To enable students with learning support requirements to complete the educational process in the most effective way.
- To establish effective communication with parents and institutions who work with students with learning support requirements.
- To create an environment for the holistic development of students with learning support requirements.
- To ensure that all students have equal opportunities to learning and teaching,
- To ensure that we have systems and processes in place for our students’ well-being and academic achievement.

Inclusion and the Learner Profile

The definition of “Inclusion” includes all learner profiles. An individual who has developed these profiles, is someone who has a mindset that knows, respects and practice inclusivity. All members of our school community should exhibit the attributes of the Learner Profile which are linked with the inclusion principles. Some of the learner profiles are:

Open - minded: They accept and respect the differentiation of human beings. They believe that everyone is unique with their own talents and potential.

Caring: They take care for our students and community’s well – being and they show empathy for their needs.

Reflective: They regularly reflect on how we can improve our services to support better the children in an inclusive environment with intercultural awareness

Definition of Special Educational Needs / Learning Support Requirements

- Specific learning disability (such as dyslexia or dyscalculia)
- Language or communication disorders
- Emotional and behavioural difficulties
- Physical disabilities
- Sensory impairments (such as visual or hearing difficulties)
- Medical conditions (such as asthma, epilepsy, diabetes etc.)
- Mental health conditions (such as ADHD, eating disorders, anxiety etc.)
- Gifted and talented students
- EAL (English as additional language) /GAL (Greek as additional language) students

The process

1. Administration and counsellors analyse the application documents and interview parents during the enrolment process.
2. Counsellors help with the integration of new students with learning support requirements.
3. Class and subject teachers identify learning difficulties/strengths as early as possible in September or after the student's arrival at school and inform the PYPC and the Head.
4. Individual cases are discussed in staff meetings.
5. Parents are informed.
6. Students are assessed by counsellors from the school or experts from other relevant institutions.
7. Individual learning support plans, differentiated instructions and inclusive assessment arrangements are designed.
8. Teachers implement them.
9. Teachers and counsellors responsible for the individual child monitor and assess the student's development based on inclusive assessment arrangements and keep in touch with their parents.
10. The staff consults regularly on the success of teaching approaches in line with the policy and monitoring/assessment results of the student.
11. The assessment arrangements may change over a period of time, depending on student's progress.
12. Final differentiated assessment report of the student's development at the end of the school year and preliminary plans for the next school year.

Criteria for Diagnosis and Eligibility for the programme for the students with learning support requirements

- These services are provided only to students with documented learning support requirements (Diagnosis from a public or/and a private institution).
- The student must have a condition that affects the learning process.
- The students must have individual learning support plans developed according to their needs by school counsellors.
- The student must be assessed and placed by a school or accredited institution(s), according to Greek laws and procedures for special education/inclusive education and inclusion rules for students with learning support requirements.

Roles and Responsibilities

School Board

- Provides funding according to the school's philosophy and standards of the Greek Ministry of Education.
- Ensures that international - mindedness is embedded through mission and vision statements as well as through the school policies.

Leadership Team

- Oversees the development, implementation, and review of school policy on learning support and needs services.
- Creates a safe school environment where members of the community feel included, secure and respected.
- Provides opportunities for the school community to develop and demonstrate international mindedness.
- Organizes events and activities that promote intercultural appreciation.
- Involves and includes parents / legal guardians in multicultural events.
- Observes the process of identification and assessment procedures.
- Ensures the necessary systems are in place and students receive the necessary support.
- Provides professional development, guidance and advice to staff in relation to teaching strategies and resources.
- Has no tolerance for bullying.
- Encourages teachers to increase their knowledge in learning support.
- Facilitates the involvement of other community institutions and experts in contributing to learning support.
- Ensures resources and facilities for SEN activities.
- Conducts regular meetings with the SEN Coordinator to be informed.

Counsellors: Child Developmental Specialist / SEN Coordinator, psychologist or/and speech therapist

- Help with the integration of new students with learning support requirements.
- Provide advice and support to class teachers in the selection and use of appropriate strategies/interventions regarding students who experience difficulties.
- Advise the Leadership team on issues that arise in the implementation of the learning support programme.
- Consult with staff as a group on implementation of school policies regarding prevention, screening, assessment, strategies.
- In collaboration with the teachers, develop initiatives and programs to promote academic advancement and student wellbeing.
- Develop individual student profile and individualized intervention plans addressing academic and behavioral/social/emotional concerns.
- Monitor and review the attainment of learning support programmes.
- Monitor and record progress made by the students.
- Identify students who have specific or general learning support requirements.

- Meet parents to discuss assessment outcome, learning targets, action to be taken by the school and ways to support students at home.
- Cooperate with institutions and experts outside of the school (Medical Centres, Youth and Family Support Centres etc.)

Class Teachers

- Identify any learning issues, learning styles, abilities, skills and interests.
- Implement teaching programmes, which optimise student learning.
- Implement the school's Inclusion/SEN policy.
- In collaboration with the counsellors, develop initiatives and programs to promote academic advancement and student wellbeing.
- Teach students to be open – minded and tolerant in diversity.
- Provide ongoing opportunities to discuss about diversity.
- Implement a variety of differentiation strategies and adjust the programme in line with individual learning plans by actively planning lessons based on the students' interests, backgrounds, prior knowledge and social-emotional skills to cover their individual needs.
- Differentiate teaching and learning for gifted and talented students who are performing significantly above grade level expectations in academic skills.
- Have no tolerance for bullying.
- Use assistive technology in cases of students with reading, writing or speaking difficulties.
- Review the outcomes of assessment and special assessment arrangements.
- Inform parents of concerns regarding their child and indicate the school policies and practices and maintain regular contact with them.
- Offer individualized support to students during their lesson in collaboration with assistant teachers (in-class support).
- Collaborate with the learning support teachers to plan and deliver all the lessons to all students.
- Provide help and support to foreign students who don't speak any of the school languages.
- Attend all meetings with parents, learning support teachers and the SEN Coordinator.

Learning Support Teachers

- Develop and implement individualized learning plans in collaboration with subject and homeroom teachers.
- Monitor students' progress.
- The GAL / Language Support Specialist offers targeted support in a one-on-one or small group setting with an emphasis on each student's individual learning goals (pull-out support). Students work systematically on basic skills for numeracy and literacy including organization and self-management skills. Students receive support lessons instead of a second language lessons (French/ German/Spanish).

Students

- Include new classmates in games in the playground and in social activities.
- Treat everyone with mutual respect, including those who speak a different language, come from a different country or have a different learning need or belief.

- Provide help and support to students from other countries who don't speak any of the school languages.
- Resolve conflict through dialogue.
- Help new students feel at home.

Parents / Legal guardians

- Provide school with accurate information about the child's needs, learning support requirements and history.
- Provide any medical/psychological assessment reports on their child's disabilities or learning support requirements.
- Provide educational evidence of access in previous school.
- Collaborate responsibly with the class teachers and the Leadership team on a regular basis to support their child's optimal development.
- Follow the recommendations and guidance of specialists and counsellors and scaffold their child's development with the required activities and support at home.
- Accept the additional costs required for additional support for their child's holistic development.
- Honour school and Greek laws, rules and procedures for inclusive education and recommendations for orientation/inclusion of their child into another educational institution, if the school cannot provide an appropriate learning environment and learning support for their child's needs.

Scaffolding activities

- Differentiation in learning and teaching process
- Inquiry-based activities on different levels
- Extra support lessons
- Individual lessons or help during lessons provided by assistants.
- Buddy/parent tutoring programmes
- Reading programmes in the library
- Extracurricular activities
- Presentations by experts from local institutions
- Orientation for students to use appropriate relevant resources in the library.

Confidentiality

The students' files are kept by the SEN Coordinator and are available only to those who work directly with the students. The faculty may not discuss file information with others who are not directly involved with the students or discuss them in public areas.

Connections to other IB Policies

Inclusion and Admissions

During the admissions process, parents/legal guardians need to provide complete documentation of their child's academic history, assessment reports and details of extra support they may have had or are currently receiving (individualized learning plans, documentation of diagnosis, etc.). The school expects parents/legal guardians to disclose documentation that informs if a student needs to receive additional support in class.

Inclusion and Academic Integrity

The whole school community acts with academic integrity on a daily basis. The homeroom teachers are responsible for developing academic honesty skills and the librarian organizes lessons on related topics (plagiarism, copyrights, etc.). Students with identified learning difficulties receive individualized activities and tasks to ensure that requirements are met, including aspects of academic honesty.

For the inclusion of new students, the Child Developmental Specialist / SEN Coordinator is responsible to make the initial assessments in order to observe any learning or other educational needs of the students, during the admissions process. For the students with special educational needs our SEN Coordinator informs the teachers, the administration and the parents in order to create individual development plans (IDPs). Also, GAL support program of the school has an inclusion specialist language teacher. The assessments of these students are in consonance of the student's requirement of learning needs. The IDPs are set in collaboration with the parent, student and teacher and the differentiated assessment of these students are done based on their IDPs.

Inclusion and Language

On application to ISP, a student's language profile is assessed by our school's Child Developmental Specialist / SEN Coordinator through a screening/assessment process. A foundation in the child's mother tongue is essential for success. In order to be admitted, students should demonstrate age-appropriate literacy and proficiency in a language.

The nature of the assessment varies for different year groups and may require a meeting with a member of the academic staff except from the SEN Coordinator. The assessment process is designed to ensure that the placement of all children will best meet their educational and personal requirements. The assessment is also designed to help ascertain whether a child would require individualized support.

For mid-year admissions, students must take assessment tests in Greek and English language before their entry. The English test is also used as a language placement test to ensure accurate phase placement. Students with identified learning difficulties are granted inclusive access arrangements (eg. additional time, assistive technology, etc.) for the placement test.

Inclusion and Assessment

Students with identified learning difficulties are allowed inclusive arrangements and reasonable adjustments (eg. additional time, use of assistive technology, breaks etc.) for all assessments in all subjects, as appropriate to their needs.

The SEN Coordinator meets with parents to provide guidance on how to address various special educational needs. Once a student is identified as needing more than 7 hours of weekly support, the learning support team (the Head of school, the SEN coordinator, the PYP Coordinator, class teacher, learning support teacher, parents) meets to develop an individual development plan (IDP).

Information Students' files are stored and managed in compliance with the General Data Protection Regulation (GDPR) guidelines and the SEN Coordinator ensures that data related to students receiving learning support services are strictly confidential. Access to these files is given to the Department Heads and the PYP Coordinator who may need it for administrative or/and educational purposes.

IB Standards and Practices for Inclusion

Our Inclusion Policy has been aligned with the new IB Standards and Practices, which became effective October 2020.

Please note the related standards below.

Culture 2: The school implements, communicates, and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)

Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)

Culture 2.2: The school identifies in its inclusion policy all of its legal requirements and outlines the school's IB structures and processes for compliance. (0301-02-0200)

Culture 2.3: The school describes in its inclusion policy the rights and responsibilities all members of the school community and clearly states the school's vision for implementing inclusive programmes. (0301-02-0300)

Culture 6: The school implements, communicates, and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)

Culture 6.1: The school implements processes with consideration of the relationship between its IB mandated policies. (0301-06-0100)

Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

Culture 6.3: The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)

Culture 6.4: The school articulates a planned integration of human, natural, built, or virtual resources in all of its IB-mandated policies. (0301-06-0400)

Culture 6.5: The school considers the learner profile in all of its IB-mandated policies. (0301-06-0500)

Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)

Culture 6.7: The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (0301-06-0700)