

Special Educational Needs and Inclusion policy

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1. WINS Philosophy of Inclusion

WINS is a non-selective and inclusive school that aims to offer high-level international programs to all students regardless of any learning difficulties or disabilities. Being an inclusive non-selective school, WINS is open to consider enrolment for all students applying, regardless of their special educational needs. It will be the SEN Coordinator and the SLT who will guide the students and their families in the choice of the most appropriate pathway.

Our inclusive approach to school admission values diversity and equal opportunity for all students. Instead of being selective and exclusive, we aim at accommodating a wide range of learning abilities, backgrounds, and needs.

We prioritize creating an environment where every student, regardless of their socioeconomic status, academic performance, or special needs, can access quality education. Our inclusive admission policies consider factors beyond academic achievements, fostering a sense of belonging and acceptance for everyone.

We believe that the inquiry-based and experiential approach that characterizes teaching and learning at WINS allows for sufficient differentiation within the class to enhance the learning experience for all students involved, both high-achieving students and those affected by learning difficulties or disabilities.

We also believe that, by embracing this approach, we not only reflect the real-world diversity but also cultivate an atmosphere of understanding, collaboration, and respect that prepares students to thrive in a multicultural society.

2. Aims of the SEN Policy

The SEN policy aims at setting clear standards and providing guidelines for all stakeholders to ensure that:

- SEN students are identified as soon as possible;
- The school meets the special needs of SEN students;
- Expectations are clear to all stakeholders;

- The school develops an efficient collaboration with parents and specialists who are supporting the student;
- The students can be fully integrated into the classroom



- teachers are informed about students' special needs and can ensure the implementation of inclusive measure in everyday activities
- Teachers are equipped with the information, the skills and the strategies that are required to meet the specific needs of SEN students.

3. Candidates eligible for Inclusive access arrangements

3.1 SEN students

Students are considered to have Special Educational Needs (SEN) if they have a learning difficulty or disability that is either certified by a specialist or if they are observed to experience considerable difficulties in learning significantly that hinder their progress significantly compared to children of the same age.

Students who are experiencing emotional and/or behavioral difficulties might be regarded as falling into this category at the discretion of the SEN Department (SEN Coordinator and SEN Specialists), in agreement with the family.

Any of the above situations will be discussed with the family beforehand.

Students whose level of English fluency is lower than that of their peers will not be considered as having SEN but will be supported and guided according to IB Inclusion Policy indications for A.L. L. (Additional Language learners). Please, refer to WINS Language Policy for more information.

3.2 High-Achieving, Gifted and Talented Students

In line with the IB's 'Principles of Teaching for Learning Diversity', as well as with the WINS mission statement, we recognize that we have a responsibility to extend learning for all.

We recognize that learning can be variable and that, just as all students may experience a barrier to learning at some point in their school career, each learner may well also excel in some aspect of their learning at some point in their school career.

WINS aims at supporting high-achieving, gifted and talented students through differentiation and student-centered activities that allow each student to work at their own level and explore their interests at an appropriate level.



Teachers are encouraged to set higher aims and objectives for high-achieving students to ensure they feel challenged in their learning and to prevent them from getting bored.

Peer guidance and buddy programs are also used to provide further learning opportunities for gifted and talented students.

The WINS GEMS Scheme, as well as our AS/CAS programme will provide further opportunities for students to explore their interests and develop skills through experiential learning.

4. WINS SEN Provision

4.1 Structure and responsibilities of the SEN Department

WINS SEN department is constituted by the SEN Coordinator, SEN specialists, the School psychologist and/or external professionals that might be in charge of the individual case.

The SEN Coordinator is the internal point of reference and port of call for all teachers and families for all types of special educational needs. The SEN Coordinator, will be supported either from the school psychologist or external consultants (as applicable) for the purpose of SEN assessment.

The School Psychologist might be asked to intervene when a case is flagged by teachers or when a SEN student enrolls at WINS. According to Italian law, the School Psychologist is not entitled to carry out therapy within the school context; they have the sole role of guiding and supporting the school, the family, and the student and suggesting external support if it is considered necessary.

The SEN Coordinator will liaise the School psychologist and any external specialists indicated by the families who already follow WINS students, to develop IEP (Individual educational Plans) for students with Special needs.

might be involved on specific cases following the procedure detailed below.

The SEN specialists will implement SEN support measures, as per guidelines of the SEN Coordinator.

4.2 Confidentiality

WINS is committed to student privacy and ensuring that all information is treated with confidentiality and respect.



SEN documents are not shared among the staff.

Teachers will be able to access IEP information through secure data-sharing procedures and according to the GDPR Privacy Law.

Teachers and staff are required to respect the privacy of all students by not sharing the information with parties other than relevant teachers, specified family members, and the specialists who are following the student's cases

4.3 SEN and Inclusive Practices at WINS

WINS students with specific targets are supported in the classroom by their teachers who follow Individualized Education Plans (IEPs) and strategies as recommended by the SSST. Additionally, the IEP will also outline specific inclusive access arrangements that the student is entitled to in assessment situations. The IEPs are created by the SSST in conjunction with stakeholders including the parents, teachers, any external professionals, and the student, when applicable.

Differentiation practices that are outlined in the IEP may include:

- Content differentiation, where what is taught and how it is taught will vary based upon the student's needs
- Process differentiation, where students have different opportunities to process the content
- Product differentiation, where students can use different ways to demonstrate their learning and understanding

Inclusive Access Arrangements need to be recommended in through a formal psychologist report, included in the IEP and practiced during the course of the school year. In the case of external, forming testing, this documentation may need to be submitted to any relevant exam board, such as the IB, in a timely manner to ensure that any needed arrangements will be in place.

4.4 Identification of special needs

Students with SEN needs may be identified during the admissions process or after they have joined WINS.

After observation by the SEN Department, an Individualized Education Plan (IEP) may be required. The IEP can be in place for the duration that a student is at WINS or for a short time, depending on the need. Additional support may be required by a support teacher at the parent's expense.



4.4.a Students with a Known SEN

Parents are expected to inform the school of any known learning difficulties or disabilities affecting their children upon enrolment. The school's Admissions Team will ask for the supporting medical documents and for the results of any tests the student has undertaken to get a full picture of the student's situation.

During admissions parents are required to inform the school of any known learning difficulties or disabilities affecting their children upon enrolment, and provide any IEPs from previous schools. The school's Admissions Team will ask for the supporting medical documents and for the results of any evaluations the student has undertaken to get a full picture of the student's situation.

The SEN Department will review the previous school reports and other documentation to determine any SEN requirements. For students with previously identified learning needs, a meeting with the SEN Department may be necessary to learn more about the student's specific needs.

When the SEN department determines that the school is able to accept the student, the SEN Department will inform the family of any specific requirements or additional learning supports that may be at the family's expense, such as a learning coach. From there, the IEP development process will begin.

The SEN Coordinator's, on the basis of the information disclosed will collaborate with the SEN Specialists, School Psychologist and any external specialist in charge of the student, to develop IEP (Individual educational Plans) for students with Special needs.

At the beginning of each school year the SEN Department will evaluate SEN interventions put in place in the previous school year and will revise the student's IEP accordingly.

All the measures indicated in the IEP will be shared with the students' teachers and the parents at the beginning of the school year.

Meetings will be held with the relevant teachers of the student in order to agree on teaching learning approaches and strategies that meet the student's needs.

The IEP will undertake revision throughout the school year on a six-month basis.

4.4.b Students in school Suspected of Having a SEN

Teachers constantly monitor the students' progress in relation to the development progress of their age and grade level.



Should a teacher notice a student is consistently struggling and their rate of progress is below expectation despite the different learning experiences proposed, the teacher will inform the SSST through a referral process, and the child will be observed. Parents will be informed that the student is experiencing difficulties and that the child is being monitored.

The observation process may entail observations by a school psychologist who will be called for this purpose by the school, in accordance with the family. The school will sustain the cost of this observation. As required by school policy, families of the students in the class will be informed that an observation is taking place and the identity of the child being observed will be anonymous.

Formal testing might be suggested to clearly identify any specific learning needs. Families will be responsible for the payment of the formal testing.

If the student continues to experience difficulties during the monitoring period and a learning difficulty or disability is confirmed through evaluation, the SSST will inform the family and the IEP development process will begin.

4.5 Devising and Implementing Individualized Education Plans

In the event of an acknowledged SEN, the SEN Coordinator after consulting with the School Psychologist and with the family's specialist(s), will be available to suggest an appropriate Individualized Education Plan (IEP) that can meet the student's needs.

The Individualized Education Plan (IEP) is a tailored educational program specifically designed for students who require additional support in their learning journey. At WINS, it is developed through the collaborative efforts of teachers, parents, and specialists.

An IEP emphasizes both the strengths and unique needs of each student. By adapting instructional methods and offering specialized support, the IEP seeks to optimize the educational experience for these students. It is a formal document that outlines key goals, any assessment arrangements, strategies, modifications, and other needs as identified in the IEP development process. It will also include a schedule for review and revision, with future meeting date set.

Regularly revisited and refined, IEPs aim to ensure that as a student's learning needs evolve, their educational strategies evolve with them, ensuring a consistent alignment with the student's needs.

IEPs are developed within a month of receipt of any external assessment, determination of need by the SEN Department, or at the start of the school year for students previously identified with SEN needs.



The IEP development process is an important opportunity for all stakeholders to work collaboratively to best meet the student's individual needs and set achievable goals.

IEPs for returning students will be revised at the end of each school year and finalized at the beginning of each academic year.

IEPs for new students will be devised during the month of September.

Teachers will be involved in devising the students' IEP and will formally agree to it at the beginning of each academic year.

The SEN Coordinator and the Program Coordinator will be in charge of the IEP.

The IEP will apply to students on the "Athletes program" as well.

The role of the SEN department

The SEN Department works with the parents, student, and teachers to write the IEP and to oversee the planning and implementation of the strategies and arrangements documented in the IEP.

The role of Parents

Parents play an essential role in identifying individual needs and providing support for students at home.

If extra learning support needs are identified in a WINS student, **parents** are expected to:

- Meet the SEN Department to discuss strategies for the student at home and at school
- Support the recommendation of the SSST to have the student assessed by an external support provider, if necessary.
- Provide any external evaluation or assessment documentation to support the development of the IEP.
- Support the school by implementing recommended strategies for home, which will support the student's academic, behavioural or social progress. These recommendation may come from the school and/or as the result of an external assessment.
- Meet with the SEN Department regularly to discuss the students' progress as monitored by the teachers and review the implemented strategies.

Should the student require the support of a learning coach or SEN additional learning support lessons, the family will need to cover the cost of the services.



The role of the Teachers (Subject and Classroom Teacher)

In collaboration with the SEN Department, teachers work to provide opportunities for individual support of students with particular needs by following any IEP guidelines and also the SEN referral process as required and in a timely manner.

Teachers are expected to:

- Be open to feedback to inform and adapt their teaching practices as needed to support the student, which may include: differentiated assessment tasks, changes to the classroom layout or environment, modes of communication, and increased visual or hands-on activities.
- Create an optimal learning environment to scaffold student skills and support understanding
- Develop a supportive classroom community where students can develop their self-esteem through appropriate goals
- Share strategies with other teachers and the SEN Department during the IEP development process
- Provide the SEN Department and the student's teachers with updates on the progress of students requiring specialised support.
- Support the learning coach (where relevant) in their role in implementing the IEP
- Attend IEP meetings as necessary

Learning Coach

SEN Students may require an individual learning coach, who may work with students in the classroom or in a 1:1 or small group environment as necessary. The role of the learning coach is to work with the student in working towards the goals, strategies and arrangements outlined in the IEP.

The **learning coach** is expected to:

- Collaborate with the subject and classroom teachers in order to search for or create resources that support learning at different levels
- Attend all review meetings for students they support and reports directly to the SSST

SEN Department

As noted above, the SEN Department oversees the SEN provision and all IEP cases in the school. Members of the SEN Department will be included in the IEP process.

The SEN Department is expected to:

- Review any external evaluation or assessment documentation to incorporate into the IEP.



- Respond to the information provided by the teachers by scheduling meetings with parents and relevant teachers to learn more about the specific student context and work to propose a course of action to support the student, which may include:
 - Developing an IEP, upon receipt of the educational psychologist report or as determined by the SEN Department
 - Modifying the student's timetable
 - Establish a schedule of pull out, in-class support, organising a learning coach, additional classes or a combination of the above
 - Making arrangements for inclusive access arrangements in testing situations
 - Provide recommendations from external support services to the family if needed, which will be funded by the parents or guardians.
- Provide professional development opportunities to support teachers in understanding specific learning needs and to develop knowledge of differentiation techniques
- Collaborate with all stakeholders to ensure that the student is working towards the goals outlined in the IEP

External Support Services – Formal Evaluation/Assessment Requests

If the parents and SEN Department agree that external support services are necessary to support the needs of the student, the SEN Department refers the parents to the appropriate external support service providers. Please note that while the SEN Department can suggest specific professionals, it is the decision of the student's parents or guardians to decide on the professional who will complete the evaluation and to arrange the appointments and payment of fees directly to the external provider..

Upon completion of the evaluation report, the parents are responsible for providing the School with an English or Italian language copy of the report as soon as possible.

The SEN Department will share the student's IEP which includes the accommodations, strategies and goals for the student with the student's teachers.

The IEP will be periodically reviewed and the SEN Department will seek teacher input the student's progress in meeting IEP goals.

GUIDELINES

IEPs are:

- **Comprehensive:** The IEP covers areas of individual learning needs and is aligned with various aspects of the IB standards and practices
- **Specific:** IEP goals and objectives are stated in observable outcomes.
- **Sequential:** The IEP is based on a developmental or functional sequence of skills.



- Connected to **Approaches to Learning** skills
- **Realistic and Appropriate:** IEP goals and objectives should correspond with each student's current level of achievement and probable rate of progress.
- **Understandable:** The IEP is written in language that is comprehensible to both parents and professionals. What an IEP communicates will be clear.
- **Collaboratively Developed:** The IEP represents a consensus among parents, school staff and (where appropriate) the student.
- **Accountable:** The IEP meets the requirements of the IB for requesting formal accommodations for standardised testing situations

4.6 Meetings regarding SEN students (all programs)

All students identified as SEN are monitored on a regular basis and specific meetings are held with parents, teachers and students throughout the school year.

Prior to the beginning of the school year, the SEN Coordinator, holds a SEN meeting for each program (PYP, MYP and DP) where the known SEN cases are illustrated to teachers. The aim of the meeting is to inform new teachers and provide the teaching staff with basic inclusion strategies to implement in the classroom. During the meeting the SEN Coordinator will also inform teachers of any access arrangements that should be implemented (additional time etc), according to the IB *Access and Inclusion Policy*.

SEN Department meetings will be held on a bi-weekly basis with the SEN specialists and the programme Coordinators to discuss the implementation of inclusive measures for each student and the development of SEN cases.

At the end of each school year, a SEN meeting is held to evaluate the implementation of IEP and the development of SEN action plans.

4.7 Application for Inclusive arrangements in IB examinations

It is the MYP and DP Program coordinator's responsibility, in collaboration with the SEN Coordinator to apply for special assessment arrangements in due time (as per timeline in the IB Access and Inclusion Policy) and guide the family and the student in providing the appropriate documents.



Following the IB guidelines, any assessment arrangement should be the student's normal way of working, thus it is the MYP and DP Coordinator 's responsibility, in collaboration with the SEN Coordinator to activate the implementation of the appropriate IEP in teaching and learning.

5. Policy Review

The SLT are in charge of the policy revision process that involves the Program Coordinators, and the teachers.

The SLT will be drafting the policy on the basis of indications provided by IB documents. At the end of each academic year teachers will be asked to provide their feedback on the policy and suggest any update/amendment that they see fit.

The SEN department will look into these suggestions and will update the policy taking into account these suggestions. The SLT and SMT will be updating the policy on the basis of indications provided by the SEN department and IB documents, to ensure that school procedures are in line with IB most recent publications.

The most updated version of the policy is made available to teachers and all stakeholders on Managebac. Parents will be asked to formally acknowledge the policies published on managebac.

This Policy was last updated in August 2023.

6. Bibliography

Diploma Programme Assessment Procedures, International Baccalaureate Organisation, November 2018 (updated February 2022), Cardiff

Access and Inclusion Policy, International Baccalaureate Organization, September 2020 (updated March 2021), Cardiff