

ABROAD INTERNATIONAL SCHOOL OKAYAMA



Special Education Needs Policy

Vision

Our vision is to help shape the future for a better world by using leading educational practices to nurture internationally minded learners who show caring, respect, and compassion through their actions.

Mission

Our mission is to develop confident lifelong learners who are;
multilingual,
inquiring,
open-minded and
Respectful of all cultures.

Through balanced reflection, and risk-taking, our learners will be able to communicate, develop knowledge and pass on positive principles for the benefit of both themselves and others.

Learner Profile

Inquirers: They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable: They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded: They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers: They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Philosophy

AIS Okayama strongly believes that all of its students, regardless of their differences, should be provided with authentic learning opportunities. The school will, at its best, utilize its resources and facilities to maximize student access for this provision. AIS Okayama promotes the IB principle to "encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right" (IB mission statement 2004). AIS Okayama implements the following policy with special educational needs.

Definition of SEN:

The term Special Educational Needs refers to students who;

- Have academic competency below grade/age level.
- Are physically, mentally or developmentally less able students with regards to their grade/age.
- Have limited or no background in English and Japanese languages.

Admission of Students with SEN

As Abroad International School, we believe that every child is unique and they have the right of taking the same education as their peers so we do not expel students because of their needs after they have registered to our school. At any stage, when we notice that a child is with SEN, we take the following steps:

Have a meeting with the homeroom and co teacher and discuss the reasons why they think the student is with SEN with evidences.

Organize a meeting with the parent of the child and share the findings and the concerns with the parent.

Recommend the parent to take the child to a specialist about it.

Discuss the suggestions of the specialist at school with the teachers.

Recommend the parent to take support for the child outside the school.

Identification and assessment

Children with SEN are identified at the application stage through the initial application and the following screening procedure. Throughout the school, we monitor and track the progress of all children by an ongoing process of planning, teaching and assessment. Students with SEN may be identified at any stage of this process during their school life.

For the EAL students, pull-out or in-class support is provided from preschool to kindergarten.

Involvement of outside agencies

For those students who may not be helped adequately by the available school resources and staff, the school preserves the right to suggest agencies outside of the school, which may include:

- A specialist educator in the identified area of need
- Medical service (e.g. Speech Therapist, Physiotherapist or Occupational Therapist)
- An Educational Psychologist

The relevant expenses of such services are to be met by the family of the student.

Monitoring the success of the SEN Policy

The effectiveness of this policy on progress in academics or improved behavior will be attested by:

- in-class observations
- differentiated planning by the teachers
- Student portfolios
- Behavior book
- Student's self-assessment
- parents' assessment

- The assessment of the out-of-school agencies

Policy Review

This policy will be reviewed when needed by the representatives from school admission, teaching staff, students, parents and other stakeholders.