

## **WINS - SPECIAL EDUCATIONAL NEEDS POLICY**

**World International School of Torino** is a **non-selective school** that aims at offering access to high level international programs to all students interested regardless of any learning disabilities. One of its main objectives is to ensure the school is a **positive and enriching experience** for all those who attend it.

We believe the **inquiry-based and experiential approach** which characterizes teaching and learning at WINS allows for sufficient **diversification** within the class to enhance the learning experience of most students involved, even those affected by learning disabilities.

### **Defining Special Educational Needs**

Children can be considered to have Special Educational Needs if they have a **learning difficulty** which is either certified by a specialist or if they experience considerable difficulties in learning which slow their progress significantly compared to children of the same age.

Children who are experiencing **emotional and or behavioral difficulties** might be regarded as falling into this category at the discretion of the Academic Coordinator and of the school's Special Educational Needs specialist consultant in agreement with the family.

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

Children whose level of English fluency is lower than that of their peers will not be considered as having Special Educational Needs but will be supported and guided accordingly.

### **Aims of the policy**

The SEN (Special Educational Needs) policy aims at setting clear standards and providing guidelines for all stakeholders to ensure that:

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



- the school can collaborate whenever possible and appropriate with parents and specialists who are helping the child;
- the children can be fully integrated into the classroom and teachers are informed and can provide suitable activities to meet the children's specific needs.

## Identifying Special Educational Needs

### *Children with known SEN*

Parents are asked to inform the school of any known learning disabilities affecting their children upon enrollment. The school's Admissions team will ask for the supporting medical documents and for the results of any tests the child has undertaken to get a full picture of the child's situation.

The Academic Coordinator, the program Coordinator and the school specialist will be available to meet with the specialist following the child to devise the best possible teaching and learning approach and strategy.

Should the child's condition require special allocations which affect syllabus content and learning objectives, these will be discussed on an individual basis with the family.

### *Children suspected of having SEN*

Teachers, especially in the Early Years and Primary sections, constantly monitor children's progress in relation to that of their peers.

Should a teacher notice a child is consistently lagging behind the group and their rate of progress seems inadequate despite the different learning experiences proposed, the teacher will inform the Program Coordinator and the Academic Coordinator and the child will be monitored closely. **Parents will be informed the child is experiencing difficulties and is being monitored.**

If the monitoring period suggests the child continues to experience unusual difficulties, the Academic Coordinator will inform the family and the school SEN specialist will be called in to provide guidance to the family. Formal testing will be suggested to clearly identify the reasons for the lack of progress. Such suggestion should be considered as a piece of advice as it requires additional payments and it is up to the parents to decide what course of action to take.



## **Devising and implementing SEN plans**

In the event of acknowledged SEN, the school's academic team (the Academic Coordinator, the Program Coordinator and the child's teachers), after consulting with the school's SEN specialist and with the family's specialist, will be available to **suggest appropriate teaching plans which can meet the child's needs.**

In the event such individualized plans considerably divert from the standard syllabus, the Academic coordinator will discuss the consequences with the family beforehand.

Once a formal individualized plan has been agreed upon, the Program Coordinator will be responsible for informing all teachers working with the child and will be in charge of supporting them in the implementation of the plan.

The individualized plan will be revised on a yearly basis on the basis of the results obtained and the difficulties encountered.

## **SEN students at MYP and DP level**

All stated above applies to all sections in the school and the same procedure is followed for both suspected and declared SENs at MYP and DP level.

In addition to what stated above, to ensure fairness and consistency in the application of special measures, at MYP and DP level the Academic coordinator and the Program coordinator will refer to the IB indications in terms of SEN and allocations allowed for during formal examinations.