



SCHOOL OF THE NATIONS
聯合國學校

SPECIAL EDUCATION NEEDS AND INCLUSIVE EDUCATION POLICY

School of the Nations

The School of the Nations Special Education Needs and Inclusive Education Policy outlines the systems and provisions to ensure all students receive appropriate support according to their diverse needs and abilities.



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(last updated: November 2023)

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1. POLICY STATEMENT

The School of the Nations has systems and services in place that cater for the learning, social, and emotional needs of all their students regardless of their abilities or aptitudes. These services align with the school's Bahai inspired perspective, the International Baccalaureate (IB) philosophy, and with the legal framework of the local governing bodies. The systems and services are outlined here as part of this policy.

2. PHILOSOPHY

The faculty and staff of the School of the Nations strive to foster a supportive community for all students and are dedicated to catering to the needs of all students. We recognize the inherent value in each individual and believe that education can unlock their potential. This is expressed by one of the schools' guiding statements - "Regard man as a mine rich in gems of inestimable value. Education can, alone, cause it to reveal its treasures, and enable mankind to benefit therefrom." (Bahá'u'lláh)

Our goal is to ensure that all students receive a fair and equitable education, and we continuously strive to differentiate teaching and assessments to maximize the potential of students with varied learning profiles.

3. LEGAL REQUIREMENTS

The School of the Nations – as a non-tertiary educational entity – is under the direct jurisdiction of the Macau SAR Government - Education and Youth Development Bureau (DSEDJ). In Macau, students may be classified after referral for assessment by the DSEDJ as either having special or inclusive needs. Students enrolling in our school after already being classified as having Inclusive or Special Education Needs are asked to identify these upon enrollment and provide appropriate documentation. The specific documentation from the DSEDJ regarding Special and Inclusive Education can be accessed at the following website:

https://portal.dsedj.gov.mo/webdsejspace/internet/Inter_main_page.jsp

The school specifically demonstrates compliance through specific points that include the following, which are aligning directly with guidance from the DSEDJ:

- For students with Special or Inclusive Education needs as assessed by the DSEDJ, the taught curriculum must be tailored to the specific needs of the students, including the formulation of learning objectives, adjustment of educational activities in areas or subjects where students experience learning difficulties, and their respective content, through the development of Individualized Education Plans (IEPs).
- Written Individualized Education Plans for students being under the DSEDJ classification of Inclusive or Special Education, which must be signed by the parents within thirty (30) days of the start of the school's academic year.
- An Annual Evaluation Report is written for each student with an IEP following DSEDJ's reporting requirements.



- If a student is assessed as having special education needs during the academic year or requires a change in their educational arrangements, the school will strive to allow the student to continue studying at the original school until they are placed in an appropriate special education class, providing the necessary learning support and psychological counselling is available.
- We use the DSEDJ's supplementary curriculum guide for students classified as Special Education.

4. PROVISIONS

4.1. Special Education Specific Provisions

After DSEDJ assessment, students are classified as Special Education students when they are found to have intellectual disabilities within a specific designated range and/or possessing characteristics of other disabilities, that require appropriate assistance provided within the faculty and facilities of the school's Special Education Department.

The School of the Nations has a dedicated Special Education Department. This consists of small group settings within a purpose designated location within the facility, low student-teacher ratios, supported integration and socializing in the wider school classes/settings where appropriate. In this department, teachers work closely with parents to determine how the students' needs can be best met. Where the students regularly attend mainstream classes, the staff of the department collaborate with mainstream classroom teachers to ensure effective support. This includes monitoring student progress as well as providing differentiation and modification as needed.

Points to note specific to the Special Education students:

- IEPs are reviewed twice per academic year in a process involving all stakeholders (parents/guardians, relevant teachers, administrators, case manager, counselor, and a DSEDJ representative).
- IEP goals are in line with the supplementary curriculum guide provided by the DSEDJ.
- Students are assessed against these goals at the beginning of each year and their progress reported to parents in a school-based report once a term.
- The school provides special education students with regular access to a counsellor and a speech/language therapist within the school.
- Special Education students have a designated teacher as a case manager. These teachers undergo training relating to Special Education (when possible) and are responsible for overseeing the provision of their support.

4.2. Inclusive Education Specific Provisions

After DSEDJ assessment, students are classified as Inclusive students when they are found to have intellectual disabilities within the specific range and/or possessing characteristics or disabilities that require appropriate assistance within attending regular (Mainstream) classes.



Points to note specific to Inclusive students:

- IEPs are reviewed twice per academic year in a process involving all stakeholders (parent/guardians, relevant teachers, administrators, case manager, counselor, and a DSEDJ representative).
- The school provides Inclusive students with regular access to a counsellor within the school.
- Inclusive students have a designated case manager responsible for overseeing the provision of their support.
- Designated Inclusive Support Teachers work with Inclusive students by providing in-class support and small group or individual pull out sessions in alignment with their IEP goals.
- Inclusive Education students have a designated teacher as a case manager. These teachers undergo training relating to inclusive education and are responsible for overseeing the provision of their support.
- Students are assessed against the school curriculum and their progress reported to parents in a school-based report once a term. These reports are supplemented with a comment-based report from their Inclusive Support Teacher.

4.3. Students with Identified Needs Without DSEDJ Classification

The school has Student Support Coordinators to oversee the accommodation of specific students who are in need of additional support inside or outside of DSEDJ classifications. This may include those who require accommodation because of high capacity (gifted) as well as those requiring support for struggles with academic challenges or social or emotional challenges. Support is accessed through a referral by the relevant Level Administrator. The Student Support Coordinators create an action plan based on an assessment process following referral. This includes considering the expertise and time of the human resources within the school and could include curriculum adaptation, study support, consideration for assessment. The relevant teachers are supported through a reviewable plan.

The school also has others supports in place for the wider school population that enhance wellbeing and consider learning, social, and emotional needs for all students. These include three full time counsellors, a guidance counselor for career guidance, a curriculum team who develops curriculum and create a planning framework that allows for adaptation and differentiation, and a well-developed character development program that aligns with the school's values is in place at all age levels.

4.4. Provision of Support and Accommodations for Students in the IB Diploma Programme

The School of the Nations is an IB World School and offers the Diploma Programme (IBDP) in Form five and six. The school acknowledges the academic rigor of the IBDP and the importance of supporting students pursuing IB qualifications. We are committed to minimizing barriers to all student's participation. We understand and support the principle that any assistance provided should not compromise the integrity of the IBDP and examinations, whilst acknowledging our responsibility to determine suitable accommodations for individual candidates in accordance with IB policies.



Points to note specific to the IBDP:

- Relevant documentation will be passed on to or sought by the IBDP Coordinator, e.g. assessment reports and past IEPs.
- The IBDP Coordinator facilitates meetings between the student, parents, case managers, Inclusive Support Teachers and classroom teachers to discuss necessary provisions. Other communication can happen as needed (e.g., with the Student Support Coordinators).
- The IB Coordinator is responsible for requesting inclusive access arrangements for students requiring accommodations during assessments. This includes providing the necessary documentation and completing the appropriate forms.
- Once the IBDP Coordinator receives the decision regarding inclusive access arrangements from the IB, relevant stakeholders and invigilators are informed regarding specific exam conditions.

5. ACCESS

Information within this policy is available for staff, parents, and students.

6. UPDATES

Policies and handbooks at the School of the Nations are reviewed yearly before the beginning of each academic year. They are also reviewed when a situation – internal or external – demands it. The reviews and updates are done by the committees assigned for each document and the approval is obtained from the school's Pedagogical Leadership Team. This policy in particular is reviewed annually by Administration and Student Support Coordinators to ensure its continued effectiveness and alignment with best practices.

6.1. Change History

Date	Responsible	Action
2023-11-14	Rebecca Keane and Mark Campbell (Students Support Coordinators)	Updated to include: <ul style="list-style-type: none">• Legal requirements• IBDP provisions
2023-12-12	Ignacio Marcovecchio (DPC)	Reviewed and formatted
2023-12-14	Geeta Nair (Special Education Administrator)	Reviewed and approved
2023-12-15	Vivek Nair (Director)	Approved