



«Confirmed»
by the Director General
of «CA GARDEN SCHOOLS» LLP
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«___» _____ 2024

**SPECIAL EDUCATIONAL NEEDS POLICY
of high school**

Astana

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1. INTRODUCTION

Inclusive education is when all students, regardless of any problems they may face, are placed in age-appropriate general education classes to receive high-quality education and support that allow them to succeed in their studies. (Bui, Quirk, Almazan, & Valenti, 2010; Alquraini & Gut, 2012).

The school and classroom operate on the premise that students with disabilities are as fundamentally competent as students without disabilities. Therefore, all students can be full participants in their classrooms and in the local school community. Much of the movement is related to legislation that students receive their education in the least restrictive environment (LRE). This means they are with their peers without disabilities to the maximum degree possible, with general education the placement of first choice for all students (Alquraini & Gut, 2012).

The driving principle is to make all students feel welcomed, appropriately challenged, and supported in their efforts. It's also critically important that the adults are supported, too. This includes the regular education teacher and the special education teacher, as well as all other staff and faculty who are key stakeholders — and that *also* includes parents.

2. BASIC CONCEPTS AND TERMS

Inclusion is an ongoing process aimed at increasing access and participation in learning for all students by identifying and removing barriers (IBO, 2018).

Differentiation is the process of identifying, with each student, the most effective strategies to achieve the goals agreed with the student (IBO, 2018).

Learning Support Requirements - The support and/or access required to enable some candidates who are able to meet all the requirements of the curriculum and assessment to reach their full potential in training and assessment (IBO, 2014).

Psychological and pedagogical support is a holistic, systematic, organized activity of specialists to create socio-psychological and pedagogical conditions for the successful learning and development of each student in accordance with his abilities and needs (MES, 2011).

A student with disabilities is a person under the age of eighteen who has disorders and persistent disorders of body functions caused by diseases, injuries, their consequences, vices that have caused restriction of vital activity and the need for his social protection (Parliament, 2022).

Limitation of life activity is a complete or partial loss of a person's ability to exercise or self-service, to move independently, navigate, communicate, control their behavior, learn and participate in work (Parliament, 2005).

Limited physical ability is a persistent disturbance of the development and (or) functioning of the organ(s), requiring long-term social, therapeutic and correctional support (Parliament, 2002).

Mental limited ability is a temporary or permanent lack of development and functioning of the human psyche, including under the influence of sensory disorders; speech disorders; emotional and volitional disorders; consequences of traumatic brain injury; mental abnormalities, including mental retardation; mental retardation and related specific learning difficulties (Parliament, 2002).

Special Correctional Organization - an organization for students with developmental disabilities:

- hearing impairment (deaf, hard of hearing);
- visual impairment (blind, visually impaired);
- musculoskeletal and physical problems;
- with speech difficulties;
- with mental health problems;
- social, emotional and behavioral difficulties;
- with complex disorders, including deaf-blindness (Parliament, 2002).

Psychological testing is the determination of the characteristics of the mental status and potential possibilities of mental development of students (Parliament, 2002).

Social testing is the determination of the degree of social insufficiency, which may be due to the restriction of physical independence, mobility, the ability to engage in normal activities, economic independence and the ability to integrate into society, taking into account the age norms for students.

Medical testing is the establishment of the type and severity of the violation (absence) of the function (functions) of a particular organ or the whole organism, which entailed the restriction of the vital activity of students.

Pedagogical testing - determination of the features of intellectual development of students and their potential for play activities, learning and communication according to age norms for school-age students

Professional diagnostics - identification of potential opportunities for students to acquire skills and perform work or profession, taking into account existing mental and (or) physical disabilities (Parliament, 2002).

Adverse circumstances - circumstances defined as circumstances beyond the control of the candidate that may cause damage to his or her work, including severe stress, extremely difficult family circumstances, bereavement, failure of exams or events that may threaten the health or safety of candidates. They may affect a group of students or all students in the school.

Unfavorable circumstances do not include mistakes on the part of the school and the inability of students to improve their academic performance, despite receiving authorized inclusive assessment mechanisms (IBO, 2015).

Inclusive assessment mechanisms - modified or additional conditions in the assessment process for a student with the requirements of inclusive assessment mechanisms, allowing him or her to demonstrate his or her level of knowledge more fairly without the intention to compensate for the lack of any abilities (IVO, 2015).

Giftedness is a systemic quality of the psyche that develops during life and determines the possibility of a person achieving higher (unusual, extraordinary) results in one or several types of activities compared to other people (Rapatsevich, 2001, p. 572).

A gifted student is a student who stands out for bright, obvious, sometimes outstanding achievements (or has internal prerequisites for such achievements) in a particular activity (Rapatsevich, 2001, p. 572).

3. GOALS AND OBJECTIVES

Goal

Support all students admitted to the school in accordance with the admission policy in their development and learning styles to prevent gaps and ensure the development of their abilities.

Tasks

- 1) provide a system that provides comprehensive support and constant feedback to all students with various learning difficulties so that they can fully realize their abilities;
- 2) develop an individual strategy to support the educational process of students with academic difficulties during the year;
- 3) provide families with advisory and educational assistance and other support; 4) provide parents /guardians with access to the necessary information about the student's progress
- 5) improve scientific and methodological support for the diagnosis, training and development of students with different educational needs;
- 6) improvement of organizational, psychological and pedagogical conditions of training and education of students with different educational needs.

4. PRINCIPLES

- 1) equal rights and access of students to education and support;
- 2) legality, humanity, respect for human rights and prohibition of discrimination based on disability, race, nationality, age, gender, etc.;
- 3) continuous differentiated support of the student's development in the educational process through an individual, integrated, interdisciplinary approach to the needs of the student;
- 4) variability and freedom of choice of ways, methods and forms of implementation of strategic educational ideas;

- 5) cooperation with family and social actors in the process of teaching and educating their students, ensuring a unified educational space;
- 6) Constant updating of the goals, content, approaches and methods of teaching students with different learning needs (IN, 2015: 2018; 2011; 2013; 2014; Parliament, 2002; Parliament, 2005; MES, 2011; LADE, 2010).

5. IDENTIFICATION OF LEARNING NEEDS

The physical and mental ways of perceiving and understanding information can vary from student to student, which requires identifying different learning requirements. Students may have various serious problems that do not necessarily reflect their cognitive abilities. Students may be globally gifted or be gifted in certain areas, but still have learning difficulties in other areas (IBO, 2013).

Various diagnostic tools are tested and implemented to identify the educational needs of students. The results of recent studies on the nature of learning diversity are taken into account. Teachers also diagnose students' different learning needs using their experience of working with students (LADE, 2010).

Students with limited needs are allowed to study at AGS on the basis of a decision of medical and pedagogical counseling and according to a specially developed individual curriculum (Parliament, 2002)

note: According to the Kazakh legislation, the disability group is established from the age of sixteen by the territorial divisions of the authorized body in the field of social protection of the population by conducting a medical and social examination (Parliament, 2005).

6. PROVIDING SUPPORT TO THE SCHOOL COMMUNITY

a) STUDENTS

- in-depth and comprehensive examination of students in order to identify the features of their intellectual development and determine their educational needs for choosing the type and form of education and training;
- psychological and pedagogical support and correction of gaps in learning;
- assistance to students in solving urgent problems of development, learning, self-determination and self-knowledge, as well as socialization among peers and adults;
- development and definition of the content of correctional and developmental classes taking into account the level of intellectual development, individual characteristics, capabilities and merits of the student;
- creation of study groups for the education and development of all students in accordance with their various interests and abilities;
- ensuring students' access to educational, sports, and cultural events, organizing the promotion of their achievements;

- ensuring the participation of all students in educational, sports, creative competitions or Olympiads of various levels and the appointment of nominal awards to students - winners, authors of scientific discoveries, etc.;
- organization and holding of various levels of subject Olympiads, conferences and other events for students in accordance with their various educational needs;
- promotion of professional self-determination and labor education of the student and his professional diagnosis, taking into account his interests, abilities and capabilities;
- providing psychological, pedagogical and technical support for the development of students with disabilities based on the recommendations of the psychological and medical pedagogical council;
- conducting psychological and correctional work with students to eliminate the identified deviations:
 - for students with emotional disorders, classes on social and emotional development are held;
 - for students with communication difficulties, classes on the formation of communication skills are held;
 - students experiencing behavioral problems take classes normalizing behavioral reactions (Parliament, 2002; MES, 2011; LADE, 2010).

b) TEACHERS AND TUTORS

- Providing advice on working with students with different educational needs;
- psychological support of educational and educational programs;
- Creation of a working group of teachers to plan and support the learning process of students and, if necessary, the preparation of special materials (MES, 2011; LADE, 2010).

c) PARENTS

- Learning about the characteristics of goals and the learning and evaluation process;
- providing assistance to families in solving urgent problems of development, training, socialization of their pupils and teaching interaction with students, explaining to them the techniques and methods of teaching and educating their pupils in the family;
- educating parents about the phenomenon of students' giftedness and ways to support and develop it;
- Counseling and psychological assistance to families with students with learning difficulties;
- Work with parents in various forms on the development of psychological and pedagogical competence and culture of parents and the formation of an adequate parental attitude to the student and an active position towards his upbringing in the family:
 - personal interviews and consultations;
 - parent lecture;
 - Open days;
 - Seminars and other events (Parliament, 2002; MES, 2011; LADE, 2010)

7. THE LEARNING PROCESS

AGS provides an individual approach to each student and individualization of training, moreover, if necessary, provides an individual training plan. The offered opportunities differ in the degree of realization of the talents of students. The role of extracurricular activities in the development of additional educational needs is great. There is a constant assessment, testing and implementation of new educational content aimed at different age groups, taking into account their needs.

If necessary, the school undertakes to provide students with disabilities with access to educational materials and, to the maximum extent possible, provide the necessary technical, medical and social services for an additional fee.

Inclusion through differentiation

Inclusive education includes the views of all stakeholders and offers excellence and choice. The inclusive environment is effective and friendly, healthy and protective, and also takes into account the gender aspects of all students. Inclusivity is implemented in practice through differentiation. Differentiation is not just compensation for the learning process of the underachievers, but also joint planning of topics, so that students are provided with different approaches to learning to achieve common goals. It includes a number of actions and resources that correspond to the goals and methods of teaching the student, as well as their skills and knowledge. The training programs are aimed at creating an inclusive learning environment and the formation of life skills, taking into account the capabilities and needs of students. The school provides a protective and gentle learning regime, avoiding requirements that exceed the capabilities of students with learning difficulties and do not take into account their special learning needs.

Inclusive environment

Differentiation of students' needs and learning styles is included in joint planning and reflection. A calm, positive and favorable atmosphere in the classroom is created due to appropriate, realistic tasks for students according to their capabilities. Students are taken care of, trusted, understood, appreciated, listened to, and given opportunities to succeed in order to strengthen confidence and self-esteem. All students participate in making decisions about strategies that support their learning and socialization. Parents are invited to participate in an educational partnership aimed at helping students overcome difficulties and optimize the educational process (IVO, 2018; 2013)

Regular positive feedback is provided to students with meaningful and motivational praise and rewards. Expectations from the student are regularly reviewed and clarified, and instructions are given clearly, using simple, understandable language. Students are encouraged to ask questions and participate in a structured real discussion. Each skill is taught differently and in all possible contexts. Students are given the opportunity to transfer skills and discuss feelings, such as music and art lessons. Extracurricular activities are created to support additional academic needs and interests of students.

Special interests and real-life contexts are also included in teaching activities to achieve maximum success and participation (IBO, 2018; 2013).

Differentiation in practice

Teaching and process are differentiated to meet the needs and learning styles of students. Teachers set realistic and achievable goals to increase motivation and participation, and work with parents to help students complete homework and provide an adequate learning environment at home. Information and Communication Technologies (ICT) provide student learning by providing distance and online learning. Teachers are looking for ways to improve the education of students with special needs, develop a work plan, taking into account medical, social and academic needs (IB, 2018; 2013).

Gifted and talented students

Differentiation is also aimed at meeting the learning needs of gifted and talented students. The learning process is expanding and deepening in areas where students demonstrate their talent. At the same time, they are given the opportunity to study at a higher level, while providing support in those areas in which they are less successful. They are given the opportunity to explore additional areas of interest through participation in extracurricular activities, research groups and other activities (IB, 2018; 2013).

Mobility

As far as possible, the school provides support to students with mobility problems: provides a comfortable workplace, safe access to the school building via ramps, as well as moving around the floors by elevator. Computers, graphic organizers, audio and video materials are used for more active participation and greater interaction with all students. Teachers sit at eye level when talking to students in wheelchairs, and always keep in touch (email, learning platforms) if a student is forced to study at home or in the hospital. A special action plan is being developed for children with significant learning difficulties (IB, 2010; 2013). Students with significant learning difficulties study and stay with their peers throughout the day, except during consultation meetings. Such children are provided with access to participate in the educational process, cultural and entertainment, sports and other recreational activities on an equal basis with other children, regardless of the severity of violations (MES, 2011).

8. ASSESSMENT

Students with special needs during the summative assessment and final certification are provided with special conditions by type according to Appendix 1 in the presence of supporting documents (the conclusion of the medical advisory commission, the conclusion of the medical and social expertise at the place of residence) or a certificate from specialized medical organizations.

The application of the appropriate type of special conditions for students with special needs is approved by the order of the Principal of the School.

In summative assessment of students with special educational needs, the teacher uses differentiated and/or individual tasks, and also makes changes to the assessment criteria taking into account the characteristics of the student.

The issue of the need for final certification of students with special educational needs is decided by the pedagogical council in accordance with the individual characteristics of students.

For students with special educational needs who pass the final certification, additional time is provided when passing the exam, according to the decision of the Examination Commission on the final certification of students in accordance with the recommendations of the school.

During the written exam (except for dictation), students with special educational needs are given a longer break time compared to the standard 5 minutes. In this case, he passes the work of the Commission, the duration of the student's absence from the exam is noted on the examination paper.

Providing special conditions for students with special needs should not provide an unreasonable advantage over other students.

SELECTION AND ADMISSION PROCESS

The school provides admission to all students regardless of their age, religion, gender, nationality, ethnicity and socio-economic status. Children are admitted to school based on the results of entrance exams and an individual interview. It is necessary to provide all the necessary documents from parents or guardians. The documents are as follows:

- Birth certificate
 - Registration document
 - Personal information
 - Certificate of medical examination
 - Certificates of the Pedagogical, medical and Psychological Committee (if available)
- The diagnostic entrance test is necessary to track students in classes according to the level of language proficiency and academic readiness. It is important to take into account the cognitive skills of students in order to determine the best approaches and strategies appropriate for their psychological and mental development.

Appendix 1

Types of special conditions for students with special needs

1) additional time: the percentage of additional time for each student to complete summative work is usually up to 25% of the time of summative assessment, if the student has visual impairment (blind, visually impaired), hearing impairment (inaudible, hard of hearing), impaired musculoskeletal functions and insulin-dependent patients with diabetes mellitus;

2) reader's help: the responsible person who reads the questions for the student if the student has permanent or temporary visual impairment;

3) scribe's help: the responsible person who writes his answer for the student in case there is a physical disability or a recent injury;

4) prompter: a responsible person who sits next to the student so that he concentrates on the tasks and answers further questions. The help of a prompter is allowed for students who have: neurological and cognitive abnormalities affecting attention or the presence of obsessive-compulsive disorder, due to which the student returns to the same question instead of performing the following task;

5) observed rest break: suspension of summative assessment for the rest of a student with special needs. This time is not included in the duration of the ascertaining assessment;

6) practical assistant: a responsible person who does practical work according to the instructions of a student whose physical abilities do not allow them to perform the practical part of the task on their own;

7) separate duty: organized for students with special needs in a separate room with accessible conditions, together with the duty officer, in order to avoid disturbing other students with their presence;

8) reading aloud: a student with special needs is allowed to read data, questions aloud. This requires a separate duty;

9) using a magnifying glass: a student with special needs is allowed to use a magnifying glass to overcome visual perception difficulties;

10) name of colors: students with color blindness (color blindness) may ask the attendant to name colors.

* When conducting summative assessment, students may be provided with more than one type of special conditions, depending on the specification of the subject.

