



**MAKTAB TENTERA DIRAJA
KUALA LUMPUR
MALAYSIA**

SCHOOL CODE 006007

**MTD - IB
SEN POLICY**

(23 June 2015)

STUDENTS WITH SPECIAL EDUCATIONAL NEEDS POLICY

To “encourage students across the world to become active, compassionate and life-long learners who understand that other people with their differences, can also be right” (IB Mission Statement, 2004), the IB places significant importance on students with special educational needs (SEN).

In line with the philosophy of IB, MTD provides learning support for these students in helping them achieve the best out of their individual ability. This effort covers both inclusion and differentiation.

Inclusion

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Echoing IB’s statement of supporting principles of an inclusive education, MTD believes that

- An inclusive education service offers excellence and choice, incorporating the views of all stakeholders, particularly parents of the individual students,
- The interest of all students must be safeguarded,
- The school community should actively seek to remove barriers to learning and participation,
- All students should have access to an appropriate education that affords them opportunity to achieve their personal potential

(adapted from *Special Educational Needs within the IB Programmes*, page 11)

Inclusive education in MTD applies to students with learning barriers such as physical inconvenience, audio/visual impairment and students with psychological needs. To support these students, the school will

- Assign buddies to students who needs assistance for their movement or those who are using mobility aids such as wheelchair and clutches,
- Seek professional advice on how to accommodate for the needs of students with learning disorder such as dyslexia and dysgraphia,
- Provide counselling service to students who need psychological or emotional support,
- Work with parents of individual students to identify best possible solution for students who develop severe stress in the learning process
(For example, in the case where a student may not be able to attain a full IB Diploma, an IB Course education can be given a consideration by the student and parents, with information provided by the school)

Differentiation

Differentiation refers to diversity in students' learning abilities. Differentiation means tailoring instruction to meet individual needs where a teacher may differentiate content, process products, learning environment and use of ongoing assessment and flexible grouping as more effective approaches to teaching (adapted from Tomlinson, 2000).

Differentiation education in MTD applies to students with different level of learning abilities, particularly to those who face difficulties coping with the demanding tasks and challenging assessment in the IB curriculum.

To support these students, the school will :

- Identify students level of learning abilities by using feedbacks from formative assessments and summative assessments (school examinations),
- Draw up an Academic Enhancement Programme to facilitate students with academic needs as stated in the MTD-IB Curriculum (page 7, Academic Enhancement Programme),
- Consider engaging part-time teachers to students who needs to improve on English oral and writing skills,
- Engage collaborative teaching within subject teachers,
- Encourage teachers to use various approaches, strategies and instructional material to enhance students learning.

Candidates with Special Assessment Requirements

The IB believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible (*Special Assessment Needs*, page 9). Candidates eligible for inclusive assessment arrangements according to the IB are those with specific learning difficulty, an emotional or behavioural difficulty, physical, sensory or medical conditions, or mental health problems.

In MTD, special arrangements for students will be made based on the *Handbook of Procedures for the Diploma Programme*. These arrangements may include :

- placing candidates with contagious illness in a separate room, under the supervision of a teacher,
- Providing equipment (such as computers) approved by the IB to assist students who has difficulty in writing due to injury or learning disorder

In adverse circumstances such as family bereavement, civil unrest or natural disaster, the IB Head of Department will contact the help desk at help@ibo.org at IB Cardiff for advice.

Principles of Good Practice

Both the IB philosophy and the Malaysia National Philosophy of Education emphasize on the development of a balanced individual. Therefore the IB has outlined four principles of good practice which are vital for wholesome development of a person.

The school upholds these IB principles of :

1. *Affirming identity and building self-esteem* of students with special educational needs by
 - Promoting a learning environment that are friendly to the diversity of learners
 - Respecting and using the diversity cultural perspectives to enhance learning
 - Establishing an understanding with parents on how to help students achieve goals of learning
2. *Valuing prior knowledge* of students with special educational needs by
 - Activate students prior knowledge and educational experience in classroom learning
 - Encourage teachers to use students prior knowledge and learning experience to develop new skills
3. Using *scaffolding* methodology to help students with special educational needs to improve their independence in fulfilling a practical task or written assignment by
 - Using instructional materials and aids
 - Forming small structural collaborative groups
 - Using mother-tongue or best language to develop ideas and plans
4. *Extending learning* by guiding students to extend their academic language and concepts by
 - using cognitively rich materials such as research articles , novels, poetry, textbooks, etc.
 - using technology and software to enable students to access materials they can engage with metacognitively

Reference :

Tomlinson, C. A., (August 2000). Differentiation of Instruction in the Elementary Grades. ERIC Digest. ERIC Clearinghouse on Elementary and Early Childhood Education. <http://www.readingrockets.org/article/what-differentiated-instruction>

IB 2009. Candidates with Special Assessment Needs.

IB. 2010. Special Educational Needs within the International Baccalaureate Programme.

IB. 2015. Handbook of Procedures

MTD. 2015. Assessment Policy

MTD. 2015. Language Policy

MTD. 2015. MTD-IB Curriculum