



MODERN INTERNATIONAL SCHOOL BANGKOK

*Best Education with Morality*

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# Special Educational Needs Policy

The policy aims to provide information regarding MISB's Special Educational Needs support for the parents, staff and students

**SEN Coordinator**


Ms. Vandana Mathur



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**School Counselor**

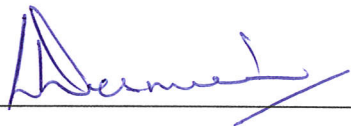
Ms. Vandana Mathur



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The policy will be reviewed by SEN department once in two years and the soft copy of the policy will be uploaded in the school website.

The Policy, approved by the management board will be effective from August 2019 (Academic Year 2019 – 2020). The next review has to be done in June 2021.

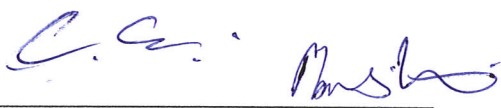


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Principal

1 AUG. 2019

Date



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Management Board

1 AUG. 2019

Date

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## **1. Legislative context**

The Thai Special Education Law, The Persons with Disabilities Education Act, B.E. 2551 (2008) mandated that individuals with disabilities have rights to receive free education, assistive technology, and other educational support from birth or from their diagnosis throughout their lives. Each individual has rights to select services, settings, systems, and types of education according to their abilities, interests, skills, and special needs. Also, education provided must reach national standards, have quality assurance, and match individuals' special needs. Special educators, educational institutions that serve students with special needs, and research projects focusing on improving special education will receive financial support. Individualized Education Plans, appropriate types of instruction, environment, and other educational support are required. Schools must not deny students with disabilities. (NEP, 2013c)

The school will attempt to fulfill its legislative duties towards children and young people with SEN or disabilities by providing consistent support based on the needs of the individual students. The information in this policy will be reviewed once in two years and any changes will be updated on the website.

## **2. Aims and Objectives**

- 2.1 The members of the management board, teachers and staff will do their best to ensure that the students with Special Educational Needs (SEN) receive necessary provision and their needs will be known to all the staff who are likely to work with them.
- 2.2 The teachers, staff and management board members are aware of the importance of identifying and providing support for students who have special educational needs.
- 2.3 The principal, SEN team and members of the management will review the policy once in two years and keep the parents informed about the effectiveness of school's

work for students who have SEN. The information will be available on the school's website.

2.4 The school will ensure students with special educational needs join in the activities of the school with other students where reasonably practical and compatible.

2.5 The school aims to provide quality teaching and learning for all the students who are reviewed and assessed based on their specific learning disabilities or difficulties arising out of their linguistic, familial, cultural and economic background which requires SEN support

### **3. Definition of Special Education Needs**

Special Educational Needs Code of practice: for 0 to 25 years states that 'a child of compulsory school age or young person has SEN if they:

- a. Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b. Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'

BSE organized disabilities into nine categories and defined each disability category as follows (MUA, 2013).

1. Visual Impairment includes low vision (a vision between 20/70 and 20/200 after correction) and blindness (a vision of 20/200 or more after correction and those who cannot sense light).
2. Hearing Impairment includes hard of hearing (hearing loss between 26 and 90 decibels) and deaf (hearing loss at 90 decibels and above).
3. Intellectual Disability is defined as having below average intellectual functioning and deficits in two out of 10 adaptive skills before age of 18. The 10 adaptive skills include communication, self-care, home living, social skills, community use, self-direction, functional academics, work, leisure, and health and safety.

4. Physical, Mobility, or Health Impairment is defined as (a) losing or having problems with parts of body, bones, muscles that cause difficulties in movement, or (b) having a chronic illness that requires long-term health care and becomes an obstacle to education.
5. Learning Disabilities include brain dysfunctions that cause difficulties in learning one or more academic skills (e.g., reading, writing, mathematics) despite normal IQ.
6. Speech and Language Disorders include problems in producing sounds (e.g., distortion, abnormal speed or rhythm) and/or problems in expressive or receptive language (i.e., oral, written, or other forms).
7. Emotional and Behavioral Disorders are defined as markedly and continuously deviant behaviors caused by mental illness or brain dysfunctions (e.g., schizophrenia, depression, dementia).
8. Autism is caused by brain dysfunction and results in multiple impairments in language and social development, social interaction, and restricted behaviors or interests. The age of onset is before 30 months.
9. Multiple Disabilities is defined as having more than one disability.

### ***Operational definition***

MISB defines its Special Education Needs program as any form of support provided to the students with specific learning disabilities or any difficulty in learning arising out of their cultural, familial, economic and linguistic background.

## **4. SEN Department – Roles and responsibilities**

The 'responsible persons' for SEN are Mr. Dominic, Ms. Vandana, Ms. Archana and Ms. Sithara. The persons coordinating the day to day provision of education of students with special educational needs are Ms. Vandana, Ms. Archana and Ms. Sithara.

The SEN department has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN. They provide

professional guidance to colleagues and will work closely with staff, parents and other agencies.

## **5. Admission and Inclusion**

5.1 All teachers in the school are teachers of children with Special Educational Needs. MISB believes in a 'whole school approach' to special educational needs, where all the staff members adhere to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. **Inclusive** is regarded crucial to this policy.

5.2 Specialist provision can be arranged in the school and with external agencies in the following areas:

- Language therapy, Speech therapy, Occupational therapy, etc.
- Curriculum
- Literacy
- Numeracy
- Social, Mental and Emotional Health
- English as a Second Language

Students admitted under SEN support program are required to pay 20,000 Baht/month which will be reviewed and restructured based on the child's needs and fee policy of the school on an annual basis. MISB has the right to decline an admission based on the intensity of the specific learning disability.

## **6. Access to the Curriculum**

The school curriculum will be made available for all students. Where students have special educational needs, a graduated response will be adopted. The school will try to make full use of the classroom and school resources before drawing external support. The school will try to make the best provision for students with SEN to match the nature of their individual needs.

Curriculum tasks and activities may be broken down to a series of small and achievable steps for students who have learning difficulties.

## 7. Early Identification

7.1 The school attempts to assess the need for each child at the earliest opportunity. This assessment may consist of

- A meeting with parents/caregivers
- Advice from the previous school
- Advice from external professionals
- Reading and spelling assessment
- Specialized testing e.g. dyslexia screening/additional reading tests by external experts
- Observation by SEN team

7.2 Teachers from SEN department make regular assessments of progress for all students and student progress is regularly recorded. When students are not making adequate progress given their age and starting point, they will initially receive additional support from their teacher.

Adequate progress is **progress** which:

- Is similar to that of peers starting from the same baseline;
- Matches or betters the child's previous rate of progress;
- Closes the attainment gap between the child and their peers;
- Prevents the attainment gap growing wider.

7.3 When the students continue to make inadequate progress, despite in class interventions and support, the SENCO working with the class teachers, will assess whether the child has a significant learning difficulty. If that is the case, then a decision will be made about the level of SEN support that is required to support the child.



7.4 When it is determined that a student does have special educational needs, parents will be formally advised. The aim of formally identifying a student with SEN is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process Assess, Plan, Do and Review. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes. The student's progress from the internal support (learning support assistant's ability, the student's performance in the assessments, use of the differentiated instructions, strategies used, etc) will be reviewed every term (once in 3 months) and the effectiveness of the external support (language therapy, speech therapy, occupational therapy, etc) will be reviewed twice in a year.

7.5 The types of support offered are

- In-class support by teacher/teacher assistant/shadow teacher
- Withdrawal for individual/small group work
- Home/school reading schemes
- Behavior modification programmes
- Use of special equipment
- External support

7.6 if progress is still not achieved given this level of support a decision will be made as to whether to make a referral for psycho-educational assessment. This decision will be taken at a progress review meeting involving the child, parents, SENCO and other professional as appropriate.

## 8. Resources

The SEN team comprises of Ms. Vandana (SEN CO and School Counselor), Ms. Archana and Ms. Sithara (Learning Support Teachers).

The department gets budgets sanctioned by the school management to buy learning materials, books, games, etc annually.

## 9. Liaison with External Agencies

9.1 Parents will always be informed when an external agency becomes involved with their child.

9.2 Regular liaison is maintained with the following external agencies

- **Steps with Theera**

29/8 Charonmit, Ekamai Soi 10,

Sukhumvit 63, Bangkok 10110

<http://stepswiththeera.com/> Tel - 086-582-1774 (Eng) 086-515-9263 (Thai)

- Private organization provides hands-on employment in their coffee shop whilst developing integral life skills in the vocational training centre.

- **Little Sprouts Children's Centre**

109/1 Soi Thonglor 5, Sukhumvit 55, Bangkok.

- Private organisation for children with special needs and their families, in both Thai and English. Individual/group therapy, speech therapy, OT/SI, IEP development and management, assessment, and consultation.

- **Acorn to Oaks Centre**

Sukhumvit 71 Road, Bangkok

- a commercial English Speaking Centre for the evaluation of childhood development, providing support and learning with trained teachers, occupational therapists, speech and language pathologists and educational psychologists

- **Reed Institute**

Sukhumvit Soi 38, Bangkok

- a commercial organisation in Bangkok that runs programmes for children with dyslexia, ADHD/ADD, behavioural and social skills problems as well as many other special needs

- **Village Education Centre**

14 Sukhumvit Soi 42, Prakanong, Klong Tuey, Bangkok

- supports special education needs with special education teachers, after-school learning support, psycho-educational evaluations, occupational therapy and counselling for parents and children with special needs

- **Thailand Counselor's group**

- Online community of the school counselors, educators, psychologists, special educators, therapists, etc where they discuss issues, share resources, refer specialized services, etc.

## **10. Staff Development**

In-service training needs related to special educational needs will be identified by the SEN team and will be incorporated into the staff development training program.

## **11. Working with parents**

MISB believes that a close working relationship with parents is vital in order to ensure student success. The school will actively seek the involvement of parents in the education of their children. Parents will be fully consulted before the involvement of external support agencies with their children and will be invited to attend any formal review meetings at all stages.

## 12. Policy Review

This policy will be reviewed once in two years by the SEN team in consultation with the principal and the members of the management. Amendments related to inclusion and exclusion of members can be done on the circumstances at that point.

### References:

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