



*Schiller*schule

H A N N O V E R

School Code 006174
IB Diploma Programme

Special educational needs policy



Special educational needs policy

General aspects

Schillerschule's mission statement includes the confiding atmosphere through which all persons learning and working at Schillerschule receive high approval and feel comfortable. In this context we appreciate the differences between individuals and explicitly include persons with special needs.

Furthermore, Schillerschule is a secondary state school in Lower Saxony and therefore uses the policy for special educational needs and inclusion as prescribed by the ministry of education:

Inclusion means a comprehensive and unrestricted participation of all individuals in social life. Aim is the active participation of all persons with special needs in all aspects of society including education.

Lower Saxony introduced the concept of „inclusive school“ with the start of the school year 2013/2014 by parliamentary resolution. Inclusive school allows all students a comprehensive and unrestricted access to education.

All secondary schools (teaching from year 5 onwards) have to include students with special educational needs by parent's request. This means that in these cases students with special educational needs learn in classes together with other students. The ministry of education provides the framework for inclusion, including teacher-training and additional teaching-hour-equivalents for schools.

Pedagogical aspects

Schillerschule uses the following definition of special arrangements in the context of special educational needs:

Special arrangements are all necessary and adequate supportive measures that help to give students with special educational needs access to learning contents and tasks and the potential to show the gained competences and knowledge in assessment situations.

The corresponding fundamental principle is that special needs must not result into disadvantages at learning and at assessment situations.

At the same time the special arrangements for individuals must not lead to a disadvantage of other students.

Special arrangements in practice

Special arrangements are decided in class conferences (in years 5 to 11; class conference members are all teachers teaching in the class concerned and parents' and students' representatives), teachers conferences (in years 12 and 13) or the "Prüfungskommission" for final examinations in the German state school system (consisting of the head of school, the deputy head and one coordinator of the senior management team).

The introduction of special arrangements are always prepared by the teachers concerned and should be reviewed with the student's parents. The special arrangement takes effect only with a decision by one of the conferences mentioned above. The de-



cision must imply all details of the special arrangement including an individualized educational plan and the continuous documentation of the chosen measures.

Prerequisite for an identification of an entitlement for special arrangements is only possible by continuous observation of the student in class and might require diagnostic tools. In many cases the diagnosis can be done by teachers, in other cases there might be a need of support and cooperation by support centers, local health authorities or other institutions.

It is not permissible to solely base a decision upon special arrangements on a medical certificate because the medical consultant has no insight into the pedagogical context. However, the medical certificate might give an impulse for an enquiry about a special arrangement.

The personal entitlement for special arrangements has to be controlled on a regular basis, because the preconditions for the special arrangement might change. Some special needs might be temporary (e.g. sicknesses, temporary interferences), other special needs might be eased through special therapies (e.g. dyslexia).

Decisions on special arrangements for final examinations for the German Abitur are taken by the "Prüfungskommission" mentioned above. Requests for special arrangements for the International Baccalaureate (IB) Diploma Programme are transferred to the International Baccalaureate Organization according to the IB regulations after the "Prüfungskommission" has decided on the entitlement for special arrangements in close cooperation with the IB Diploma Programme Coordinator. In all cases a premise for special arrangements in final examinations is a long term grant of special arrangements beforehand.

Examples for special arrangement can only cover some aspects, but could give an insight in the general nature of the arrangements.

Special arrangements could include:

- changes in the student's working place organization
- modification of font sizes and colors of worksheets and examination papers
- spatial changes (e.g. concerning acoustic and light)
- use of special tools like pens, rulers, ...
- use of information and communication technology
- temporary suspension of spelling assessment (as example for students suffering dyslexia in grade 5 – 10)
- additional time (also in examinations)
- rest periods (also in examinations)

Review cycle

This policy will be reviewed at least every two years.