INCLUSION POLICY

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Mission Statement

'At Green Valley School we provide a challenging and inspiring education. We encourage students to develop their positive talents and qualities and aim for both academic and human excellence. We believe that Education in Human Values is the very foundation of learning. By becoming global citizens, students can contribute to transforming the world, through intercultural understanding and reinforced positive human attributes. We aim to empower our students to be successful by leading them to become lifelong, inquiring, principled and caring critical thinkers'.

Green Valley School reflects and honours the Mission Statement of the IB, which states:
'The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.'

PURPOSE

In Green Valley School (GVS) we believe that our children, including those identified as having "additional needs" have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them and to be fully included in all aspects of school life.

We are committed to providing equal access to the curriculum and academic rigour for all students, regardless of individual abilities and needs. We meet the needs of the students, who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional/ social development, or may relate to factors in their environment.

Definition

Special Educational Needs (SEN) - At GVS we recognise the wide spectrum of needs and abilities along a continuum of learning. Our aim is to identify and cater for students who qualify for specially designed support and/or learning strategies.

Children have Special Educational Needs (SEN) if they have a learning difficulty or disability, which calls for special or additional educational provision to be made for them. (Find a glossary of the most common SEN terms in Appendix 1). A child of compulsory school age or a young person has a learning difficulty or disability if they:

  a. Have significantly greater difficulty in learning than the aggregate 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

Special educational needs and provision can be considered as falling under four areas. These areas are specified in Appendix 2.

At GVS we adopt instructional and specific methodologies that are applied specifically to accommodate the written, taught and assessed curriculum, in order to meet individual needs (differentiation of teaching and learning). All teachers are aware of the methodologies that every student is taught with, in order to ensure a horizontal consistency and coherence and they all must make reasonable adjustments for these children, to help alleviate any substantial disadvantage they experience because of their disability. This policy includes a copy of the accommodations in Appendix 3.

At GVS all students are given access to all components of the International Baccalaureate (IB) Diploma Programme (DP) and International General Certificate of Secondary Education (IGCSE), courses culminating in external examinations (student's inclusion).

PRINCIPLES

Genuine inclusion is more than just a child's presence. It ensures active, meaningful participation by every child in the daily program and with one another. How this occurs will be different for each child, based on individual abilities and needs. GVS has also adopted the essential principles in relation to teaching together with the IB principles:

• Children, parents and young people should be involved in decision making.

• The needs of children and young people should be identified as early as possible.

• Education, health and social care services should consistently collaborate to provide support

• Provision should be of high quality to meet the needs of children with SEN.

• There should be greater choice and control for young people and parents over their support.

• Our education should be a successful preparation for adulthood, including independent living and employment.

• We aim to make it possible for all students to learn and have a right to a holistic and inclusive education in a caring and stimulating environment.

• We place great emphasis on the responsibilities of all teachers to be aware of and provide for students with special educational needs.

• We believe all students should be responsible for their own learning by taking an active role in identifying, monitoring, and meeting their own learning needs and abilities.

• We view a student's education as a partnership between the student, the parent(s)/ guardian(s), the school and various community resources as needed.

COMMON PRACTICES

Program Components.

• We ensure all students with SEN have equal access to the activities of the school as far as possible.

• We provide two Individual Educational Plans (IEP) during the academic year. A copy of each to be sent home to be signed by all involved parties and a copy to be sent home to parents. The IEP is a working document for all, to be reviewed and updated as needed.

• We continually monitor the progress of all pupils, to identify needs as early as possible and to provide support, while maintaining the balance of the mainstream class.

• We provide the specific input, match to individual needs, in addition to differentiated classroom provisions, either with the school or through external agencies, for those pupils recorded as having additional needs.

• We promote the development of International Mindedness in all of our students through the IB Learner Profile.

• We are committed to developing teaching through inquiry in all subject areas.

• We provide pathways to second language acquisition for all students in addition to supporting mother tongue languages.

• Students are encouraged to take action to extend their learning and to help their community. All Year 7 - Year 13 students at GVS will participate in 'action as service to the community' activities which are a distinctive part of our 'Experiences' programme. SEN will be closely monitored to ensure that they identify and expand their strengths related to the 'Service experiences'. Students are oriented and guided to identify their interests and according to these, the student is prepared to make the choice of the 'Experiences' that they will take part in.

• Participation in 'Service Experiences' is monitored by tutors in Y7 - Y11 and the school is considering nominating a member of staff as Community Service Coordinator (CSC). The school will ensure that the CSC maintains regular meetings with each SEN student to keep track of the student's progress.

• In Y11 - Y13 these activities are monitored and evaluated every year as part of the 'Creativity, Activity Service' (CAS) programme, which is a requirement of the DP course. They are monitored by activity supervisors and the CAS coordinator.

Assessment.

The benefits of early identification are widely recognised; identifying a need at the earliest point and providing suitable interventions improves long-term outcomes for the child. The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils.

• Class teacher assesses each pupil's current skills and levels of attainment and establishes a clear analysis of the pupil's needs, drawing on:

- Teacher assessment and observation of the pupil.

- Information on pupil progress, attainment, and behaviour.

- Individual's development in comparison to their peers.

- The views and experience of parents.

- The child's own views.

• Class teacher notifies to the SEN Department the concerns about a student through the "SEN Department Intervention Request" (Find a sample in Appendix 4). Once this form is shared, the SEN Department and the teacher will cooperate to plan the support that better matches to the needs and to develop a clear picture of the interventions that have to be put in place.

• In the event that external professionals in social or health services have to liaise with the school, the SENCO will contact them if the parents agree.

Plan.

Where pupils are falling behind or making inadequate progress given their age and starting point, they are given extra support. The teacher and the SENCO agree, in consultation with the parent and the pupil, to the differentiation, the accommodations and the support to be put in place, as well as the expected impact on progress, development or behaviour, along with a date for review. In secondary, these differentiations have to follow the IGCSE and IB criteria. Parents are notified where it is decided to provide SEN Support.

• The class teacher implements a programme of intervention using Teaching Support staff and the SEN Department to provide one-to-one or small group support.

• The SENCO and the teacher elaborate an Individual Education Plan (IEP).

Implementation of Plan

• Parents are encouraged to contribute to IEP and meet with SENCO and teachers to discuss progress and help set further targets.

• The long term aims of the IEP are divided into shorter fortnightly plans to be kept in the classroom (at Primary level). These fortnightly plans are implemented by the teacher and the SEN team together. However the overall responsibility lies with the classroom teacher to implement the differentiated work with his/her student

• Where the interventions involve group or one-to-one teaching away from the main class, the class teacher still retains responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions.

• All teachers and support staff who work with the child are aware of their needs, the support provided and any teaching strategies or approaches that are required.

• The SENCO consults with parents to discuss the next steps and obtain permission to involve any specialist services.

• Discussion with specialists is recorded and shared with the parent and teaching staff supporting the child.

• The SENCO and class teacher, together with the specialists, consider a range of well-founded and practical teaching approaches, appropriate equipment, strategies, and interventions to support the child's progress. A date by which progress will be reviewed is agreed upon.

• Targets set by specialist agencies feed into IEP, and the intervention is monitored and evaluated at the end of the programme.

Review.

The effectiveness of the support and the impact on the child's progress are reviewed according to the date agreed and specified in the IEP. The impact of the support provided, along with the views of the pupil and parents' feedback into the analysis of the pupil's needs.

The SENCO supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem-solving and advises on the effective implementation of the support. If, after some time, the intervention and provision do not fully meet the child's need, the SENCO will consult with parents to discuss the next steps and obtain permission to apply for an external Psychological Assessment.

Documentation.

• All information concerning the student, as well as school records details of additional or different provision (SEN support), are kept in the school's information system (White folders). This information is private and confidential so it must be kept in a safe and locked cabinet. Teachers have access to the student data with the discretion of the SEN Department and it is used to track student progress and make educational decisions.

• The class teacher will only receive a copy of IEP and the fortnightly plans to keep in the class. All other documents and reports are kept under lock and key in the SEN Dept.

• Information on services received will be provided for students with SEN. This is coordinated by our on-site SEN Coordinator.

• Our SENCO will meet regularly with selected SEN students to monitor progress and individual learning plans.

• IEPs are written for students who are identified for special education services. These plans are revised at the end of each term or amended as needed. They are confidential and shared with other school staff at the discretion of the school SENCO.

• Final student grades with comments will be reported out three times a year.

STAFF DEVELOPMENT AND COLLABORATION

• All teachers receive training to promote an understanding of the courses taught at the school. Regarding the IB Diploma programme, teachers will participate in workshops related to the IB courses they teach. Additionally, the IB coordinator and the Head of school will organise in house crash IB workshops related to the IB philosophy and the main features of the programme.

• All teachers, including the SEN Department, regularly meet horizontally and vertically to collaborate on curriculum and assessment, to reflect on student learning, and to plan for differentiation.

SOURCES

- Continuum Learning Stories for Inclusive Education (from 2013 onwards)
- Language and learning in IB programmes (published 2011, updated 2012)
- Learning diversity and inclusion in IB programmes (2016)
- Programme standards and practices (2014)
- The IB guide to inclusive education: a resource for whole school development, (2015)
- "Access and inclusion policy." International Baccalaureate. Last modified November 2018. https://resources.ibo.org/data/access-and-inclusion-policy_956444e5-7b09-43a7-ad8e-519b88ac7ac4/PRC-Access_and_inclusion_policy-WEB_1a60fbd7-7033-4b3a-b382-9737c2361b32.pdf.
- "Candidates with assessment access requirements." International Baccalaureate. Last modified August 2018. https://resources.ibo.org/ib/topic/Inclusive-education/resource/11162-occ-file-d_x_senxx_csn_1105_2_e/data/d_x_senxx_csn_1105_3_e.pdf.
- "Learning diversity and inclusion in IB programmes." International Baccalaureate. Last modified December 2018. https://resources.ibo.org/ib/topic/Inclusive-education/resource/11162-38434/data/d_x_senxx_csn_1601_2_e.pdf.

- "Meeting student learning diversity in the classroom." International Baccalaureate. Last modified May 2013. https://resources.ibo.org/ib/topic/Inclusive-education/resource/11162-30215/data/g_0_senxx_csn_1305_1_e.pdf.
- "OHCHR Convention on the Rights of the Child." https://www.ohchr.org/en/professionalinterest/pages/crc.aspx.
- "Protocol 1 to the European Convention for the Protection of Human Rights and Fundamental Freedoms." Council of Europe. Last modified March 20, 1952. https://www.refworld.org/docid/3ae6b38317.html.

DOCUMENT REVIEW

This policy was first developed in November 2019 by the DP Coordinator with contributions and amendments made by the teaching staff and the SEN Department. A committee will be formed annually to review the Inclusion Practices for SEN students. The committee will be made up of the Head of School, Secondary Coordinator, Primary Coordinators, IB Coordinator, and the SEN Department. The purpose of the committee will be to review the current document, revise it as needed, and plan how to communicate current practices to staff in order to obtain additional valuable feedback and subsequent compliance.

APPENDIX 1

A glossary of the most common SEN terms:

ADD: Attention Deficit Disorder

ADHD: Attention Deficit Hyperactivity Disorder is a behavioural disorder that includes symptoms such as inattentiveness, hyperactivity, and impulsiveness. Some pupils only have problems with one of the behaviors (ADD), while others have both inattention and hyperactivity-impulsivity. Most children have the combined type of ADHD. Symptoms of ADHD - ADD tend to be noticed at an early age and may become more noticeable when a child's circumstances change, such as when they start school.

ASD: Autistic Spectrum Disorder. Autistic spectrum disorder is a relatively new term which recognises that there are many sub-groups within the spectrum of autism. Pupils with autistic spectrum disorder find it difficult to:

- Understand and use non-verbal and verbal communication.
- Understand social behaviour — which affects their ability to interact with children and adults.
- Think and behave flexibly – which may be shown in restricted, obsessional or repetitive activities.

CAS: Creativity, Activity Service

CSC: Community Service Coordinator

DYSCALCULIA: Pupils with dyscalculia have difficulty in acquiring mathematical skills. Pupils may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.

DYSLEXIA: Pupils with dyslexia have marked and persistent difficulty in learning to read, write and spell, despite progress in other areas. Pupils may have poor reading comprehension, handwriting, and punctuation. They may also have difficulties in concentration and organisation and in remembering sequences of words. They may mispronounce common words or reverse letters and sounds in words.

DYSPRAXIA: Pupils with dyspraxia are affected by an impairment or immaturity of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. Pupils may have poor balance and coordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws, etc.)

GVS: Green Valley School

HI: Hearing Impairment. Pupils with a HI range from those with a mild hearing loss to those who are profoundly deaf. Hearing loss may be because of conductive or sensorineural problems and can be measured on a decibel scale. Four categories are generally used: mild, moderate, severe and profound. Some pupils with a significant loss, communicate through sign instead of, or as well as, speech.

IB-DP: International Baccalaureate Diploma Programme.

IEP: Individual Educational Plan

IGCSE: International General Certificate of Secondary Education.

LD: Learning Disability. A learning disability affects the way a person learns new things throughout their lifetime, understands information and communicate. The term LD covers a range of needs, that includes:

- **MLD:** Moderate Learning Difficulty. Pupils with MLD will have attainments significantly below expected levels in most areas of the curriculum, despite appropriate interventions. Their needs will not be able to be met by normal differentiation and the flexibilities of the National Curriculum. Pupils with moderate learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and underdeveloped social skills.
- **SLD:** Severe Learning Difficulty. Pupils with SLD have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have difficulties in mobility and coordination, communication and perception and the acquisition of self-help skills. Pupils with severe learning difficulties will need assistance in all areas of the curriculum. They may also require the teaching of self-help, independence and social skills. Their attainments may be below level 1 of the National Curriculum.
- **PMLD:** Profound and Multiple Learning Difficulty. Pupils with PLMD have complex learning needs. In addition to very severe learning difficulties, pupils have other significant difficulties, such as physical disabilities, sensory impairment or a severe medical condition. Their attainments are likely to remain below level 1 of the National Curriculum.
- **SpLD**: Specific Learning Difficulties. Pupils with SpLD present diagnoses such as dyscalculia, dyslexia, dyspraxia.

PD: Physical Disability. There are several medical conditions associated with physical disability which can impact on mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, muscular dystrophy. Pupils with physical disabilities may also have sensory impairments, neurological problems or learning difficulties. Some pupils are mobile but have significant fine motor difficulties which require support. Others may need augmentative or alternative communication aids. Physical impairment includes sensory impairment.

SEN: Special Educational Needs. A child has SEN if they have a learning problem or disability that makes it more difficult for them to learn than most children their age. They may have problems with schoolwork, communication or behavior. Parents can get help and advice from specialists, teachers and voluntary organisations.

SENCO: Special Educational Needs Coordinator.

SLCN: Speech, Language and Communication Needs. Pupils with SLCN cover the whole ability range. They may have difficulty in understanding and/or making others understand information conveyed through spoken language. Their acquisition of speech and their oral language skills may be significantly behind their peers. Their speech may be poor or unintelligible. Pupils with language impairments find it hard to understand and/or use words in context. They may misuse words with inappropriate grammatical patterns, have a reduced vocabulary or find it hard to recall words and express ideas. They may also hear or see a word but not be able to understand its meaning or have trouble getting others to know what they are trying to say. Please note that pupils whose first language is not English should not be recorded as SLCN unless they also have a special educational need in this area.

VI: Visual Impairment. Pupils should only be recorded as VI if it is the pupil's primary or secondary SEN, and they are at School Action Plus or have a statement. Visual impairment refers to a range of difficulties from partial sight through to blindness. Pupils with visual impairments cover the whole ability range. For educational purposes, a pupil is considered to be VI if they require adaptations to their environment or specific differentiation of learning materials to access the curriculum.

APPENDIX 2

Areas of Special Educational Needs.

1. **Communication and interaction.**

   Where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

   Children and young people with an Autistic Spectrum Disorder (ASD), including Asperger's Syndrome, are likely to have particular difficulties with social interaction.

2. **Cognition and learning.**

   Where children and young people learn at a slower pace than others their age, they may:

   - have difficulty in understanding parts of the curriculum.
   - have difficulties with organisation and memory skills.
   - have a specific difficulty affecting one particular part of their learning such as in literacy or numeracy.

   The term 'learning difficulties' covers a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple difficulties (PMLD). Specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia come under this term.

3. **Social, emotional and mental health difficulties.**

   Children and young people may experience a wide range of social and emotional difficulties which present themselves in many ways. They may:

   - have difficulty in managing their relationships with other people.
   - be withdrawn
   - behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing.

   This broad area includes attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder. It also includes behaviours that may reflect underlying mental health difficulties such as anxiety, depression, self-harming and eating disorders.

4. **Sensory and/or physical needs**

   Where children and young people have Visual and/or Hearing Impairments (VI / HI), or a Physical Disability (PD) that means they must have additional on-going support and equipment.

APPENDIX 3

CURRICULARS ACCOMMODATIONS

ACADEMIC YEAR 2019/2020

Organizational Accommodations.

The student is informed that everyone is aware of his difficulty.

The student is provided with visual self-instructions / checklists are given to mark the student's routine or help internalize homework assignments.

The location of the student in the classroom is taken into account to favor attention, concentration and academic achievement:
- The student is placed in the front row, near the teacher and the whiteboard / projector.
- The student is placed with peers who favor and inspire him positively.
- The student is placed away from distractors (windows, doors, posters ...).
- The student is placed alone, in very specific situations in which it favors him.

Individual explanations are offered:
- Promptly.
- Regularly

The student is supported to focus attention during the explanation to the group by asking questions, calling by his/her name, more frequent eye contact, touching him physically or walking near the student. The student is not asked to listen and take notes at the same time to favor the attention in the explanation. Instead, the teacher can provide notes or documents with the information that he can have in front while following the explanation and review later at home.

The student is provided with clear, brief, concrete and precise instructions; and the complexity of the instruction is reduced. The instructions are given one at a time and the teacher waits until the student has completed the first one to give the next one.

Oral language is supported with natural gestures that favor the understanding of the message.

The student is encouraged to ask questions or the teacher frequently approaches him/her to ensure that the student has understood the explanation or the task.

The response time of the student is respected if it is slow processing.

When it is necessary, the student is allowed to move, get up and take small breaks to favor attention, concentration and academic achievement:
- Offer the student to go to the toilet.
- Asking the student to do a dutie.
- Giving to the student the instruction to approach the teacher after each activity or set of activities that he has completed.

The student is reminded to raise the hand and wait silently for his turn to positively correct interruptions.

It is agreed with the student if he wants to read aloud or not (Dyslexia, reading disorder). In case he has to read aloud, he is given time to prepare.

A daily "behavior chart" is used to monitor the improvement of behavior, attention and concentration and / or classroom work by sessions. Positive verbal and visual reinforcement is favored.

The student is positively reinforced when he does something right to favor the emergence and consolidation of desirable behaviors; for example when:
- He remains focused on the explanation of class.
- Works and does the activities focused.
- He asks permission to stand up, moves less, shows improvement in his behavior.
- Reduces interruptions or fail to interrupt.
- Reduces discomfort to peers.
- He has all the material prepared and does not forget anything.

Positive reinforcement is offered verbally as much as possible, and other means such as house points, green book notes, etc. are used.

When there is undesirable behavior, the teacher without raising its voice, explains to the student how to improve his behaviour and what the consequence is if there is any. If possible, it is done by holding an individual conversation.

Small behavioral improvements are individually agreed, so the student knows what is it expected from him.

The student is allowed to use compensatory tools:
- Computer.
- Calculator (making the steps clear).
- Have the formulas at an easy access. To focus on the proper application and procedure.
- Manipulative material to work mathematical concepts.
- Visual summary of spelling and / or grammar rules.
- Summary steps to follow in a text comment.

- Multiplication tables

In learning activities:

The student is not required to copy the statements.

The teacher makes sure individually that the student has understood what he has to do. The concepts and/or the task is explained again if necessary.

The teacher reads the sentences or small texts (if they are a bit extensive or with the very small print) related to some activity, if the student has difficulties in reading, to favor a correct understanding of what he has to do and reduce the time he spends in carrying out the activities.

The amount of activities is reduced.

He is offered activities adapted to his level (simpler, up to a course below).

The student is provided with spacious and limited papers that vary the organization of information (data, operations and solution) in solving problems.

The level and the quantity of compulsory reading books is adapted and reduced.

When the student is required to produce a written task, he is offered extra paper and strategies to organize his ideas, for example, Understanding resources or Mind maps.

The student is provided with personalized voluntary work to review his learning.

In the assessments:

Teachers are clarifying doubts related to the statements or activities to complete and they ensure that the student has understood what to do. In case the student does not take the initiative but gives evidences of requiring help, the teacher approaches the student.

The questions and texts are read aloud if necessary to favor the correct understanding of what he has to do and to reduce the time he spends on reading and understanding.

The student is given up to 25% more time to complete the exam if required.

The student is allowed to use compensatory tools:

- Computer.
- Calculator, indicating the steps.

- Have the mathematical formulas at easy access.
- Manipulative material to work mathematical concepts.
- Abstract spelling or grammar rules.
- Summary steps to follow in a text comment.
- Multiplication tables

The student is provided with extra paper so that he can make schemes or calculations and structure his ideas. After this:
- He is instructed to deliver it along with the exam.
- He is told that he does not need to deliver it.

Content is valued more than form.

The presentation of the statements is modified:
- Highlighting keywords in bold, uppercase, with colors …
- Using a clearer different source (for example, opendyslexic).
- Increasing the font size.
- Leaving blank spaces to answer after each question.
- Leaving space with lines to answer after each question.

The format of the assessments / exams is adapted:
- Setting an example in the activities to complete
- Asking the same thing more clearly and concisely.
- Segmenting long development questions into several shorter and more concise questions.
- Substituting development questions for:
  - Multiple choice questions.
  - Activities to fill in blanks.
  - Activities of joining with arrows and relating concepts.
  - Classification activities
- Reducing the amount of activities / sections / operations to solve in the same question.

The assessment / exam is checked when the student hands it in, to make sure that:
- The student has not left blank the name, date, year group, etc., by mistake.
- No question has been left unanswered by carelessness.
- The student has correctly understood the statements of the questions.
- The student has reviewed the assessment / exam before handing it in.

In the correction of assessments / exams:
- Systematic correction of all errors in the writing is avoided by:
  - Correcting only those that refer to very frequent words.

- ○ Correcting the same mistake in the same word only once.
  - ○ Correcting only spelling mistakes that refer to the spelling rule that is being assessed.
  - ○ Correcting only the mistakes of a list of no more than 20 words, which the teacher has delivered to the student more than two days in advance and that will appear on the exam.

- ● The evaluation criteria is adapted in spelling assessments:
  - ○ Taking away half the score on spelling mistakes.
  - ○ Discounting only spelling mistakes of very frequent words.
  - ○ Discounting repeated spelling mistakes only once.
  - ○ Discounting only for spelling mistakes that refer to the spelling rule that is currently being worked on.
  - ○ Discounting only for spelling mistakes in the list of no more than 20 words previously agreed with the student.
  - ○ Allowing the phonetic transcription of words (for example: orange-oranch), prioritizing their oral integration.
  - ○ Making dictations prepared at least 2 days in advance.
  - ○ Making dictations prepared with blanks to complete.

Teachers avoid lowering the final score of works, projects and exams for spelling mistakes.

Compulsory reading books are evaluated through previously agreed works.

In reading comprehension assessments, the questions and the text are delivered on separate sheets.

The student is offered simpler texts, adjusted to his level.

From the beginning, the deadline for the delivery of works / projects is extended.

The student is allowed to have an individual review of the assessment / exam.

The assessment is sent by email to the student and parents afterwards, so that he can calmly check them at home and see where he was wrong and where can he improve.

Assessments are printed in cream-colored papers and double-sided printing is avoided.

Teachers will facilitate the access and use of the appropriate "Colored Overlay"to those students who, after the necessary evaluation, have demonstrated to benefit from using them in reading tasks.

APPENDIX 4

S.E.N. DEPARTMENT INTERVENTION REQUEST

Name of the student:

Year group:

Birth Date:

Date of request:

Teacher who makes the request:

Explanation of the concerns:
- Low academic level:
- Disruptive behaviour:
- Lack of attention:
- Spelling and grammar mistakes:
- Reading level:
- Written expression:
- Others:

Explanation of the measures adopted, until the date of request, and the results observed:

_____

Signature of the person who made the request.