



Middle School Special Educational Needs (SEN) Policy

Mission Statement

Union Day School community works together to provide students rigor-content rich curriculum parallel with the IB ideals of the Learner Profile. We strive to build a nurturing environment where each student demonstrates a spirit of respect, responsibility, global mindedness and a commitment to academic and civic excellence.

Vision Statement

Union Day School's vision is to promote and foster thoughtful, caring, and creative students. They will be critical thinkers and problem solvers. Students will be confident, prepared for future success and achieve their academic and social potential as life-long learners in the 21st Century. Global Mindedness: We emphasize this as an understanding of how the world is organized and interconnected and the possibilities and constraints facing its people. Globally literate students analyze and think critically about the world and their roles in it. They become fluent investigators of the world, celebrating our diversity as global citizens.

Philosophy

Union Day School is committed to serving its exceptional children. Students with special needs are provided equal access to the curriculum in the least restrictive environment. We adhere to federal, state and local guidelines governing the education of students with disabilities. As a community of education professionals we recognize each student's learning style, strengths, and interests to provide excellent differentiated and inclusive instruction guided by the principles of the IB learner profile. We believe that inclusion and differentiation are most successful in the contexts of learning communities and study teams where the culture of collaboration are demonstrated, modeled, encouraged, and supported in the classroom. We believe that inclusion curriculum is an "ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers." (Learning Diversity in the IB, 2014). To this end, we hold our exceptional child to our high expectations and to reach the rigorous content through the support and differentiated instruction.

Definition

Special needs students are defined as students whose academic success and/or performance in school are adversely affected by their disabilities in the following categories (including, but not limited to): learning disabilities (i.e dyslexia), emotional and behavioral disorders, physical difficulties affecting mobility, speech or language impairment, and autism spectrum disorder.

Intervention/Inclusion Model

Union Day School faculty and staff are committed to providing students with disabilities with the necessary supports in order to access the general education curriculum while maintaining our high expectations and academic rigor in the IB teaching and learning principles. Students are identified using a multi tiered support system (MTSS). We strive to have an open home and school communication. This model consists of the grade level team collaborating in the Professional Learning Community (PLC) discussing the needs of the student, gathering pertinent information and explore issues across a comprehensive set of factors in a systematic manner to guide decisions about services and supports for students with disabilities (i.e test scores, teacher evaluation/assessments and observations), documenting next steps intervention provided by team and documenting outcomes/results. The MTSS framework is a process that provides intervention and educational support to all students at varying levels based on their individual needs supported by documentation. Improvement for delivery of services to students with disabilities is an ongoing process and reviewed, monitored and collaborated with the Student Study Team. Members of a Student Study Team are determined by the student's performance and need for further assistance; members may be comprised of the 504 Coordinator and/or EC Director. Students are evaluated and assessed for individual needs and depending on those needs may be authorized for a 504 or IEP plan. If an individualized plan is developed for a student, it will then become the cornerstone of a student's educational program.

Special education and related services are individualized to meet the unique needs of students with disabilities. Students are provided with the same opportunities to interact with other students in class and extracurricular activities, and have equal access to the IB MYP structured curricula as determined by the least restrictive environment and special education service delivery determined by the IEP. Students with special needs are held to high expectations and are provided support to achieve academic success.

Examples include, but are not limited to:

- Continuum of Service Delivery
- Occupational Therapy (OT)
- Physical Therapy (PT)
- Speech Therapy
- Behavioral Modifications
- Extended School Year
- Specialized Instruction
- Extended Time
- Simplified Directions
- Mark in Book (testing)
- Preferential Seating
- Study Hall/tutorial support

Our continued goal is to provide comprehensive high quality curriculum to our students with special needs and prepare them to be lifelong learners as active participants in their learning. To this end, the UDS faculty and staff will strive to conscientiously adhere to our commitments and embrace our special needs students as respected and integral members of our student body.

-This document is a living document, reviewed and updated annually by the Pedagogical Leadership Team for current content and practice.

Developed: 2019

Revised: 2023

This policy was inspired and adapted from the following sources:

-Piedmont Open Middle School:

<http://schools.cms.k12.nc.us/piedmontMS/Pages/IB-Policies-and-Contracts.aspx>

-MYP From Principles to Practice (ibo.org, p.37)

-Parkway Middle School:

https://pwms.osceolaschools.net/UserFiles/Servers/Server_612454/File/Academic%20Programs/Policy%20-%20Special%20Needs%202017%202018.pdf