



Northfield High School International Baccalaureate Program SEN Policy

Philosophy

Northfield High School (NHS) values the diversity of all students. NHS is committed to supporting access for students who participate in the International Baccalaureate Diploma Programme (IBDP). It is this philosophy that compelled us to build and maintain a culture that supports varying learning styles, strengths, and needs. We support any student who chooses to participate in the IBDP. We, as a staff, take responsibility to work collaboratively to meet the needs of the every student through scaffolding instruction and differentiating curriculum. This is in accordance with the Individuals with Disabilities Education Act (IDEA, 20 U.S. Code Chapter 33), The Denver Public Schools Policy on Children and Youth with Disabilities (IHBA and IHBA-R Children or Youth with Disabilities), Exceptional Children's Education Act (1 CCR 301-8), and the position of the International Baccalaureate Organization (IBO).

The IBO standards that apply to the NHS IBDP SEN policy are as follows:

- ❖ A:9 The school supports access for students in the IB Programme and its philosophy.
- ❖ B:1.5 The school develops and implements policies and procedures that support the programme.
- ❖ B:2.8 The school provides support for its students with learning and/or special needs and support for their teachers.
- ❖ C:1.6 Collaborative planning and reflection incorporates differentiation for students' learning styles and needs.
- ❖ C:2.8 The written curriculum provides opportunities for reflection on human commonality, diversity, and multiple perspectives.
- ❖ C:3.10 Teaching and learning differentiates instruction to meet students' learning needs and styles.

Working Relationships between students, parents, and teachers

Students, teachers, student support personnel and parents work as a team in collaboration to support student learning.

Students with exceptional needs will be expected to:

- ❖ Learn beside their peers
- ❖ Achieve at high levels
- ❖ Facilitate their own learning
- ❖ Access support services
- ❖ Have the opportunity to participate in every activity offered by the school
- ❖ Demonstrate their learning in response to a variety of instructional methods
- ❖ Participate in the transition process by contributing goals and ideas

Teachers of students with exceptional needs will be expected to:

- ❖ Collaborate to provide rigorous instruction that is appropriate and differentiated
- ❖ Monitor and appropriately document student learning
- ❖ Ensure that appropriate legal requirements are met (IEP, ALP, 504)
- ❖ Communicate student progress to parents, guardians, and appropriate staff through progress reports, IEP meetings, 504 meetings, parent/teacher conferences, weekly eligibility for sports and activities, Infinite Campus, and grade reports.
- ❖ Utilize a variety of instructional methods to facilitate student learning
- ❖ Develop and use a variety of assessment methods (as seen in the assessment policy)
- ❖ Participate in transition meetings with required staff

Parents of students with exceptional needs will be expected to:

- ❖ Emphasize the importance of the IB programme for college and career
- ❖ Support students at home
- ❖ Advocate for students and their learning style
- ❖ Communicate regularly with teachers about challenges students are having