

Special Educational Needs (SEN) Policy

Kirkenes Vgs embraces the diversity of our students and see diversity as a resource to enable students to become internationally minded and interculturally aware. It will always be a dilemma to support the teaching and learning in a way that access equity for students with special educational needs. We aspire to enable the majority of students to express their deep understanding and critical thinking in a variety of ways.

Definition of Special Educational Needs

Children have special educational needs if they have learning difficulties *or other needs* that call for special provision to be made. This includes *high achievers*.

A child has learning difficulties if she or he:

- Has significant greater need in learning than the majority of children of same age
- Has a disability, which prevents or hinder the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority

Children are not regarded as having learning difficulty solely if the language or form of language of their home is different from the language in which they will be taught.

Approach to teaching and learning

Both Inclusion and Differentiation are important dealing with all kind of teaching and learning, especially dealing with the teaching and learning of students with special educational needs. Inclusion might increase access and engagement in learning by identifying and removing barriers for learning, while differentiation is used as a method to reviewing and adapting goals and learning methods within the classroom. We aspire to present every student with the same opportunities and our methods are clearly linked to IBOs "Four Principles of Good Practice": *Affirming identity and build self-esteem, Valuing prior knowledge, Scaffolding, Extending*. We work with these four principles through collaborative planning by all teachers who are part of the student's learning continuum in order to develop the student's true potential.

Admission

Our school will serve students with Special educational needs that demonstrate the ability to access and benefit from our regular curriculum and program with assistance from our team of Special Pedagogical staff.

Students with special educational needs will be admitted on the basis of the admissions committee's review of previous school records, assessments of current intellectual and achievement levels, Individual Educational Plan (IEP) and psychological and educational evaluation. The Norwegian Education Act states that students with Special educational needs should get an Expert assessment made by the Educational and Psychological counselling service. The Expert assessment will be used to see if the student can benefit from the programme.

Admission to one division or year level may not ensure continued enrolment in the next school division or year level as the school may not be able to meet the individual educational needs of a student with learning difficulties as they progress through the year levels due to the increased level of academic requirements at progressive year levels.