

Royal Oak Schools Middle Years Programme

Special Educational Needs Policy

Royal Oak Schools International Baccalaureate Middle Years Programme includes all students in the Royal Oak Public Schools. Royal Oak students come from a variety of backgrounds and cultures, and have a range of academic, social, physical, psychological and other needs. Some students may have special needs that have been diagnosed and some have not. These special needs include but are not limited to:

- Specific learning disabilities
- Language and communication disorders
- Emotional and behavioral difficulties
- Physical difficulties affecting mobility
- Sensory impairments (such as visual or hearing)
- Medical conditions (such as epilepsy and diabetes)
- Mental health conditions (such as adhd or anxiety)

Royal Oak Schools implements the IB MYP using inclusive teaching techniques and inquiry based strategies that allow all students, including those who have special educational needs, to meet the rigorous standards of the IB MYP. Royal Oak Schools provide all students with opportunities to achieve their goals by using differentiated teaching strategies that seek to

maximize students' potential and that allow students to demonstrate their learning in a variety of ways.

IDEA

The Individuals with Disabilities Act (IDEA) is a federal law enacted in 1990 and reauthorized in 1997. It is designed to protect the rights of students with disabilities, by ensuring that everyone receives a free, appropriate, public education regardless of ability. IDEA grants not only equal access to students with disabilities, but also provides additional special education services and procedural safeguards.

Special education services and accommodations are individualized to meet the needs of individual students with disabilities. Students will participate in the least restrictive environment (primarily the grade level classroom), and may also participate in individual or small group settings, or have modified or specialized services such as physical, occupational, and speech therapy, through their Individualized Education Plan (IEP) which is unique to the student. The teachers of students receiving special education services and accommodations work in collaboration and consultation with the special education staff.

Although the IB MYP can be rigorous for many students, this does not preclude the admittance of students with disabilities in accordance with federal law. Over the years, the faculty has been committed to working with students who have disabilities by incorporating modifications to suit the needs of the student. We document our compliance for the needs of students with disabilities through update of each IEP or 504 plan yearly.

Rtl

Response to Intervention (Rtl) is a process that provides intervention and support to all students at increasing levels of support based on student needs. The levels of intervention are called tiers, with tier one interventions at the classroom level, tier two interventions involving progress monitoring, and tier three intervention coming from a student study team to develop further intervention. The goal is student success through early intervention. Continuous improvement of services to students with special needs is an ongoing process.

Students in the IB MYP can all achieve academic success along with personal growth, including students with special needs.