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SPECIAL EDUCATION NEEDS POLICY

A student requires special attention when he/she presents special educational needs to maintain an adequate rhythm of learning and these cannot be supplied through the regular curriculum. Special educational needs can be transitory or permanent.

The following are the admission criteria for students with special needs who wish to do the IB Program:

1. The school will consider a student requires special needs when in his/her school development they show a rhythm of learning below the normal standards established, as a result of a learning difficulty related to attention deficit; a physical, motor, sensory or cognitive disability, or health issues.
2. The family will be required to present a report prepared by external specialists with the diagnostic and recommendations.
3. The family must sign a commitment to work in collaboration with the school.
4. The student's progress in the program will be progressively evaluated by the psychologist in charge of the Wellbeing Department, IB Coordinator, teachers and principal.
5. The adaptation of the curriculum will be done by the teachers of each subject with the authorization and guidance of the Wellbeing Department, IB Coordinator, Lead Teachers, and Principal.
6. Admission of the student to the program will depend on available spaces for the desired IB subject(s).
7. Admission to the IB Diploma Program will be determined by the evaluation of the Wellbeing Department and the recommendations of the external specialist.

Support:

The Wellbeing Department's objective is to offer support and guidance to students.

To achieve a balanced development of each student's personality, which will aid him/her in the systematic construction of their life project, the Wellbeing Department Works on topics related to human development which will support them in this aspect.

Human Resources:

1. Psychologist:

- a. Offers special attention and present strategies and recommendations to aid students who require help in their social, emotional, cognitive and/or motor development.
- b. Gives personalized attention to students if he/she presents any difficulty, helping to develop skills and abilities.
- c. Maintains communication with the family, providing information regarding the progress of the student and suggesting specific actions to resolve any type of behavior or learning issue.
- d. Will work to maintain a balance between the family and the school to achieve suitable emotional and academic growth.
- e. Informs teachers about the special needs students.

2. Teachers:

- a. Completes a referral form for the Wellbeing Department when an issue is detected in the learning process of a student.
- b. Elaborates accommodations for students with special needs following the guidelines of the Wellbeing Department.
- c. Maintains periodic contact with the Wellbeing Department to communicate the progress of the student.
- d. Maintains periodic contact with the IB Coordinator to report on the student's academic progress.
- e. Gives after school support on specific class topics to students who might require this.
- f. Considers the suggested accommodations recommended by the Wellbeing Department when assigning academic work or evaluations.

Sources:

IB Special Needs Handbook
SGS Community Handbook