



Special Education Needs Learning Support Provision



At BIS, every child with Special Education Needs should have an **Individual Education Plan (IEP)**. Depending on the level of need, this means support that is additional or different from the general support given to most of their peers of the same age. The plan is drafted in consultation with parents and reviewed termly.

At BIS, our mission is to ensure that all children and young people are respected, valued and cared for. As an inclusive school, learners with Special Education Needs and Additional Learning Needs are welcome in our school community and are;

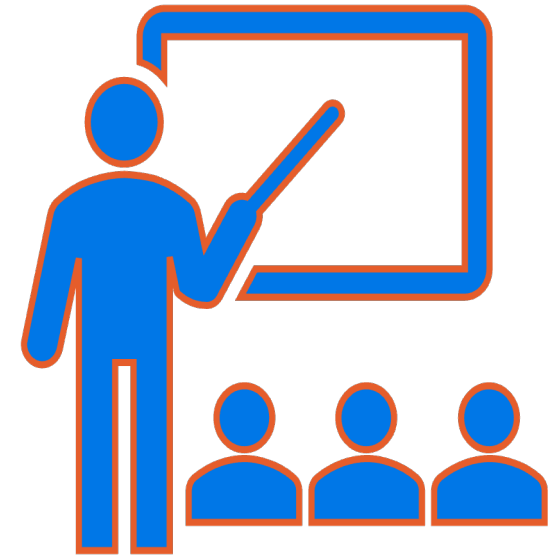
- able to enjoy a wide range of experiences that BIS has to offer.
- receive quality education with extra support allowing them to access learning that is relevant to their needs.
- given the opportunity to learn to their fullest capability by accessing the curriculum in ways that would support their development.
- able to interact with other learners, build friendships and develop a sense of belonging.

Learning in our mainstream classrooms

At BIS, our aim and priority is to help your child to achieve his/her full potential by offering your child the best support possible.

The mainstream classroom offers learners with Special Needs opportunities to interact with other learners of the same age helping them to develop social skills and at the same time boosting self-esteem. Learners with Special Needs also achieve academically with time.

While including learners in a regular classroom may seem beneficial it is important to consider that full time immersion in a regular classroom does not offer the full support that a child with SEN needs to thrive.



Barriers to learning in a mainstream classroom



Children with Special Education Needs are very sensitive to different stimuli. Depending on the nature of their need, they often struggle to focus and concentrate. They experience sensory and cognitive overload which can cause them to become agitated, stressed and in some cases disruptive and compromise the learning environment of other children.

We make reasonable adjustments in the classroom, as it is important that the child is given breaks to allow him or her to recover and regulate their emotions and behaviour. As part of their IEP, they will require a learning intervention to meet their specific needs.

The recovery approach is best achieved in a quiet purposeful space with sensory resources and where the child can receive the individualized learning support from a specialist teacher or learning support coordinator.

OUR LIMITATIONS

- We appreciate that, every child is unique. Removing all the barriers to SEN learners will depend on the nature of your child's needs.
- Our mainstream classrooms in the primary school may not be able to accommodate and offer the right level of support needed. This also includes limitations to effectively deliver the IEP.
- Our admissions procedure makes clear that we can not guarantee that we have the appropriate resources and facilities for children with high needs or disabilities.
- You must take into consideration that your child would benefit from a special school or other arrangements. Again, BIS will always endeavor to offer advice as part of the process.





What kind of support is available for my child or children at BIS?

An experienced SEN learning support coordinator, who will;

- work closely with you to ensure that each child identified as having SEN receives the appropriate support
- prepare an individualised education plan (IEP) which includes social and academic targets.
- will discuss your child's strengths, interests and areas of need with you
- will discuss specific learning adjustments to help improve their progress
- Work closely with staff and other appropriate professionals
- apply leadership skills to guide other teachers with planning and delivering the curriculum
- develop assessment materials and monitor progress-including classroom observations
- will give feedback on your child's progress as part of review meetings
- one to one learning interventions and support.

A multi-sensory classroom space that will help to:

- reduce sensory and cognitive overload
- reduce stress
- increase self-regulation and independence
- improve focus and concentration

SEN Learning Support Coordinator's Profile:

Name: Deborah Tobin

Nationality: Canadian

Deborah Tobin is an experienced Special Education Needs and Learning Support specialist from Canada. She has worked in Sudan, Angola, Malawi, Oman, Malaysia and at the prestigious Yew Chung Education Foundation Group in China. Through her career, Deborah has gained a wealth of curriculum experience including the IB.

Deborah brings a wealth of experience and expertise to her role, having led LS/EAL programs and supported gifted and talented students. Deborah has led learning support programmes, implementing policies and procedures and setting up the student support teams. She is skilled in policy writing and displays confidence in leading the IEP process, specifically using the MTSS (Multi-Tiered System of Supports) and response to intervention model. Deborah maintains close communication with specialists, subject teachers, parents, and students, ensuring a collaborative approach to meeting individual needs.

She has a strong background in designing and implementing Inclusion Policies, as well as writing, implementing, and monitoring IEPs and learning plans. Additionally, her extensive experience in Cross Cultural/Bilingual Education and training in Inquiry Learning further enhance her ability to provide inclusive and engaging educational experiences.

Having worked in Africa and Asia Deborah has the advantages of understanding and appreciating cultural differences and values.

EDUCATION

Post Degree Diploma in Multimedia Journalism

College of the North Atlantic, St John's NFLD Canada (2016)

Master of Education (Leadership and Administration) (2010)

Courses:

School and Teacher Effectiveness

Introduction to Foundations of Education

Professional Development and Supervision

Assessment for Learning

St. F.X. University, Antigonish, N.S

Master of Education

St. F.X. University, Antigonish, N.S. (2006)

ESL Teaching Certificate (CELTA)

Cambridge University, UK (2003)

Bachelor of Education

Saint Mary's University, Halifax, N.S. (1981)

Primary and Secondary Education

Bachelor of Arts

Saint Mary's University, Halifax, N.S. (1980)

English, History

SUMMARY OF QUALIFICATIONS

- Canadian and International School Experience
- IB Training and experience
- Experience designing and implementing Inclusion Policies
- Experience and training in writing, implementing and monitoring IEP's
- Experience in Response to Intervention (RSI) model
- Experience in school leadership, classroom teaching, student support, EAL
- Training and experience in positive learning environments
- Extensive experience in Cross Cultural/Bilingual Education
- Experience and training in Inquiry Learning
- Experience and training in current assessment methods including Assessment for Learning
- Certified in Virginia Rojas Key Principles for K-12 ELL Education
- CELTA ESL Certification
- Canadian Professional Teaching Certification
- Extensive experience and training in differentiated instruction, balanced literacy and inclusive education

Frequently Asked Questions

What is SEN and SEND?

SEN stands for Special Education Needs while SEND stands for Special Education Needs and Disability

What is ABA?

ABA stands for Applied Behavior Analysis

Who is an ABA therapist?

An ABA therapist is an adult specially trained to understand child behavior and use targeted interventions to modify those behaviours.

Who needs an ABA intervention?

Children with the following;

- *Autism Spectrum Disorder (ASD)*
- *Attention Deficit Hyperactivity Disorder (ADHD)*
- *Speech and language disabilities*
- *Obsessive/Compulsive Disorder (OCD)*

How does an ABA therapist support my child?

In special education, the ABA therapist focuses on how that child's behavior impacts their education. For example, a child who frequently acts out in class or whose behavior becomes disruptive in the general classroom may need the support provided by an ABA therapist.

What is the difference between the role of a Special Education Needs Coordinator and an ABA therapist?

The SEN coordinator is a specialist who plays a key role in identifying a child with special needs, works closely with the child, their parents, and their teachers to develop a support plan that meets the child's individual needs. The support plan will outline the specific support that the child will receive and how their progress will be monitored. The coordinator also works with other professionals to get the necessary support for children identified as having SEN/SEND. ABA works to modify a child's behavior when that behavior becomes disruptive or harmful to the child or others around them. Because behavioral disorders can accompany learning disabilities, ABA provides support for addressing problem behaviours. One of the roles of an ABA is to identify those behaviours to understand and modify them so that the child can express their needs and feelings appropriately. ABA uses many techniques and strategies to address behavioral challenges and creates a plan to develop new or modified behaviours.

The SEN coordinator and ABA work side by side to support any child with behavioral issues. The ABA therapist teaches skills that are useful in everyday life not academic subjects. The SEN coordinator develops the curriculum, plans, develops intervention strategies, teaches one to one or in groups of 3 at a time.

Do I need to get my child assessed?

Getting your child assessed is the first step in identifying his or her needs. An SEN assessor will carry out the assessment and provide you with a detailed information about your child's needs and make recommendations.

ABBREVIATIONS:

IB - International Baccalaureate Diploma / Programme?

LS - Learning Support

EAL - English as an Additional Language

ESL – English for Speakers of other Languages

ELL – English Language Learners

CELTA – Certificate in Teaching English to Speakers of Other Languages