



# Special Education Needs (SEN) Policy

2025-2026



Tehran  
International  
School



# IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

## INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

## KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

## THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

## PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

## OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

## CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

## RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

## REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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## **1. Philosophy**

Our school is committed to providing an inclusive learning environment in which all students, regardless of their learning profiles, are supported in accessing the curriculum and achieving their full potential. We believe that diversity enriches our community and aligns with the International Baccalaureate (IB) mission to develop inquiring, knowledgeable, and caring young people who help create a better and more peaceful world.

We recognize that students may experience barriers to learning due to cognitive, physical, emotional, behavioral, medical, or linguistic needs, and we aim to provide the necessary support to reduce these barriers.

## **2. Aims and Objectives**

To ensure equal access to the IB Diploma Programme for students with identified special educational needs (SEN), we try

- to provide supporting systems that promote academic, social, and emotional growth.
- to collaborate with parents, guardians, the school counselor, and external professionals to address students' needs.
- to comply with IB guidelines for access and inclusion, particularly concerning assessment arrangements.
- to encourage independence, self-advocacy, and resilience in all learners.

## **3. Identification of SEN**

Students requiring support may be identified through:

- Admissions documentation (previous records, psychological/medical reports).
- Teacher observations and referrals.
- Student self-disclosure.
- Parent/guardian communication.
- Formal assessments conducted by specialists (when available).

## **4. Support Strategies**

Support for SEN students may include, but is not limited to:

- Differentiated instruction within the classroom.
- Access to resource teachers or learning support staff.
- Individualized Education Plans (IEPs) with clear goals and strategies.
- Additional time, breaks, or alternative formats for assessments, in line with IB regulations.
- Use of assistive technology (laptops, software, audio material, etc.).
- Counseling and emotional support.
- Peer mentoring or collaborative learning groups.

## 5. Roles and Responsibilities

- **IBDP Coordinator:** Ensures compliance with IB access and inclusion policies, communicates with IB regarding special assessment arrangements.
- **Teachers:** Implement differentiated strategies, provide feedback, and collaborate with the school council including the school counselor.
- **Parents/Guardians:** Share relevant documentation, collaborate with the school, and support learning at home.
- **Students:** Engage with support services, practice self-advocacy, and take responsibility for their learning.

## 6. Access to Assessment

The school follows the IB Guidelines for Access and Inclusion. Students with documented needs may apply for inclusive assessment arrangements, such as:

- Extra time
- Rest breaks
- Use of a computer (when permitted by IB)
- Modified exam papers (enlarged print, Braille, etc.)
- Scribes or readers (when permitted by IB)

All requests must be supported by recent, relevant, and appropriate documentation and submitted to the IB by the required deadlines.

## 7. Professional Development

Teachers will receive ongoing training in inclusive practices, differentiation, and classroom strategies to ensure that they can effectively support diverse learners.

## **8. Confidentiality**

Student information will be kept confidential and shared only with relevant staff on a need-to-know basis, respecting the dignity and privacy of the individual.

## **9. Monitoring and Review**

SEN provision will be regularly reviewed to evaluate its effectiveness. Student progress will be tracked through IEPs, teacher reports, and academic results. This policy will be reviewed annually to align with IB updates and evolving school practices.

## **10. Alignment with IB Standards and Practices**

This policy aligns with IB documents including:

- IB Access and Inclusion Policy
- IB Diploma Programme Assessment Procedures
- IB Programme Standards and Practices

## **11. Review of Policy**

This policy is reviewed every three years (or sooner if required by IB updates) by the board of education of IB including teachers, coordinators, and educational director.