



"UG School" LLC

Procedure for Working with Students with Special Educational Needs (SEN)

This document is developed by the school's psychological service and approved by the school director's order N474, dated December 27, 2023



According to the professional standard of a special teacher, the special teacher is required to identify students at risk of special educational needs in a timely manner and to develop an initial management plan.

If a subject teacher or class teacher believes that a student has difficulty learning compared to their peers and needs additional support, they are obliged to promptly inform the school administration, the class teacher (in the case of a subject teacher), the special teacher, and/or specialists involved in inclusive education.

It is recommended that a formal meeting be held with the participation of each of the individuals listed, where the teacher or class teacher will provide a reasoned description of the student's academic achievements and identified difficulties, and plan subsequent steps.

Following the meeting of school representatives, it is important to involve and inform the student's parent/legal guardian.

The meeting with the parent is organized by the special teacher, administration, or psychologist.

At the meeting, the parent is provided with information about the student's strengths and identified difficulties.

The parent is also informed about ways to cope with the identified difficulties, offered support, and the importance of their involvement in the process of overcoming the difficulties is explained.

Based on the agreement with the parent, the school will develop an initial management plan. The plan includes the assessment of the following skills:

- Academic skills;
- Social skills;
- Cognitive skills;



- Motor skills;
- Self-care and independence skills.

Based on the analysis of the student's assessment results, the special teacher provides written recommendations.

The recommendations presented in the initial management plan should include:

- Developmental strategies and activities in which the student needs assistance;
- Advice to help the teacher involve the student in classroom activities;
- If necessary, a list of auxiliary resources and materials.

The initial plan is implemented for 1-2 months. If the student's learning difficulties cannot be eliminated during this period, further steps are planned.

A follow-up meeting with the parent is scheduled, where the parent is provided with information about the student's ongoing difficulties, and, if the parent is willing, the student is referred to a multidisciplinary team, and an assessment of the student is conducted for the purpose of granting SEN status.

The referral procedure includes completing the following documents:

- Appendix 1: School referral form - for the purpose of requesting an assessment of the student's special educational needs;
- Appendix 2: Legal representative's referral form - for the purpose of requesting an assessment of the student's special educational needs;

After completing the documents, the appendices, together with an accompanying letter, are sent to the Resource Center, to the Inclusive and Special Education Support Center of the LEPL (Legal Entity of Public Law) Educational Institution's Mandatory Service, with a request for mediation.

Following the assessment by the multidisciplinary team, the school forms an IEP (Individualized Education Program) team and sets specific goals to promote the progress and development of the SEN student.

The special teacher plans strategies for working with the student with special educational needs. All of this should be methodically planned within the child's educational process.



The special teacher creates a schedule for the student with special educational needs, which includes the daily routine, the schedule of attending and leaving lessons during the week, based on the needs.

The special teacher holds meetings to discuss individual education plans and their development.

These meetings involve providing information about the schedule and plans developed for the student to the following individuals:

- Special teacher
- Psychologist
- Assistant (if any)
- Member of the administration
- Class teacher
- Subject teachers
- Parent

Purpose of the First Meeting

The special teacher informs the IEP team members that, according to Article 28, Paragraph 11 of the National Curriculum, at least one ongoing and one final meeting of the IEP team members must be held at the end of each semester.

Therefore, the IEP team gathers to actively work on the development of the individual education plan and its subsequent modifications as needed, where alternative meetings may be scheduled depending on the needs.

The first ongoing meeting will be dedicated to the development of the individual education plan, while the second and third meetings will be held at the end of the I and II semesters (final).

Purpose of the Second Meeting

The purpose of this meeting is to monitor the progress of the individual education plan's implementation, and, if necessary, to discuss changes to be made to the student's plan and to plan further activities.

Based on the above, the ongoing meeting is dedicated to discussing the student's process of mastering the individual education plan.

Purpose of the Third Meeting (Final)



The IEP team coordinator notes that the IEP team has successfully fulfilled its assigned responsibilities.

It has helped the student achieve the goals set by the individual education plan. It is noted that all teachers actively participated and followed the developed individual plan, which positively affected the student's cognitive development.

The school has a specially designated resource room, equipped with all the necessary visual aids and technical equipment to support student education.

The room has adapted furniture, a variety of visual learning materials, and audio-video equipment.

During the semester, being in the resource room and having additional classes was an integral part of the students' lesson schedule.

In the resource room, students have the opportunity to rest as needed and study individually and/or in groups.

Periodic additional communication with the parent of the student with special educational needs takes place if there is a need for additional resources.

The Role of the Special Teacher in the Educational Space

Learning Environment

- a) The special teacher creates and/or assists the subject teacher(s) in creating an adequate learning environment for the SEN student, which promotes the SEN student's sensory-motor, cognitive, emotional, and social development, the student's acquisition of the curriculum, and the maximum expression of individual abilities;
- b) The special teacher can help establish positive relationships between the SEN student and other students in the class and increase the degree of belonging to the group;
- c) The special teacher can assist the subject teacher(s) in managing the SEN student's behavior in class, as well as class management in general;
- d) The special teacher is familiar with and uses assistive and alternative communication technologies (e.g., picture communication system) in educational activities to overcome the student's communication-related difficulties;
- e) The special teacher helps/teaches the SEN student with communication difficulties to communicate using assistive or alternative means and to use them in the learning process;



- f) If necessary, the special teacher helps the subject teacher(s), parents, and other specialists to use assistive and alternative communication technologies when interacting with students who have communication difficulties;
- g) The special teacher can modify the national curriculum according to the SEN student's needs and learning interests and uses this knowledge in practical activities;
- h) In the process of working with the child, parent, guardian, caregiver (if the child is enrolled in a boarding school), the special teacher uses the principles of independent living and justifies the advantages of this approach to them;
- i) The special teacher knows the impact of environmental expectations on the child's/adolescent's academic achievement and behavior.

- **Assessment**

- a) The special teacher performs early identification of special educational needs and ensures the timely referral of an individual with special educational needs or at risk of such needs to the appropriate specialist;
- b) The special teacher assesses the student's learning environment, learning and behavioral difficulties, and learning strategies using various methods (e.g., observing the student in different educational settings; obtaining information and/or conducting interviews with other specialists and parents/guardians/caregivers, assessing the learning environment, etc.);
- c) The special teacher uses the results of the SEN students assessment to protect the students educational rights
- d) The special teacher uses the results of the SEN student's assessment to develop and implement a work plan related to the student's educational needs;
- e) If necessary, the special teacher uses the results of the student's assessment conducted by various specialists (subject teacher, psychologist, occupational therapist, speech therapist, etc.);
- f) Based on the assessment of the student's educational needs, the special teacher can recommend to the parent/guardian, the school, which specific specialist or group of specialists needs to be involved in the process of working with the child;
- g) When assessing a student with SEN, the special teacher takes into account the student's ethnic, religious, cultural, gender, and other individual characteristics (uniqueness).



- Individualized Education Program

- a) Based on the assessment of students' educational needs, the special teacher can determine and reasonably justify that the student needs to receive education according to an individualized education program;
- b) The special teacher has adequate expectations regarding the academic achievement of a student with special educational needs and sets educational goals accordingly;
- c) The special teacher can manage the process of developing/revising the individualized education program by the team working on the individualized education program;
- d) If necessary, the special teacher can monitor the implementation of the individualized education program;
- e) The special teacher, together with the subject/subject group teacher, class teacher, other specialists, and parents/guardians, participates in the implementation of the individualized education program;
- f) The special teacher, together with the subject/subject group teacher, class teacher, other specialists, and parents/guardians, develops and implements a plan for using the learned skills by the student in different environments;
- g) The special teacher takes into account ethnic, religious, linguistic, gender, and other individual characteristics (uniqueness) in educational activities;
- h) The special teacher is proficient in and uses strategies for managing problematic behavior;
- i) The special teacher protects the educational rights of students with special educational needs and teaches students with SEN to protect their own rights.

- Individual Work with SEN Student(s)

- a) If necessary, the special teacher works individually with the SEN student or a small group of students (in the resource room, in the classroom, or outside the classroom) to improve the student's academic and social skills or behavior and increase the degree of independence;
- b) The special teacher can prepare a child with special educational needs for changes related to the learning environment.



- Development of Basic Academic Skills

- a) If necessary, the special teacher teaches the student with special educational needs writing, reading, and arithmetic;
- b) The special teacher teaches the student with special educational needs learning support strategies

- Collaboration

- a) The special teacher collaborates with the subject/subject group teacher, psychologist, occupational therapist, medical professional, and other individuals involved in the learning process, for the purpose of integrating the SEN student into the learning process, and, if necessary, coordinates their work with the student;
- b) The special teacher effectively collaborates with the SEN student's parent/guardian; caregiver (if the child is enrolled in a boarding school); informs the parent/guardian, caregiver about the child's educational needs;
- c) Provides them with recommendations for additional measures to address the student's educational needs;
- d) The special teacher helps the parent/guardian of the student with special educational needs to actively participate in the student's educational process and in planning and implementing the measures necessary for integration into society;
- e) The special teacher takes into account the interests of the parent/guardian and the child when planning the learning process;
- f) If necessary, the special teacher attends the lesson and explains the subject teacher's instructions to the SEN student and helps them complete the task;
- g) As a result of observing the learning process, the special teacher recommends to the subject teacher strategies for teaching and managing the behavior of the student with special educational needs;
- h) The special teacher collaborates with the school administration to involve additional material and human resources, based on the educational needs of the SEN student;
- i) In the event of the SEN student's transfer to another school, the special teacher collaborates with the special teacher, subject/subject group teachers, school administration, and other individuals involved in the learning process at the new



school, to inform them about the SEN student's academic achievements and other needs;

j) If necessary, the special teacher provides advice to representatives of other fields of education (vocational, professional, and higher education) for the purpose of the SEN student's further education after school and their integration into society.

