

Inclusion Policy



CRAIGHOUSE
SCHOOL

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I. Principles

i. Craighouse School and the value of diversity

In its philosophy and Educational Project, Craighouse School upholds the importance of creating an educational atmosphere where there is a commitment towards all pupils, of affection and respect, so that they can develop their full potential and personal interests. The Educational Project states that:

“Both the academic and formative curricula in our school provide learning opportunities so that all pupils develop their individual talents and interests in many and very diverse domains, considering their skills and preferences, which includes the mathematical, scientific, artistic and humanistic fields, as well as in languages, sports, and social, emotional and spiritual areas.”

We also value diversity in all its expressions, respecting individual differences for example interests, skills, abilities and learning styles and also cultural, religious and social diversity. Craighouse School is defined as an open-minded community that appreciates diversity and the ability to undertake collaborative and team work (Educational Project, Craighouse School).

Another attribute of Craighouse School is that we are family-orientated. We understand that both the school and the family share a commitment to the development of pupils' full potential. In this sense, families are expected to contribute by supporting their children's significant learning, as well as their formative and academic development.

Coherent with this family orientation, at Craighouse School we state that all the children in a family deserve the same educational opportunities; therefore, the siblings of pupils who are already studying here are accepted as long as they can benefit from the education model described in the Educational Project, particularly with respect to the Bilingualism Policy (Educational Project, Craighouse School).

From a curricular point of view, our school has in place an academic curriculum that integrates the national programme designed by the Ministry of Education with the International Baccalaureate programmes: PYP, MYP and DP. This academic curriculum is in turn integrated with a formative curriculum. The curriculum at Craighouse School is clearly based on an appreciation of the

diversity and, consequently, the principles of inclusion. At the basis of this curricular proposal we can clearly see an appreciation of diversity and, consequently, the relevance of the principles of inclusion.

Considering the future role of our pupils in society, at Craighouse School we emphasise the importance of educating students as persons of integrity with solid values of respect, honesty, effort, tolerance and solidarity. The challenge is that through the education offered by the school, our pupils can become active citizens of the 21st century where inclusion is a major goal.

ii. Regulations and recommendations for diversity and inclusion from the Ministry of Education (MINEDUC)

Chilean laws and decrees consider diversity and support the inclusion of children into the school system, regardless of their individual characteristics and conditions:

- The General Education Law or LGE (Law 20370 from 2009) states in article 22 that special education is an organisational and curricular method of education within regular education which, through human and technical resources as well as specialised knowledge, addresses the special educational needs that some students may have either temporarily or permanently, in order to guarantee equal rights to education.
- Law 20422 on Equal Opportunities and Social Inclusion of Persons with Disabilities states that regular education institutions must include curricular and infrastructure innovations and adaptations, as well as support material, in order to facilitate the permanence and progress of persons with disabilities in the educational system.
- Decree 83/2015 on the Diversification of Instruction stipulates criteria and guidelines that make curricular measures more flexible for students with special educational needs, ensuring their learning outcomes with relevant, good-quality educational proposals. The application requires the use of the national curriculum as point of reference, as well as its general objectives and the knowledge and skills stipulated on the corresponding curricular frameworks. According to this decree, the principles that should guide the decision-making process for curricular adaptations are: equal opportunities, educational quality with equity, educational inclusion and appreciation of diversity, and flexibility in the educational response.

iii. Diversity and inclusion in the International Baccalaureate (IB)

IB programmes “encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right” (IB mission statement, 2004).

“Difference and diversity are central in IB World Schools where all students enrolled in IB programmes should receive meaningful and equitable access to the curriculum. Enhancing the motivation to learn from multiple perspectives, through collaborative teaching approaches, can lead to positive outcomes for all students. These outcomes include improved academic and social skills, increased self-esteem, and more positive relationships with others in the community.

(...) The IB supports the premise that schools should be organized in such a way that student diversity of all kinds can be included as a resource, seeing individual differences not as problems to be fixed, but as opportunities for enriched learning.”

(Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes, IB - 2010)

The IB programmes view inclusion as a process that aims to increase access to learning for all students by identifying and removing barriers. Therefore, inclusion is more about responding positively to each individual’s unique needs and less about marginalising them because of their differences.

The principles of an inclusive type of education include:

- ✓ Policies and practices to include all pupils and safeguard their interests.
- ✓ Excellence and diversity, incorporating the views of all stakeholders.
- ✓ An effort to remove barriers that hinder learning and participation.
- ✓ Access to an appropriate education that affords pupils the opportunity to achieve their personal potential.
- ✓ The right skills training so that the majority of students with special educational needs can be successfully included in mainstream education.
- ✓ Mainstream education will not always be appropriate for every pupil all of the time; however, it does not prevent the student from being included successfully at any other stage.

(Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes, IB - 2010)

In a classroom context, the IB suggests the following:

“Developing a positive classroom climate conducive to supporting the learning of all students requires that students are appropriately challenged by their learning, that expectations of them are high but realistic, where students belong to the community and feel cared for, trusted, understood, valued and safe.”

(Meeting student learning diversity in the classroom, IB)

“Any inclusive environment must be effective, friendly and welcoming, healthy and protective, and gender-sensitive for all learners.”

(Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes, IB - 2010)

iv. International regulations on diversity and inclusion

According to UNICEF (2001), during the last decades international regulations have been very clear on inclusion: “the Convention on the Rights of the Child (1990), supported by the Salamanca Statement (1994), the Equal Opportunities (Persons with Disability) Act (1994) and the Education for All Framework for Action (2000)”. These regulations require countries to respect the rights of all children and to guarantee quality education with no discrimination whatsoever.

UNESCO, in turn, is concerned that education is not polarised, nor does it reproduce prejudices and discrimination. It is expected that education will allow the promotion of evolution in society so that education itself can become equitable, based on respect and appreciation of differences.

II. The concept of special educational needs in the school context

As stated in the principles of this Inclusion Policy, one of the main attributes of our school is appreciation of diversity. Inclusion therefore, is the way in which this appreciation comes to life in our day-to-day educational activities. In order to consider inclusion in the context of teaching and learning, it is necessary to refer to the concept of special educational needs.

Special educational needs

The Chilean Ministry of Education states that a pupil with special educational needs (SEN) is one whom requires help and resources, either human, material or pedagogical, in order to conduct his/her developmental and learning process in order to achieve the purposes of education. The concept of SEN involves a transition in the understanding of learning difficulties, from a deficit-centred model to a strictly educational approach. The focus is not placed on each student's individual characteristics, but on the interactive nature of learning difficulties (LGE art. 23, 2009).

Special educational needs can be either transitory or permanent, and have been defined by the General Education Law of 2009 (MINEDUC) as follows:

i. Transitory Special Educational Needs (TSEN)

They are learning needs experienced by pupils at some stage in their school lives, requiring additional or extraordinary support and resources for a specific period of time, in order to ensure their learning and participation in the educational process. It is the responsibility of the school system to respond appropriately to students' different learning styles, rhythms, abilities and interests.

Transitory SEN can be associated to learning difficulties, specific language impairment (SLI), attention deficit disorder and borderline intellectual functioning, each of which can be defined as follows:

1. Learning difficulties

Difficulty which is either severe or significantly higher than most students of the same age when learning to read, learning to write and/or learning mathematics. In specific learning difficulties there is an imbalance between capacity and performance, since they are limited to specific areas such as reading, writing and mathematics. They can be repetitive and chronic and can occur in *Educación Básica* and *Enseñanza Media*.

2. Specific language impairment

A significant deficiency in the level of development of spoken language, manifested in a late onset or a slow and/or deviated development of language. This difficulty cannot be explained by a sensory, auditory or motor deficit, intellectual disability, psychopathologic disorders such as generalised

developmental disorders, socio-emotional deprivation, evident brain injuries or dysfunction, nor by the characteristics of a specific social, cultural, geographic and/or ethnical environment. Dyslalia and phonological disorders must not be considered an indicator of specific language impairment.

3. Attention deficit disorder

An early-onset disorder that occurs within pupils' first seven years of life, characterised by a generalised behaviour with a clear presence of attention deficit, impulsiveness and/or hyperactivity. This kind of behaviour is evident in more than one context or situation, such as the home, the school and/or social activities, among others, and produces a clinically significant discomfort or an alteration in a pupil's social or academic performance.

4. Borderline intellectual functioning

Diagnosed with a score of 70 to 79 in a psychometric test for measuring IQ that meets the reliability and statistical validity requirements and that has standardised norms for the population to which the pupil belongs, determining a deficit in his/her school, labour and social performance.

5. Emotional disorders

Together with these definitions offered by the Ministry of Education regarding TSEN, Craighouse School has included those dealing with emotional or mental health problems which are transitory in nature, that a pupil may exhibit during his/her school life. Among them we can find depression, anxiety disorders, post-traumatic stress disorders, eating disorders, and obsessive-compulsive disorders, among others.

ii. Permanent Special Educational Needs (PSEN)

PSEN can be defined as a group of barriers to learning and participation, which are diagnosed by competent professionals and which students suffer throughout their school life. They require the educational system to provide additional or extraordinary support or resources to ensure their learning.

Permanent SEN are usually associated together with visual and hearing impairment, dysphasia, autistic disorder, intellectual disability and multiple disability, each of which is defined as follows:

1. Visual impairment

An alteration in vision that results in limited reception, integration and handling of visual information, which is fundamental for a balanced development and adaptation to the environment.

2. Hearing impairment

A hearing loss of over 40 decibels, which results in limited reception and handling of auditory information, with a significant impact on development and learning.

3. Dysphasia

A serious, permanent alteration of all language components and of the mechanism for acquiring a linguistic system. It is characterised by an atypical development of the comprehension or expression of spoken or written language, and by problems of language processing and/or abstraction of significant information for short- and long-term storage. It has a strong impact on the social and educational life of those who suffer from it.

4. Autistic disorder

A qualitative alteration of a number of abilities related to social interaction, communication and mental flexibility, which can vary depending on the stage of development, age and intellectual level of the person who suffers from it. In the case of social interaction, the delay can range from a lack of social interaction due to a difficulty in understanding simple social situations, to total isolation. In the case of communication, alterations can range from a deviation in semantic and pragmatic aspects of language, to verbal and non-verbal communication which is incomprehensible and inappropriate to the social context. Flexibility involves rigid thinking and ritualistic, stereotypic and persistent behaviours, thought content which is obsessive and limited, and an absence of symbolic play.

5. Intellectual disability

It is defined by the presence of substantial limitations in the child's functioning, characterised by an intellectual performance which is significantly lower than average, together with a limited ability to adapt behaviour which affects practical, social and conceptual skills, and which begins before 18 years of age.

6. Multiple disability and deafblindness

It is defined by the presence of a combination of physical, medical, educational and socio-emotional needs, and frequently by a sensory and neurological loss, difficulty of movement and behavioural problems, all of which the child's educational, social and vocational development.

III. Curricular adaptations: definitions by the Ministry of Education (MINEDUC)

MINEDUC defines curricular adaptations as pedagogical tools that enable a levelling the conditions so that pupils with special educational needs can access, take part in and progress in the teaching and learning process (decree 83, MINEDUC).

The LGE (2009) stipulates that students with special educational needs should be provided with the means to make progress in each educational level and acquire the essential basic skills established in the curricular frameworks, and at the same time the development of their skills should be promoted, always respecting their individual differences. It also states that the decision to implement curricular adaptations for a student must consider the following:

- a) All students must reach the general objectives, regardless of their conditions and circumstances.
- b) All the information collected during the integral, interdisciplinary evaluation to diagnose special educational needs should be taken into consideration.
- c) Students with special educational needs must be able to remain and move forward through the different educational levels with equal opportunities for good-quality education that will allow them to develop their full abilities, in accordance with their age.
- d) The decision must be defined under the principle of favouring or giving priority to those learning outcomes which are considered basic and essential due to their impact on pupils' personal and social development, and whose absence may compromise their future life prospects and put their social participation and inclusion at risk.

- e) The process for defining and implementing curricular adaptations must take place with the participation of professionals from the institution: teachers, specialist teachers and support teachers, together with the pupil's family, so that these adaptations are pertinent and relevant to respond to the special educational needs detected in the individual diagnostic evaluation process (supreme decree no. 170/2009).

i. Curricular adaptations concerning access

They are defined by MINEDUC as those adaptations that aim to reduce or eliminate barriers regarding participation, access to information, expression and communication, facilitating progress in curricular learning and equalising conditions with other students, without lowering learning expectations.

According to MINEDUC's decree 83/2015, the criteria to be considered for curricular adaptations concerning access are the following:

a. Presentation of information

Information should be presented in such a way that pupils can access it through alternative means. It may involve auditory, tactile or visual information, or a combination of the three. For example, using a larger font or bigger images, using contrast, highlighting certain information with colour, using videos or animations, displaying written or oral texts, using sign language, hiring an interpreter, using the braille system, etc.

b. Ways of answering

They must allow students to do activities, homework and tests in different forms and using various devices or technical and technological support. For example, pupils may be allowed to answer using an adapted computer, braille, sign language, speech, illustrations, design, manipulated materials, multimedia resources, music, visual arts, sculptures, etc.

c. Physical surroundings

Pupils' surroundings must allow autonomy by adapting the space, location and conditions where the homework, activity or test takes place. For example, placing a pupil in a strategic spot in the classroom to prevent distractions, or to prevent him/her from distracting the others, or to allow him/her from lip read; facilitating personal movement or movement of equipment; adjusting background noise or lighting, etc.

d. Organisation of time and schedule

Time organisation should allow pupils to move around with autonomy by modifying the schedule or the time assigned for lessons or exams. For example, adjusting the time for homework or tests, organising leisure areas, allowing a change of timetable for an exam, etc.

All these curricular adaptations should be consistent with those used in assessment instruments, so that when being assessed, pupils are aware of them and they do not constitute an additional problem.

ii. **Curricular adaptations in learning objectives**

According to decree 83/2015, learning objectives can be adjusted based on the specific requirements for the required learning outcomes in each subject. Learning objectives state the basic competences that all pupils must acquire throughout their school life. A fundamental criterion to consider when deciding to adapt learning objectives is to avoid removing those learning outcomes considered basic and essential for pupils' integral development, and which constitute requirements that allow learning to continue. They will be detailed below.

This decree states that curricular adaptations in learning objectives may consider the following criteria:

a. Changing the level of complexity

The purpose of this approach is to adjust the complexity level of a particular content when it stands in the way of approaching and/or acquiring the essential aspects of a specific learning objective.

Among the criteria to be used for changing the level of complexity are the following:

- ✓ Being informed of the learning outcome that pupils have reached, as well as those that they have not reached.
- ✓ Setting learning objectives that are achievable and challenging, based on the learning objectives of the national curriculum.
- ✓ Setting and sequencing achievement levels with detailed precision, in order

to determine the learning level appropriate for the pupil.

b. Prioritising learning objectives and contents

It consists of giving higher priority to certain learning objectives which are basic and essential for development and for acquiring further skills. Some of the contents that should be prioritised due to their fundamental nature are:

- ✓ Communicational and functional aspects of language, such as oral and gestural communication, reading and writing.
- ✓ The use of mathematical operations for solving everyday life problems.
- ✓ Studying skills and techniques.

c. Temporalisation

It consists of adapting timeframes to achieve learning outcomes. This type of adaptation is preferably oriented toward responding to the special educational needs that affect a pupil's learning rhythm. It may involve assigning more time or a more sequenced time for achieving and consolidating certain learning outcomes.

d. Enriching the curriculum

It consists of incorporating unforeseen objectives that are considered of utmost importance for a pupil's academic and social performance, given his/her characteristics and needs. For example, learning a second language or communication code such as sign language, the mother tongue, braille or other alternative communication methods.

e. Removing learning objectives

An elimination of learning objectives should only be considered when other curricular adaptations prove to be ineffective. This decision should be made as a last resort, after having exhausted other alternatives to access learning. Among the criteria to make the decision of eliminating a learning objective are the following:

- ✓ When the nature of the special educational need is such that other types of adaptation do not respond to a pupil's learning needs.
- ✓ When the expected learning outcomes involve a level of difficulty

inaccessible for the pupil with special educational needs.

- ✓ When the expected learning outcomes prove irrelevant for the performance of a pupil with special educational needs, when weighed against the effort they would require.
- ✓ When the extraordinary resources and support that have been used have not led to satisfactory results.
- ✓ When this measure does not affect basic, essential skills, such as reading and writing, mathematical operations and all those that allow a pupil to function effectively in everyday life.

In summary, with respect to curricular adaptations the Ministry of Education's decree 83/2015 states that:

“Curricular adaptations to be used for students with special educational needs should not affect their basic, essential learning; therefore, curricular adaptations concerning access should be considered prior to making any changes to the learning objectives of the curriculum. Curricular adaptations through minor adjustments allow pupils to take part in the national curriculum on an equal footing with pupils with no special educational needs.”

IV. Inclusion and differentiation: TSEN and PSEN at Craighouse School

As has been pointed out, at Craighouse School we value diversity and inclusion. Consequently, we need to determine how to implement these principles in practice during the teaching-learning process. From there, we should take a closer look at the concept of differentiation. According to Tomlinson (1999, 2001, 2003, 2008), differentiated instruction is the way in which a teacher responds to the various learning needs of his/her pupils; in this sense, differentiation is the process of identifying the most efficient strategies to reach objectives with each pupil.

Therefore, the teacher is responsible for addressing the needs of every pupil in the class, regardless of their ability. Specifically, the teacher needs to ensure that every pupil can access the learning in each lesson and that every pupil is challenged in each lesson. In order for this to happen the teacher must be aware of each pupil's needs and use the most appropriate pedagogical skills to meet these needs.

The school professional development programme provides different

opportunities for teachers to improve their pedagogical skills, so that they can respond to the needs of every pupil, using differentiation in the most effective manner.

Effective differentiation is carried out in different stages:

1. Planning: lessons must be planned and structured in such a way that they respond to the needs of all pupils. They must also promote and encourage students' interest and pleasure in learning, and represent a challenge for each one.

2. Lesson development: the teacher must adopt teaching practices that respond to the skills and needs of all pupils in the classroom, determining how and when to implement effective differentiation. The teacher should use a variety of different strategies that help all pupils make progress. The teacher also needs a global understanding of the process of physical, social and intellectual development of his/her pupils in each stage of development.

3. Assessment: a variety of formative and summative assessments must be used, so that pupils can show their learning progress in different ways. These assessments should provide information about the achievements, challenges and needs of each pupil of the class. Students should also receive constant feedback, both written and oral, in order to encourage progress in their learning.

i. Transitory Special Educational Needs (TSEN) at Craighouse School

In the case of pupils with TSEN, defined with the criteria that MINEDUC has established, differentiation enables learning objectives to be taught effectively through specific teaching practices in the classroom. Regarding curricular adaptations, we should consider only learning access adaptations, and by no means should we modify the learning objectives established in the plans and programmes of the corresponding level.

Likewise, when assessing pupils with TSEN, who have been confirmed as requiring differentiated assessment, we must maintain the same objectives and contents that have been set for the level, and we can only modify the assessment conditions and/or instrument or method, if necessary.

In order to clarify the assessment possibilities for pupils with TSEN, we have established the following categories:

Assessment of pupils with Transitory Special Educational Needs (TSEN)

	Special considerations	Differentiated assessment I	Differentiated assessment II
Definition	Special conditions to favour pupils' performance when being assessed.	Specific assessment strategies to respond to special educational needs.	Specific assessment strategies to respond to special educational needs.
Curriculum	Learning objectives and contents are maintained. Assessment instruments are not modified.	Learning objectives and contents are maintained. Mid-term tests may be modified.	Learning objectives and contents are maintained. Mid-term and end-of-term tests may be modified.
Who for	<ul style="list-style-type: none"> - Attention deficit hyperactivity disorder (ADHD). - Chronic medical conditions (e.g. arthritis, diabetes). - Adjustment disorder. - Foreign students with poor command of the language. - Mood disorder (depression, anxiety, OCD, etc.). - High performance athletes. 	<ul style="list-style-type: none"> - Learning disabilities. - Attention deficit disorder associated to learning disabilities. - Mood disorder associated to learning disabilities. 	<ul style="list-style-type: none"> - Specific learning disability (SLD). - Expressive language disorder / Mixed receptive-expressive language disorder. - Mood disorder associated to specific learning disability (SLD). - Cognitive disorder.
Possible measures	<ol style="list-style-type: none"> 1. Giving them more time during the assessment. 2. Ensuring that they have understood instructions. 3. Allowing them to use support material if needed (e.g. a dictionary for foreign pupils). 4. Overlooking spelling mistakes in foreign 	<p>The measures suggested under "Special considerations" can be used in these cases, together with the following:</p> <ol style="list-style-type: none"> 7. Modifying the assessment instruments (in mid-term-tests), without restricting the learning objectives of the curriculum. 	<p>The measures suggested under "Special considerations" and "Differentiated assessment I" can be used in these cases, together with the following:</p> <ol style="list-style-type: none"> 9. Modifying end-of-term tests, without restricting the

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| pupils if it is not the purpose of the assessment. | 8. Offering the opportunity for complementary assessment (guides, projects, oral quizzes, etc.) to measure pupils' learning outcomes. | learning objectives of the curriculum. |
| 5. Monitoring the location in the classroom to facilitate attention. | | |
| 6. Adjusting the assessment calendar if needed. | | |

A pupil can be evaluated using differentiated assessment for a specific period or throughout his/her school life.

A pupil's parents can make a formal request for differentiated assessment for their son/daughter, presenting a certificate with the diagnostic evaluation made by an external professional, together with the differentiated assessment request. Another option is through an internal evaluation and diagnosis made by professionals from the Formative Area, specifically related to learning disabilities.

Once the internal or external diagnosis is in place, professionals from the Formative Area will analyse the case and, considering the information available, will determine the level of differentiated assessment appropriate for the pupil in question, as well as the specific measures that this evaluation entails. This process will be done in coordination with the Academic Area, especially when a special differentiated assessment calendar needs to be designed.

ii. Permanent Special Educational Needs (PSEN) at Craighouse School

Since 2005, Craighouse School offers families from our community who have children with permanent special educational needs the opportunity to enrol them in the school as regular pupils. That same year a boy with Down syndrome joined our school, becoming our first student with PSEN. Throughout the years more pupils with PSEN have enrolled in our institution.

As has been pointed out, Craighouse School receives families with all their children, and if one of them has PSEN we seek to develop their full potential,

encourage progress in their learning process and enhance their social and global development as individuals.

Craighouse School promotes an education that values and respects differences, viewing them as an opportunity for personal and social development. In that sense, the experience of integrating pupils with PSEN to our community has strengthened the values of respect, tolerance and solidarity in everyday school life, promoting an attitude of support, help and generosity.

In terms of their learning, pupils with PSEN require curricular adaptations concerning access as well as learning objective adaptations. This concerns mainly the curricular level, where the complexity level of their learning must be made more gradual, their learning objectives must be prioritised and some contents must be removed. At the heart of these decisions is the need to ensure the achievement of basic learning outcomes, which are essential for an appropriate future incorporation to society.

This table summarises a definition of PSEN and the pupils who are part of this group:

Permanent Special Educational Needs (PSEN)	
Definition	Learning barriers experienced by some pupils throughout their school years, requiring additional or extraordinary support and resources to ensure their learning.
Curriculum	Substantial modifications must be made in one or more subsectors of the curriculum. Objectives, contents, methodologies and assessment instruments are modified.
Who for	<ul style="list-style-type: none"> - Minor intellectual disability. - Visual impairment. - Hearing impairment. - Dysphasia (admission criterion based on Bilingualism Policy). - Autistic spectrum disorder (admission criterion based on Bilingualism Policy). - Multiple disorder and deafblindness.

As has been pointed out, teachers are responsible for each of their pupils in the classroom, an important challenge in cases of children with PSEN. Our teachers have constant support from professionals of the Formative Area (psychologists,

special needs teachers and experts in differentiation) so that together they can design the curricular adaptations, implement classroom methodologies, plan assessments and follow up on each process.

V. Inclusion: considering talents at Craighouse School

Throughout the years, a great deal of research has been conducted regarding talents. Authors have not yet reached a common definition; some of them, like Burt and Eysenck, prefer an approach based on the relevance of hereditary factors, while others, like Tannenbaum and Mönks, defend the influence of the environment.

In the conceptualisation of talents, there have been various significant theories: Gagné and Sternberg with the triarchic theory of intelligence, Gardner with the theory of multiple intelligences, and Renzulli with the three-ring conception of giftedness.

Researchers have come to agree that talents are not solely expressed in the intellectual-academic scope; they can be found in the artistic-musical area, the kinaesthetic-sports field (sports, physical expression, etc.) and in terms of leadership (interpersonal relations).

The Chilean Ministry of Education refers to students with academic talent as those pupils who clearly stand out among their peers due to their potential or their general or specific academic skills in the areas of social sciences, natural sciences, humanities and/or mathematics (<http://www.basica.mineduc.cl>).

The IB also addresses the case of talented students, defining them as pupils who can either stand out in all areas, have talent in specific fields or excel in some of them, even while having difficulty in others.

Given all the research on this topic, although there is not one definition of talent, there is consensus on the need to identify the children who require a different methodology that stimulates and encourages them to develop those extraordinary abilities.

Gallager, Harradine and Coleman (1997), as well as Belmar and Villalobos (2013), describe some essential aspects which are typical of these types of students:

- a) They know that they are different from the rest, and they may develop some disruptive conducts or even isolate themselves socially, intellectually

and within the family if a possibility to develop their potential is not offered to them.

- b) They are very sensitive to their surroundings and frequently require guidance to learn to accept their perceptions and solve the conflicts that may arise from their premature understanding of adult topics and from their heightened intellectual awareness of everyday problems, which are usually accompanied by emotional immaturity (Acereda, 2010).
- c) They have exceptional learning abilities, which usually lead to disruptive conducts and frustration in a school system with inductive learning methodologies instead of deductive methodologies, which are recommended for this type of student, and where there are few learning experiences that encourage further challenges or work on self-discovery.

In Chile, the pioneer in the development of this concept, particularly regarding academic talents, has been the Pontificia Universidad Católica de Chile and their PENTA-UC programme. Authors Sonia Bralic and Violeta Arancibia have defined a set of criteria for identifying students with intellectual-academic talent.

Regarding Craighouse School's approach to gifted pupils, it is worth noting that when a teacher considers special educational needs (both transitory and permanent) for his/her lesson planning and development, he/she should also take into consideration pupils with talents. Thus emerges the need to find methodologies and strategies that can contribute to the development of the areas of excellence in this group of students.

Note:

This is only a referential document and the valid, official, and legal version in the country is the one written in Spanish.

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