



Individual Needs Teaching

个人需求教育

This Policy is drawn up based on UK Law. St John's College School Nanjing has regard to this policy and its content and endeavours to adhere to the same standards.

本政策根据英国法律制定。圣约翰学院南京分园严肃对待这一政策及其内容，并致力于遵循相同的标准。

St John's recognises and welcomes its duties under the Equality Act 2010, the Children and Families Act 2014 and the SEN and Disability Code of Practice 0-25 Years 2014. The school's Disability Policy and Accessibility Plan are available to parents on request.

圣约翰学院承认并接受根据《2010年平等法案》、《2014年儿童和家庭法案》、《2014年0-25岁特殊教育需求和残疾实施规程》所承担的义务。可根据要求向家长提供学校的《残疾政策》和《无障碍计划》。

This policy applies to all pupils in the school.

该政策适用于学校全体学生。

The definition of a 'disability' under the Equality Act 2010

《2010年平等法案》对“残疾”的定义

In the Act, a person has a disability if:

在该法案中，如果存在以下情况，则一个人将被视为残疾人：

- they have a physical or mental impairment
- 他们有存在身体或精神上的障碍
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

- 这种障碍对其完成正常日常活动的的能力具有长期的重大不利影响

For the purposes of the Act, these words have the following meanings:

就该法案而言，这些术语具有以下含义：

- 'substantial' means more than minor or trivial
- “重大”意味着不仅仅轻微或无足轻重
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- “长期”意味着障碍造成的影响持续或可能持续至少十二个月（针对经常性或波动性的情况存在特殊规定）
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping
- “正常日常活动”包括进食、盥洗、行走和购物等日常活动。

People who have had a disability in the past that meets this definition are also protected by the Act.

过去符合此定义的残疾人士也受该法案的保护。

The Disability Policy sets out the school's approach to disability in general. The school's Individual Needs provision deals particularly with problems of curriculum access associated with learning difficulties or other disabilities.

《残疾政策》总体规定了学校应对残疾的方法。学校满足的个人需求特别涉及因学习困难或其他残疾在参与课程方面所遇到的问题。

'Each child is special: each child has needs: each child has special needs. These are truths as old as time, carried in the heart of any parent and any good teacher.' (K L Jones, Former Head)

“每个孩子都是特殊的，每个孩子都有需求，每个孩子都有特殊的需求。这是亘古的真理，铭刻在每位父母和好老师的心中。”（K L Jones，前任校长）

As set out in the school's Ethos and Aims, we aim 'to meet the individual needs, foster the aptitudes and nurture the growth of each child.' In this sense, the school's Individual Needs provision is part of a wider commitment to helping any child to discover his or her ability. The provisions of Special Educational Needs (SEN) and Disability aside, we do not view learning difficulties as disabling but rather as obstacles to fulfilling potential which, with appropriate support, can in many cases be overcome.

正如学校的《理念和目标》所述，我们的目标是“满足个人需求，培养能力并培育每个孩子成长。”从这个意义上说，学校满足个人需求是帮助任何儿童发掘自己能力的更广泛承诺的一部

分。除了满足特殊教育需求(SEN)和与残疾相关的需求外，我们不认为学习困难是一种残疾，而认为其是实现潜力的障碍，在适当的支持下通常可以克服。

This difference of emphasis has significant consequences. It is by no means the case that learning difficulties are experienced only by the less able. Indeed, the problems encountered by the most gifted children can require considerable specialist attention. St John's is therefore committed to meeting the needs of children who have an identified learning difficulty, whatever their innate ability. It is worthy of note, in this respect, that many children who gain academic awards to their senior schools have, at some point, been given Individual Needs support.

对着重点作出区别具有重大影响。绝不仅仅是能力较弱的儿童才会出现学习困难。实际上，专业人员相当关注最有天赋的儿童所遇到的问题。因此，对于具有明确学习困难的儿童，圣约翰学院致力于满足他们的需求，无论他们天生的能力如何。值得注意的是，就这方面而言，许多在大龄儿童学校获得学业优异奖的儿童在某些时候都接受过个人需求方面的支持。

While the Individual Needs department's Procedure for Referral and Organization of Provision (PROP) follows the approach recommended by the DfE SEN Code of Practice 2014, the school far exceeds any statutory obligations in its approach to identifying and meeting a child's needs.

虽然个人需求部门的转介程序和需求满足体制 (PROP)遵循英国教育部颁发的《2014 年特殊教育需求实施规程》，但学校在识别和满足儿童需求方面远远超过了任何法定义务。

St John's has specialist staff, trained and qualified to recognize, assess and deal with learning problems throughout the age and ability range. We do not have a separate Individual Needs 'unit' because the close relationship and constant communication between Individual Needs and mainstream teachers (many wear both hats) is an essential factor in the early identification and the continuing management of any difficulty. As a consequence, 'internal' assessment of children is commonplace when a difficulty has been observed and has been discussed with parents.

圣约翰学院拥有训练有素的合格专业人员识别、评估和应对各个年龄层和能力水平的学习困难问题。我们并未组建单独的特殊需求“小组”，因为个人需求教师和主要课程教师（可能同时担任这两个职位）的密切关系和持续沟通是尽早识别和持续管理任何学习困难问题的重要因素。因此，在发现并与家长讨论过学习困难问题后，通常都将对儿童进行“内部”评估。

In a similar vein, the 'threshold' of intervention is much lower than in most schools. The vast majority of children in receipt of support will have very mild or mild specific learning difficulties. For many of these, the provision will be relatively short term, addressing a particular concern at a particular time. For others, support may be needed throughout their time at the school and beyond.

类似地，实施干预的“门槛”远低于大多数学校。绝大多数获得支持的儿童只存在非常轻微的学习困难或轻微的特殊学习困难。这其中的许多儿童获得支持的时间都较为短暂，这种支持仅在特定时期解决某一特定问题。对于其他儿童而言，他们在上学时间和其他时间内可能都需要获取支持。

The level of awareness of all staff is very high. There is an 'Action Plan' for every child in the school which is constantly updated and formally reviewed and attention to the individual child is a part of the culture. For children with learning difficulties, through specific training and through involvement in framing each child's Individual Targets, the mainstream teachers are made fully aware of any child's difficulties and can therefore plan their teaching accordingly. In this respect, all children benefit greatly from the teachers' awareness of different learning styles, irrespective of whether they have a learning difficulty.

所有工作人员都具有较高的认识水平。学校针对每个儿童都制定了一个《行动计划》并对该计划进行不断更新和正式审查，并且关注每个儿童是学校文化的一部分。对于有学习困难的儿童，主要课程教师通过特别培训并参与制定每个儿童的个人目标，会充分了解每个儿童的困难并据此筹备他们的教学工作。就这方面而言，教师对不同学习方式的认识将使所有儿童受益良多，无论他们是否有学习困难。

The level of communication with home is, likewise, very high. Parents are informed of any concern, give their permission for any assessment, discuss the outcomes of such assessment in detail with the staff concerned and are fully involved thereafter in the creation and regular updating of a child's Individual Needs Targets. They meet formally and informally with a child's Individual Needs teacher to discuss progress and agree action.

同样，家校间的沟通也是十分频繁的。家长会被告知任何疑虑，对任何评估作出许可，与相关工作人员详细讨论此类评估的结果，并在此后充分参与到建立和定期更新儿童个人需求目标的工作中。他们将与儿童的个人需求教师进行正式和非正式的会面，以讨论进展并对采取的行动表示同意。

The school is able to refer children to a wide range of outside agencies (Educational Psychologists, Speech Therapists, Occupational Therapists, Optometrists, etc) all of whom work in close co-operation with the Individual Needs department. Any such referral is discussed with parents before it goes ahead and the outcome of any assessment is communicated to all mainstream teaching staff.

学校能够将儿童转介给各种外部机构（教育心理学家、语言治疗师、职业治疗师、验光师等），所有这些人员都与个人需求部门展开密切合作。在进行任何此类转介之前均会与家长进行讨论，并将评估结果传达给所有主要课程教师。

The effect of a learning difficulty on a child's self-esteem is of paramount concern. While the identification of a difficulty is naturally a cause for concern to parents, it is almost always a source of comfort to the child. To know that there is a difficulty and that you will be helped to overcome it is a reassuring process and, while children's self-esteem is very closely monitored and carefully nurtured by the department and by the staff as a whole, being given Individual Needs support is felt as positive by the vast majority of children concerned. It is a matter of pride, in this respect, that our children will talk openly and without embarrassment to prospective parents about their difficulties.

学习困难对儿童自尊心的影响是最重要的问题。虽然发现学习困难自然是一件让父母忧心的事，但对于儿童而言往往是一种安慰。了解困难的存在以及他人会协助你克服困难是一个令人

安心的过程，由于个人需求部门和员工在整体上密切监控并精心培养儿童的自尊心，大多数相关的学生都觉得接受个人需求支持是一种积极的体验。就这方面而言，儿童能坦白地与家长谈论这个问题而不感到难堪是一件值得骄傲的事。

The range of Individual Needs teaching, as outlined below, is wide and will vary according to a child's needs.

如下所述，个人需求教学的范围较为广泛，并且会根据儿童的需求而有所不同。

- All Individual Needs provision is free of charge.
- 针对个人需求提供的所有支持均是免费的。
- At Byron House, we offer small group Enrichment English and Mathematics support and Motor Skills Groups free of charge. The School may also provide one Individual Needs lesson in the Pre-Prep.
- 在低年级部，我们免费教授英语强化小组、数学辅导小组以及运动技能小组。在前预备班，学校也可能提供一项个人需求课程。
- At Senior House, a range of provision is made. Enrichment classes in English continue and Spelling and Junior Study Skills clubs are offered to children who would benefit from the small group support. Small groups of children are also invited to attend Touch Typing classes if their needs warrant this provision. Curriculum support is also available to those who do not study Latin in Forms 4-6. In Form 6, children who would benefit from extra help to develop study skills and examination technique attend short courses in small groups.
- 在高年级部会提供一系列的支持。将继续教授英语强化课程，而会从小组辅导中受益的儿童还可以参加拼写和初级学习技巧小组。也会邀请一小组儿童参加盲打课程，如果他们需要获取此类支持。对于 4-6 年级中不学习拉丁语的儿童也会提供课程辅导。在 6 年级，需要获取额外帮助以提高学习技能和应试技巧的儿童将以小组形式参加短期课程。

Following assessment, some children will benefit from using a laptop in class. Provision for the use of laptops in examinations is negotiated by the school, as appropriate, with a child's future school.

经过评估后，一些儿童将从在课上使用手提电脑中受益。学校会酌情与儿童未来的学校协商在考试中提供笔记本电脑使用。

Children who may need specialist help and assistance are supported by the Head of Individual Needs (SENCO) who is Alice Wu. Our policy is to put in early intervention and to assess needs on an ongoing basis. From these discussions strategies are put in place to support children, which are then reviewed on a regular basis to see if they are being effective. Key strategies are shared with parents who are also always informed if any outside assessments are required.

将由个人需求主管 (SENCO)——Alice Wu 负责支持可能需要专业帮助和援助的儿童。我们的政策是尽早进行干预并持续评估需求。通过这些讨论以制定儿童的支持战略，这些战略将得到定

期审查，以确定其是否有效。将与家长沟通关键战略，如果需要进行外部评估，也将通知家长。

Timetabling of Individual Needs Lessons

个人需求课程的时间安排

The individual needs of each child are taken into account when timetabling lessons. Lessons take place before school, during part of lunchtime or in specified timetable slots which cause the least disruption to mainstream teaching.

在安排课程时间时将考虑每个儿童的个人需求。将在上学前、午餐时的一段时间或特定时间段开展个人需求课程，这些课程对主要课程的影响是极小的。

Assessment

评估

It is the policy of the School that a child requiring individual provision is assessed by one of our specialist assessors, the cost of which, as advised by the Head of Individual Needs, is borne by parents (although the school may be willing to provide financial support, if necessary).

学校的政策是，由我校的一名专业评估员对需要个人支持的儿童进行评估，根据个人需求主管的建议应由家长承担评估费用（尽管在必要时学校愿意给予财政支持）。

The Head of Individual Needs makes arrangements for all forms of internal or external assessment of children. In the best interests of the children, parents are expected to share with the school any information arising from external assessments which they have themselves arranged.

个人需求主管负责对儿童各种形式的内部或外部评估进行安排。为了儿童的最佳利益，要求家长将自行安排的外部评估所得出的结果与学校共享。

Where an Individual Needs assessment by the School's staff or by an outside agency is deemed necessary prior to the offer of a place, parents of potential new entrants should expect to bear the cost of such assessment.

如果有必要在提供入学名额前由学校工作人员或外部机构进行个人需求评估，则潜在新生的家长应承担此类评估的费用。

Application for an ‘Education, Health and Care plan’

申请“教育、健康和护理计划”

Where the school and parents need help to meet the needs of a child, we will apply for an ‘Education, Health and Care plan’. In such circumstances, the school undertakes to work in accordance with the Code of Practice and in co-operation with parents, the child, the LA and other agencies as appropriate, to reach an outcome that is in a child’s best interests. With regard to the admission to the school of a child with an EHC plan, the school operates in accordance with its Disability Policy.

如果学校和家长在满足儿童需求方面需要帮助，我们将申请加入“教育、健康和护理计划”。在这种情况下，学校承诺按照行为准则开展工作，并在适当情况下与家长、儿童、当地机构和其他机构进行合作，以达成符合儿童最佳利益的成果。在录取“教育、健康和护理计划”中的儿童时，学校按照其《残疾政策》进行操作。