



Shanghai Community International School

上海长宁国际外籍人员子女学校

SEN/Inclusion Policy

INTRODUCTION

Students entering SCIS have a wide range of abilities, backgrounds, interests and cultures. It is our intention that every one of these learners will reach his or her full potential. We aim to help students develop appropriate levels of independence, responsibility and skills in their academic, emotional and social lives at the school, so that they may have full and equal access to all parts of the SCIS curricular and extra-curricular programmes. Specified SEN faculty and advocates, as well as classroom teachers and administrators, through scaffolding, accommodation, differentiation and even at times modification of the programme, support this inclusion.

PURPOSE

This policy describes the way we meet the needs of children who experience barriers to their learning. The IB requires authorized schools to have a SEN/Inclusion Policy in place; this policy is to be derived from the school's philosophy and outlines aims for meeting students' learning needs. It is also a statement of action, describing practices for achieving and evaluating aims, which takes into consideration our particular context and the resources available.

The specific IB standards and practices that relate to supporting learning diversity are:

- A9 The school supports access for students to the IB programme(s) and philosophy.
- B1:5 The school develops and implements policies and procedures that support the programme(s).
- B2:8 The school provides support for its students with learning and/or special educational needs and support for their teachers.
- C1:6 Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.
- C3:10 Teaching and learning differentiates instruction to meet students' learning needs and styles.

PHILOSOPHY

- We define inclusion as “an ongoing process that aims to increase access and engagement for all students by identifying and removing barriers”. (from *Learning diversity and inclusion in IB Programmes, 2016, p.1*)
- We believe that inclusion is a continual process of increasing learning and participation for all students. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment. It is an educational approach to which all schools should aspire and can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving.
- We believe that diversity, including but not limited to students with special needs, is a positive resource with regard to what it means to be internationally minded and interculturally aware.
- We encourage our students to become active, compassionate and lifelong learners who



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embrace the similarities and differences of all members of our community.

- We recognize and respect that our students come from a variety of backgrounds, cultures and levels of life experiences. The diversity of student backgrounds contributes to our school community and inspire teachers and students to be caring and open minded.
- We employ multiple teaching strategies to differentiate instruction so that all students have equal access to the curriculum.
- We believe inclusion is the learner profile in action, an outcome of dynamic learning communities.

AIMS

Our aim is to provide students with SEN the opportunity to fulfill their potential through provision which:

- Promotes individual confidence, positive attitude and self-esteem in all learners
- Is best practice guided by current and relevant research within the context our provision allows
- Provides opportunities for all students to meet standards of excellence
- Promotes early identification of SEN
- Enables every student access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs in order to remove barriers to learning and achievement
- Provides students with quality of opportunity to participate fully in school activities
- Provides effective assessment and monitoring of students' needs
- Informs all relevant staff of the students' needs in order to ensure effective provision and continuity of support
- Fosters positive cooperation with parents as well as close and effective partnership between parents and outside agencies
- Involves the students in their own learning
- Delivers appropriate staff development to ensure that staff have high expectations for students with SEN

ADMISSIONS

We welcome SEN children into our school provided that we can make appropriate provision for their needs. Students with Special Educational Needs will be considered for admission on an equal basis with all other children according to the criteria set out in the school's Admission Policy taking into account the suitability of the students to mainstream education and availability of resources and facilities to meet that student's needs.

As a school, we are staffed and equipped to support inclusive access to our programme for most students with mild SEN. We are also committed to provide as inclusive an experience as possible for those intellectually capable students with mobility, vision or hearing impairments, or limited English proficiency.

SCIS is neither staffed nor equipped to properly educate most students with moderate to significant



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social-emotional and mood/mental health disorders, intellectual disorders, communication disorders, or certain co-morbidities of disorders or disabilities (multiple SENs).

DETERMINING THE LEVELS OF SUPPORT FOR SEN STUDENTS

The levels of support will be modified as needed. It can be increased or decreased, or the model of delivery (pull-out, push-in, consultation) can also be changed. Individual student needs are determined through the Student Support Team (SST) meetings in the Lower School and Student Access Team (SAT) meetings in the Upper School.

SUPPORT SERVICES IN GRADES 2-5

Support Services in the Lower School exists as a push-in, pull-out model that starts on a referral basis. Students are referred by teachers and, following a review by the Student Support Team, a determination is made for level of service. For academics, services may range from push-in individual support to pull-out small group instruction, determined on a case-to-case basis, individualized to the student. The Learning Support Teacher works closely with both students and teachers to help that student succeed in their everyday classroom. Social/emotional and behavior referrals are also considered in this process. The Counselor works collaboratively with teachers, families, and students to ensure that barriers to success are minimized. Counseling services are available to all students through a comprehensive model that includes whole-class counseling lessons, small group counseling, and individual counseling support. Referrals for group and individual counseling come from teachers, parents, and students themselves. For needs that are beyond the school's ability to meet, families are referred to the appropriate outside agency. Student files are regularly reviewed and services are adjusted accordingly. The Student Support Team (SST) meets regularly in an intervention capacity. The SST is made up of the principal, learning specialist, and counselor with support from grade level leads. The entire faculty of the LS are part of our SEN support network.

Classroom teachers are also supported by the learning and/or ELL specialists in developing ways to differentiate by content, process, product and environment. The four principles of good practice - identity and self-esteem, prior knowledge, scaffolding, and extending learning - are a priority focus that directs how support is provided to our students in the mainstream classroom.

SUPPORT SERVICES IN GRADES 6-12

Support Services in the Upper School (MS/HS) is focused with teachers inside classrooms using best practice to differentiate, scaffold and create an environment that supports all learners to access the learning. Teachers plan units collaboratively and consider learner variability within the design of their units providing multiple means of representation, action, expression and engagement to ensure that students' diverse needs are being met.

The Counselor works collaboratively with teachers, families, and students to ensure that barriers to success are minimized. Counseling services are available to all students through a comprehensive model that includes whole-class counseling lessons, small group counseling, and individual counseling support. Referrals for group and individual counseling come from teachers, parents, and students themselves. For needs that are beyond the school's ability to meet, families are referred to the appropriate outside agency. Student files are regularly reviewed and services are adjusted accordingly. The Student Access Team (SAT) meets regularly in an intervention capacity. The SST is



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made up of the principal, vice principal, ELL specialist, counselor and two subject teacher representatives. The entire faculty of the Upper School are part of our SEN support network.

Classroom teachers are also supported by the ELL specialists in developing ways to differentiate by content, process, product and environment. The four principles of good practice - identity and self-esteem, prior knowledge, scaffolding, and extending learning - are a priority focus that directs how support is provided to our students in the mainstream classroom.

Students who need short-term support with approaches to learning (e.g. study skills, personal organization, time management) participate in Extended Learning Time during the school day and/or attend the Keep It Together (K.I.T.) Zone up to two times per week after school on a drop-in or scheduled basis.

APPROACHES TO LEARNING (ATL) SKILLS

ATL skills can be learned and taught. Through systematic development of Communication, Social, Self-Management, Research and Thinking skills, all students are better equipped to meet the demands of the curriculum.

REASONABLE ADJUSTMENTS

SCIS supports the principle of “Reasonable Adjustments” for students with diverse learning needs. Students with learning support requirements may need reasonable adjustments to access the MYP and DP curriculum framework, including internal assessments. A reasonable adjustment is an action taken to remove or decrease a disadvantage faced by students with learning support requirements. A reasonable adjustment could be unique to a specific student and may include changes in the presentation of the test or method of response. Where reasonable adjustments involve changes to specific aspects or specific criteria of the assessment, the overall learning outcome must remain the same. (From Principles into Practice, p.94)

IB DIPLOMA CANDIDATES WITH ASSESSMENT ACCESS REQUIREMENTS

A candidate with assessment access requirements is one who requires access arrangements in assessment conditions to demonstrate his or her level of attainment.

INCLUSIVE ASSESSEMENT ARRANGEMENTS

Changed or additional conditions during the assessment process for a candidate with assessment access requirements. These enable the candidate to demonstrate his or her level of attainment more fairly and are not intended to compensate for any lack of ability.

CANDIDATES WITH LEARNING SUPPORT REQUIREMENTS

Support and/or access required to enable some candidates, who have the aptitude to meet all curriculum and assessment requirements, reach their full potential in learning and assessment. Candidates who require inclusive assessment arrangements may have learning support requirements due to one or more of the following:

- Autism spectrum/Asperger’s syndrome
- Learning disabilities
- Medical conditions
- Mental health issues



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- Multiple disabilities
- Physical and/or sensory challenges
- Social, emotional and behavioural difficulties
- Specific learning difficulties
- Speech and/or communication difficulties

The IB provides a robust list of assessment arrangements that can be provided at the school level, and that do not need prior approval. Relevant staff works with students and teachers to find the best possible blend of assessment arrangements. The MYP or DP coordinators process any paperwork and documentation to support those accommodations.

A student may be referred for psychological-educational testing when the classroom teachers and the relevant staff determine a need for greater clarity regarding the student's learning processes.

- Needs are identified from admission documents, by teachers or by parents. The next step is to identify the support needed. This can be accomplished by gathering information about the student through observation, further assessment, and input and collaboration from faculty meetings and parent conferences. An initial plan of support is created by the counselor or relevant staff and implemented by the student's teachers.
- Documentation is recorded and kept in the student's confidential file. The plan documents the type of need, how the need is supported, who is supporting, and the status of the support - ongoing, follow-up, complete.
- The counselor also keeps other confidential records which are shared with the principal only.

COMMUNITY RESOURCES AND PROFESSIONAL DEVELOPMENT

When needed, SCIS may require the services of outside professionals such as educational psychologists, speech and language therapists, or other professionals to conduct evaluations and make recommendations. Parents will cover the costs of outside testing.

In addition, professional development funds are available for faculty, staff, and administration to keep them updated on best practices and current research on all areas of special needs.

CONFIDENTIALITY

SCIS regards confidentiality as an essential component of working together in an effective and supportive school community. Students in need are best supported when the adults working directly with the student have the most comprehensive information possible. Sharing information is necessary and parents are expected to share all information they have that will support teachers and administrators in meeting the needs of their children. All information received is regarded as confidential and is safeguarded in a number of ways. From the time of admissions or when a special need or learning difference is identified, there is every attempt to safeguard all communications. This includes exchanges between and among faculty, staff, parents, and the student. At all levels of the school student files are kept in a locked area of an administrative office. Digital files are only shared within and among support staff and administration relevant to the student issue.



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COMMUNICATION OF THIS POLICY

A shortened version of this policy will be printed in the student handbook and parent handbook and on the website. The full policy will be made available to staff and faculty and will be part of the orientation at the start of each academic year. SCIS recognizes that teachers new to the school, and to IB programmes, may require factual and procedural knowledge when teaching students with SEN, such as:

- information about factors that affect a student's learning, particularly with regard to inquiry-based learning
- how best to respond to the student's needs
- how to differentiate and match teaching approaches to the student's needs
- knowledge of technology that has assisted in alleviating and removing barriers to learning
- an awareness of the various support systems and personnel available at SCIS

POLICY REVIEW

A representative group will review the SCIS SEN/Inclusion Policy regularly. The Senior Leadership Team will regularly review the implementation of the policy in classrooms and throughout the school.

IB RESOURCES

- Continuum Learning Stories for Inclusive Education (from 2013 onwards)
- Language and learning in IB programmes (published 2011, updated 2012)
- Learning diversity and inclusion in IB programmes, (2016)
- Meeting student learning diversity in the classroom (2013)
- Programme standards and practices (2014)
- The IB guide to inclusive education: a resource for whole school development, (2015)
- What is an IB education? (2013)
- Candidates with assessment access requirements (published 2009, updated 2011 and 2013)—specific to the Diploma Programme

WORKS CITED

- Differentiation and Adaptation (updated 17 Dec 2015)
<http://nzcurriculum.tki.org.nz/InclusivePractice-and-the-School-Curriculum/Implementing-an-inclusive-curriculum/Effectivepedagogy-for-all-students/Differentiation-and-adaptation>. Retrieved 13/6/2016
- Heacox, Diane, Ed. D. (2012) Differentiating Instruction in the Regular Classroom: How to Reach and Teach All Learners. Minneapolis: Free Spirit Publishing.
- International Baccalaureate Organisation (2016). IB continuum: Learning diversity and inclusion in IB programmes. IB Publishing Ltd, The Netherlands.
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