


ICS WHOLE SCHOOL INCLUSION POLICY

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Signed: (Head)	

This policy will be reviewed in full by the Head of School and Director of Student Support on an annual basis, or more frequently if there are changes in policy. This policy was last reviewed and agreed by the Head of School in February 2021. It is due for review in July 2021.

Introduction

Policy statement

ICS focuses on the strengths, abilities and talents of all students. In a diverse and inclusive setting, ICS provides three mainstream academic IB curricula (PYP, MYP and Diploma). When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some students, however, with special educational needs have particular learning and assessment requirements that may need targeted differentiated strategies and support in order for them to successfully access a full mainstream curriculum. The ICS Faculty take into account these requirements and make provision, where necessary, to support individual students and thus enable them to participate effectively in all educational and social activities that take place in the school. Children may be identified as having learning differences either throughout, or at any time during, their school years. This policy ensures that planning, differentiation and modification of teaching and learning strategies for children with special educational needs are implemented by taking into consideration the type and extent of the difficulty experienced by the student as well as the dynamics of the classroom and their peers.

Scope

Applicability

ICS staff, students and their parents.

Statutory guidance

Equality Act 2010

Special Educational Needs and Disability Act 2001

Access

This policy is available on request from the school offices. We also inform parents and guardians about this policy when their children join ICS, through our newsletters and our website.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our ICS Professional Code of Conduct.

Failure to comply

Staff at ICS must be familiar with this policy and its associated procedure. Failure to comply will result in intervention by the Director of Student Support and the Senior Leadership Team.

1 Philosophy

1.1 ICS focuses on the strengths, abilities and talents of all students. In a diverse and inclusive setting, ICS provides a mainstream, academic curriculum for its students. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some students, however, with special educational needs have particular learning and assessment requirements that could need targeted differentiated strategies and support in order for them to successfully access a full mainstream curriculum. ICS faculty take into account these requirements and make provision, where necessary, to support individual students and thus enable them to participate effectively in educational and social activities (as far as possible) that take place in the school.

1.2 Children may be identified as having learning differences either throughout, or at any time during, their school years. This policy ensures that planning; differentiation and modification of teaching and learning strategies for children with special educational needs are implemented by taking into consideration the type and extent of the difficulty experienced by the student.

1.3 Students identified with Mental Health diagnosis are treated with sensitivity and always following the NICE guidelines – Primary: <https://www.nice.org.uk/guidance/ph12> and Secondary: <https://www.nice.org.uk/guidance/ph20> Students are supported individually and in groups where possible either through counselling or via communication with external practitioners. The aim of this provision is to meet the mental health needs and promote student’s wellbeing in order to be active members of the school community. Please refer to the Promoting Positive Mental Health policy for further details.

2 Inclusive practice

INTERNATIONAL COMMUNITY SCHOOL INCLUSION STATEMENT

We are proud that we successfully include children with a variety of linguistic, cultural, emotional, mild, and moderate learning differences in our school. We are a team of teachers, therapists, specialists and leaders who work together to share responsibility for all children. Our goal is that every adult and child is active in building and maintaining a culture of respect and understanding. We ensure that every student is an equally valued member of the school community. We provide an environment where students learn, progress, and are happy.

- ✓ Inclusion at ICS is a process by which the school develops it’s cultures, policies and practices to include all students.
- ✓ With the right training, strategies, modifications, accommodations, and support, children with special educational needs can be successfully included in our mainstream curriculum education.
- ✓ An inclusive education offers excellence and choice and incorporates the views of all professionals who work in the multi-disciplinary team; including parents and children (when deemed appropriate).
- ✓ In an inclusive environment the interests of all students must be safeguarded.
- ✓ We ensure that students are supported in their transition to higher education and are enabled to acquire the necessary study skills.
- ✓ We ensure a systematic, coherent, structured and consistent approach to maximize retention and progression.
- ✓ We provide a coherent range of guidance and learning support mechanisms capable of meeting the needs of the student body.
- ✓ The strategies and programs that we use are evidence based and adjusted to students’ individual needs.

We ensure that our vision and beliefs about inclusion are kept alive in many ways. We believe that the entire ICS community, including all staff members and students, are responsible for creating and maintaining this inclusive and compassionate community.

Students with learning differences are welcomed, encouraged, and expected to join in all school activities, as long as safety and learning is ensured. Furthermore, we consider our inclusive community and mission when creating policies and procedures (including safeguarding, behaviour, online safety, and anti-bullying), when planning teaching and learning (including direct teaching of how to be inclusive, empathic and caring to our peers and educating students about learning differences and disabilities), field trips, overnight trips, and whole school and classroom events, and when designing the environment of our unique school.

We believe in increasing opportunities for children to access a quality IB education

- We believe that an inclusive approach is enriching to the entire school community
- We believe that inclusion aligns with our mission – *“Our innovative approach to education inspires each and every student to discover their strengths within a community of future leaders.”* And our vision: *“We aim to be a community of compassionate and inspired world citizens.”*
- We believe that inclusive environments develop empathy and an understanding of others and one’s self

3 Students with learning support needs

We recognise and respect the fact that children:

- Have different educational and behavioural needs;
- Require different strategies for learning, as they have different learning styles;
- Acquire, assimilate and communicate information in different ways and at different rates;
- Need a range of different teaching approaches and experiences.

3.1 Students with Learning Difficulties and examples of Effective Strategies

A learning difficulty (LD) is a neurological disorder that affects the brain's ability to receive, process, store and respond to information. The term learning disability is used to describe the apparent unexplained difficulty a person of at least average intelligence has in acquiring basic academic skills. This difficulty can interfere with academic progress and success and affect the student’s personal and educational life. Learning disability does not refer only to one kind of difficulty but to a group of difficulties experienced in the areas of movement (dyspraxia), reading (dyslexia), writing (dysgraphia) and mathematics (dyscalculia).

A student with learning difficulties can be affected in the following areas:

- Listening
- Speaking
- Reading
- Writing
- Mathematics

Other Characteristics:

- A distinct gap between the level of achievement that is expected and what is actually being achieved
- Difficulties with socio-emotional skills and behaviour

A Sample of Strategies

- Provide alternative assignments
- Differentiated instructions
- Help students focus on specific parts of the assignments
- New content should be taught by using concrete examples and demonstrations as well as linking it to mastered information
- Allow students to progress at their own rate
- Modify assignments to help students compensate
- Provide students with more opportunities to practice skills than required by the rest of the students
- Provide aids during instruction (e.g. calculators, spelling dictionaries)
- Substitute in content area instruction with lower reading level
- Modify tests and assessment measures to compensate for the student's specific learning difficulties
- Provide opportunities and encourage students to self-monitor
- Help the student improve on work habits (by assisting self monitoring, peer reward system and open daily communication with parents)
- Help understanding and written language with mind maps, lists with new words/vocabulary and software)
- For sight words and vocabulary use word lists, e-books and audio books
- For improving math skills support real-life applications and exercises that are hands-on
- Mapping and webbing for reading comprehension
- Praising the student's strengths and areas of success so that self esteem is enhanced
- Chunking of assignments into obtainable segments
- Using flexible grouping and/or pair arrangements; ones where the student can work with more able peers
- Considering carefully the student's learning style and ensuring that this is reflected in the style of teaching and in the support service

3.2 Students with ASD/Asperger's (Please also see our ASD Theoretical framework and policy for a more detailed description of our work with this student population).

Autism Spectrum Disorder (ASD) is a term that refers to a broad definition of autism including the classical form of the disorder as well as closely related disabilities that share many of the core characteristics. Autism is a developmental disability that affects a person's ability to communicate, understand language, play, and interact with others.

Students with ASD can vary significantly in characteristics, from severely impaired cognition to being gifted and talented in particular areas and subjects.

Asperger's Syndrome is a developmental disability on the autism spectrum. It is characterised mainly by:

- Difficulties with social development and interaction.
- Problems with communication skills.
- Some cognitive processing difficulties, which include executive function, sensory perception and the ability to comprehend the perspective of others (theory of mind).

A Sample of Strategies:

- Use student's interests and abilities to teach across the curriculum
- Reward, reinforce and be positive
- Ensure structure and predictability in the student's day (e.g. visual timetables, explanation of any changes to routine, use of closed instead of open-ended questions/tasks)
- Classroom structure; list and schedules; predictability and consistency
- Detailed explanations and instructions
- Ensuring that the student has or is taught a means of communicating wants and needs using sign, symbol or spoken language
- Peer support and mentoring
- Preparing for transitions; preparing student prior to activities
- Using a workplace outside the class in which the student can have a calm and quiet start to a session, working with a learning support assistant on a structured programme of activities designed to prepare him or her to participate in class activities (e.g. using 'social scripts' to rehearse appropriate classroom behaviours)
- To seat the student in the classroom where learning is best accessible to him.
- Using a clear visual behaviour management plan in a discrete area of the classroom (e.g. a clear and immediate visual reward chart illustrated on a Velcro board)

- Ensuring that all staff are briefed on the warning signs that may indicate a potential escalation of negative behaviour
- Providing clear concise instructions, teaching multiple meanings of words and explaining the meanings of abstract language
- To assist with self-regulation, create a home base: A place in the school to (a) plan or review daily events, (b) escape the stress of his/her current environment, or (c) regain control if a tantrum has occurred

3.3. Students with ADHD and Examples of Effective Strategies

A student with Attention Deficit Hyperactivity Disorder (ADHD) has difficulties with either activity or attention control or both. The child seems to be always on the go, does not settle to anything, has poor focus and concentration, poor ability to organise activities or to engage in activities or tasks that demand sustained mental effort and focus, or who cannot stay or sit still and are always impatient and cannot wait for others.

The diagnostic features are:

- Inattention - very short attention span, extreme distractibility
- Hyperactivity - excessive movements, especially in situations expecting calm such as mealtimes
- Impulsiveness – the student will not wait his/her turn, acts without thinking, thoughtless rule-breaking (ADHD UK Alliance) *A Sample of Strategies*

Inattention:

- Decrease the length of the task
- Break one task into smaller parts to be completed at different times
- Give two tasks (preferred task to be completed after less preferred)
- Fewer spelling words or math problems
- Use fewer words in explaining tasks (global verbal directions)
- Make tasks interesting:
- Allow students to work with peers
- Alternate high and low interest tasks
- Use of overhead projector when lecturing can help
- Allow student to sit closer to teacher
- Use games to over-learn rote material
- Adapting the length and nature of tasks, for example, using alternatives
- Alternating periods of concentration with the opportunity to move around and change activity

Hyperactivity:

- Channel it into acceptable venues
- Encourage directed movement in classroom (allow standing at the end of a lesson)

- Use activity as a reward (e.g. running an errand)
- Use teaching activities that encourage active responding (talking, moving, working at the board)
- Teach students to ask questions

Impulsiveness:

- Limit choices in tasks, topics, and activities
- Recognize that impulsiveness can mean increased energy at a task
- Teach children who interrupt how to save their ideas and recognise a pause in the conversation
- Help the student list impulsive acts. Then, list the negative consequences for impulsive acts and the more pleasant alternatives if thought had been used instead
- Use games in the classroom that require sustained concentration and impulse control to help improve them in the student
- Establish a daily routine; provide models for what you want the student to do
- Teach children who interrupt how to recognise pauses in conversations and how to hang on to ideas
- Teach student hand signals and use them to tell student when and when not to talk
- Make sure student is called on when hand is raised in appropriate manner
- Acknowledge positive behaviour of nearby students
- During games, give the student a responsible job (e.g. team captain, care and distribution of the balls, score keeping, etc.)
- Pair with responsible peer (rotate responsible students so that they don't wear out!)
- Ignore minor, inappropriate behaviour
- Supervise closely during transition times
- Set up a behaviour contract
- Set up achievable rewards as well as consequences
- Increase immediacy of rewards and consequences
- Use "prudent" reprimands for misbehaviour (i.e. avoid lecturing or criticism)
- Attend to positive behaviour with compliments etc.

3.4 Students with Behavioural Problems and Effective Strategies *

Besides the school-wide behavioural system that encourages responsibility and consequences, the teacher will work with the key teacher, learning support assistant, behavioural consultant, and the head of student support (both primary and secondary) in developing an individualized behavioural plan for the students who are exhibiting escalating problems in this area. Parents will be informed. Also, the school staff will be aware of the behavior plan.

Some strategies that can be applied are the following:

Addressing factors within the class that may be contributing to the problem – (e.g. addressing teasing by using circle time or group time as an opportunity for discussing teasing and how to respond to it)

- Teaching the child alternative behaviours (i.e. taking quiet time in a specially designated area at times of stress)
- Providing the child with a channel of communication other than tantrums (i.e. designating another student as the 'listening partner'; completing a 'think bubble sheet', identifying causes and triggers of stress and possible solutions)
- Using a carefully designed system for targeting behaviour, drawn up together with the child, and linked to a strong reward system which, wherever possible, involves parents
- Providing the student with a cool-off area
- Arranging one-to-one or group work where conflict resolution strategies can be discussed and/or role-played
- Involving the pupil in a planned programme to build self-esteem, such as mentoring younger students or students with special needs who have trouble experiencing friendships

*ICS typically does not accept students who have behavioural disorder as their primary learning difference due to lack of resources to support students with serious behavioural disorders.

4 The Student Support Department

4.1 Structure of the Student Support Team

The Student Support Department consists of the student support team. The Director of Student Support leads the SEN provision in both primary and secondary schools. The primary and secondary schools each have a Student Support Coordinator, an on-site Speech and Language therapist, a team of Learning Support Assistants, Team/key teachers, and therapists. The team also consists of an occupational therapist, and psychotherapist who work with students on a needs basis (when deemed necessary by the Director of Student Support along with the multi-disciplinary team). Literacy and numeracy support is provided on a needs basis.

All staff of student support is responsible for the following:

- ✓ The student support team does its best to secure the necessary provision for any student identified as having special educational needs.
- ✓ The student support professionals ensure that all teachers are aware of the importance of identifying and providing for these students.
- ✓ They will ensure that the students with special educational needs are included in all the activities of the school together with their peers.

- ✓ They observe students with special needs in order to best help the teacher address specific concerns regarding the student. They informally assess in order to have a clear picture of what are the needs of the student. They have weekly meetings as a team to address concerns regarding specific students and to find constructive solutions.
- ✓ They work closely with the student's teacher so they can support the successful learning of the student by removing any barriers to learning.
- ✓ They monitor and record student's progress and update their goals termly.
- ✓ They work with the head of each school through regular meetings so there is increased awareness and heightened sensitivity of particular concerns regarding students.
- ✓ They work with parents as a team to ensure a consistent approach.

4.2 International Individual Learning Plan (IILP)

Every student having support at ICS will have a therapy contract that his/her parents are required to sign at the beginning of each year and after the IILP meeting. In this contract the level of support is stated explicitly as well as the fees. It is shared with parents and the finance department. If changes are happening during the year, the contract needs to be updated by the coordinators and be sent to parents and finance as well.

At ICS we take a multi-disciplinary approach. This means that the team developing the IILP and supporting the student consists of professionals from various disciplines and the parents. This ensures a holistic approach to special needs and a fairer recognition and approach to special needs and the student's academic and social success. Besides the parents, one of the most important members of the team developing the IILP is the child's teacher(s) and/or key teachers. Equally valuable to the development and implementation of the IILP are other classroom teachers (including specialist teachers), the learning support assistant (LSA), if the student is supported by an LSA. The LSAs must work closely with the teacher and the coordinators in developing goals and strategies that will be useful for the student. The coordinators will make sure the key teachers and the LSAs receive guidance and support in developing goals and strategies appropriate for the special needs of each student.

The IILP includes major targets/goals along with short-term objectives, which the team working with the child believe are the most important ones for the educational and social success of the student. Once these goals have been met, new ones will be developed. The IILP's priority is to help the teachers and support staff guide the student's learning process in the inclusive environment of the classroom.

The team responsible for developing the IILP are the key- teacher, Director of student support, Student support coordinator, LSA (when one is supporting the student) and any professional who is supporting the student (S<, Counsellor,

OT, PT). The therapists also write IILP goals, and include their goals and their feedback in the reports they write. When possible, goals are shared by many professionals, as opposed to standalone goals.

At primary, the IILPs are reviewed at the beginning and end of the year with the parents present. At secondary, the IILPs are reviewed three times per year with the parents present and students need to be involved and attend the meetings. This is an opportunity for the parents to share their goals, thoughts and perspectives regarding their child's educational success. It is imperative that parents have an active voice while trusting the team of professionals to provide quality services to their child. The IILPs are reviewed a total of three times during the school year. Each review happens at the end of each term: 1st review at the end of the Autumn Term; 2nd review at the end of the Spring Term; 3rd review at the end of the Summer Term. Parents receive the updated IILP by email. The 2nd review which takes place at the end of the Spring Term is an internal review.

In person reviews with parents include the entire team and the parents in order to share information regarding the student's progress. During the last review, the team takes into consideration the parents' goals and feedback from the two reviews and convenes to discuss the learning and social goals for the coming school year. At secondary another meeting will be scheduled at the end of first term before the holidays.

The dates for reviewing the IILPs for each school year will be shared with the parents as soon as confirmed by the coordinators of student support or school administrator. There is some flexibility regarding the dates and time of the IILP review meetings in order to accommodate the parents' schedules and personal engagements.

The therapists' reports will accompany the IILP reviews at the end of the autumn and summer terms, so the parents can have a holistic picture regarding their child's educational needs at ICS.

Local Authorities are invited to the meetings, when a student has a EHCP.

4.3 Inclusion and teaching

All teachers are responsible for identifying students who are struggling academically, socially, or emotionally. With the guidance of the Head of Student Support, the team will then ensure that those students requiring different or additional support are identified at an early stage via the CST process and internal and external evaluations.

Early identification of students with learning differences is a priority. The student support team will use appropriate screening and assessment tools, and ascertain student needs and progress through:

- Evidence obtained by teacher observation/ assessment.
- Evidence obtained by the Director of Student Support observation/assessment.
- Student progress in relation to the year group's literacy and numeracy goals and strategies.
- Standardized screening or assessment tools.

On entry to the school students with learning differences must have received a comprehensive assessment by an educational psychologist up to one-year-old. We help parents set up this assessment either at our school (for an additional fee) or for the psychologist to assess the student outside the school.

Many times we provide the parents with information but the parents may choose to recruit their own educational psychologist. This formal assessment will help to inform ICS of the student's aptitudes, abilities, and attainments, and will be used to improve continuity in learning*. The records provided help the student support team to design appropriate differentiated learning programmes and intervention plans. For students with identified learning differences records will be used to:

- Identify the need for support, type or support and level of support within and outside the classroom
- Assess learning difficulties
- Ensure on-going observations/assessments and provide regular feedback on achievements/experiences, for planning next steps in learning
- Involve parents in a joint home-school learning approach through ongoing communication.

Specifically, the teacher (with support from the multidisciplinary team) is responsible for:

- Providing support for children who need help with communication, language, academics, organization, attention, regulation, and social emotional development in the classroom environment
- Planning to develop children's understanding through diverse experiences
- Planning for children's full participation in learning, social and play experiences, and in physical and practical activities, including excursions and trips (when teacher accompanies)
- Helping children to manage their behaviour and to take part in learning effectively and safely
- Helping students believe in themselves and develop a good self esteem.

*Students who remain on the Support Register at ICS must have a complete educational evaluation by an educational psychologist every three years.

4.4 Students with an Education and Health Care Plan (EHCP)

Parents whose children underwent a statutory assessment and have a EHCP of special educational needs, and those for whom an EHC plan is in the process of being developed, continue to be able to request an independent, private school such as ICS. The local education authority must give full consideration to the parent's requests. Where a local education authority names an independent school in a child's statement, the local education authority must fund the placement as agreed between the LEA and the parents.

Where a local education authority disagrees with what parents want and does not name the independent school in the child's statement, the parents have the right of appeal to the SEN Tribunal.

Where appropriate, the EHCP should name independent schools approved to cater for children with special educational needs. Parents whose children have special educational needs continue to have the right to educate their child, at their own expense, at an independent school or special school if they choose to do so.

4.5 ICS and Education, Health Care Plans (EHCPs)

The staff of Student Support at ICS is committed to helping parents present their case to their Borough in order to receive partial or full funding:

The steps that the Head of Student Support will take regarding this process are the following:

- Letter with all the appropriate information regarding inclusive education at ICS, services received, IILP procedures and appropriateness of placement for the particular student
- Phone conversation with representative of the Borough regarding the inclusive education at ICS.
- Invitation for a visit to the representative of the Borough in order to confirm that ICS is the appropriate placement for the student.
- Visits of the Director of Student Support to the Borough. Cooperation with professionals that the parents and/or borough work with in order to assess the suitability of ICS.
- After the above steps have been taken, ICS will have to withdraw from this process and will be able to provide only documents, IILP and reports to supplement the above steps in case the LA still harbours hesitations regarding ICS as an appropriate educational placement for the particular student.

The EHC plan of a student with special needs attending ICS must not have any reference to the English National Curriculum as ICS is an IB world accredited school.

5.1 Speech and Language Therapy

Speech and Language Therapists have specific knowledge and skills in human communication. They work in close collaboration with other therapists, the Head of Student Support, teachers, and staff members. The role of a Speech and Language Therapist (SLT) is to identify, evaluate, and provide intervention programmes for language and communication disorders in individuals of all ages. Their work also includes supporting students to access learning in the IB curriculum.

SLTs assist students who exhibit/present with:

Speech difficulties

Producing sounds, pronouncing sounds and words; requiring use of augmentative/alternate communication systems (sign language, picture symbols, voice output computers, AAC etc.); speaking fluently (stuttering, cluttering, rhythm).

Language difficulties

Understanding language/following directions; expressing language (learning/retrieving words, constructing sentences or expressing ideas, wants, needs); auditory memory for words, sentences and conversation speech; understanding written language; reading, spelling and writing abilities.

Social communication

Understanding non-verbal language (gestures, eye contact); communicating in social situations (taking turns in conversations), determining social appropriacy and pragmatics), cognitive communication (reasoning, problem solving, memory, organisation).

5.2 Voice and resonance difficulties

Voice quality (hoarse/breathy, strident), voice resonance (hyper/hypo nasal); voice pitch/volume (too high/too low, too loud/too soft); loss of voice; laryngectomy.

5.3 Occupational Therapy

The role of Occupational Therapist at ICS

The main goal of the School Occupational Therapist is to facilitate the participation of the students in daily school life. The Occupational therapist works as part of a team that includes parents, teachers, speech and language therapist, psychotherapist, and other professionals. They help set individualised goals, answering the specific needs of the student. These goals often involve classroom performances, social interaction, independence in the activities of daily living, and functional skills. The Occupational therapist works to find solution to reduce the difficulties students have, helping them get the most from life and be independent.

The Areas of focus:

The Occupational Therapist works on the following educational occupations: -

- Moving around the school environment
- Producing school work
- Managing school routines
- Managing self-care activities
- Relationships with other students
- Play-time or play-ground activities

How does the occupational therapist work in school?

Services take place in school settings during the natural routines of the school day. Research demonstrates that students are most likely to reach success when they practice skills in the environment in which they occur. The occupational therapist collaborates with parents and school staff to identify the problems and create solutions, taking into account the child, the activity, and the setting.

The first step for the Occupational Therapist is to assess by observing the student during the activity that he is experiencing a difficulty with in the setting which the activity usually takes places.

The goal is to promote participation through: -

- Adapting activities
- Reducing environmental barriers
- Helping plan relevant instruction activities
- Recommending equipment to increase learning access and participation
- Direct intervention to address and practice specific skills

5.4 Counselling

At ICS secondary we offer emotional support for our students to help them to understand their thoughts and feelings related to adolescence. In a safe and confidential environment, the student can be supported in finding ways of letting a counsellor-trained adult understand and help with things that are troubling them. We use a multidisciplinary approach, which is tailored to suit the students' needs and developmental capacity. This therapy is always provided with parent permission.

When may adolescents need help?

- If they are struggling with the school tasks
- If they are finding it challenging to adapt to the new foreign environment
- If they have experienced losses
- If they are often unhappy, sad, anxious and worried

- If they are not doing as well as they could, either at home, or at school or with friends?
- If they struggle with relationships
- If they feel overwhelmed by thoughts and feelings
- If they have difficulties in managing anger
- If they have trouble sleeping or eating
- If they are 'acting out' inappropriately
- If they are affected by family difficulties
- If they have special needs

6 Monitoring and Evaluation of IILP goals and overall progress

The Director of Student Support, with the cooperation of the teachers, LSA and specialist staff (therapists) monitor and review the progress of the children by developing, implementing and reviewing the IILP in their year group and make sure that independent learning is fostered to the maximum degree possible. Progress monitoring is the responsibility of the multidisciplinary team working with individual students and is monitored by the Director of Student Support. Coordinators are responsible for providing the Director of Student Support with all the data that they have received from their teams for review.

Progress may be recognised when students with learning difficulties

- Develop ways to communicate from concrete methods (body language and objects of reference) towards abstract methods (pictures, symbols, print, signs, ICT and the spoken word)
- Develop a range of responses to social interactions: from resistance to tolerance; from tolerance to acceptance; from passive cooperation to active participation; show desire and ability to work in pairs and in small group
- Demonstrate the same achievement on more than one instance and under changing conditions
- Show an increase in knowledge and understanding about a subject
- Demonstrate an ability to maintain and generalize skills over time and in a range of different settings
- Move from a dependence on predictable routines toward a greater degree of independence shown by risk-taking and increased self-confidence
- Demonstrate a reduced need for support, for example, from an LSA or from/with a word processor (assistive technology), in carrying out particular tasks
- Develop a wider consistent use of learning positions and a familiarity with learning environments
- Show a reduction in the frequency or severity of inappropriate behaviour that challenges learning through more appropriate behaviour

- Demonstrate an increased ability to cope with negative emotions and/or situations, e.g. frustration and failure, with new learning tasks, challenging assignments or situations
- Show initiative and are more risk takers regarding their learning and participation

In secondary school, student's progress is monitored in two ways:

- a) student's subject grades each term in core and non-core subjects. Key teachers' complete column graphs, compare the findings within each subject and try to find correlations. With this information in mind, they set future goals for further improvement.
- b) Student's IILP goals. Key-teachers update the IILP goals termly and we provide graphs and detailed explanation about this progress.

The coordinators of student support share and inform the school staff of changes in student support policy and how this policy is affecting the progress to the school regarding inclusivity and acceptance of all students. The coordinator of student support have weekly meetings with other management staff of the school regarding the status of students with special needs, the student support policy, and other new initiatives regarding the growth and development of the student support provision.

7 Partnership with Parents/Guardians

We pride ourselves on our inclusivity. This means that we could not conceive an educational program for students with special needs without the support, feedback and input of the student's parents. Parents are partners in their child's educational process and learning experiences.

We strive to inspire trust in our parents because we want them to feel confident in our professional expertise. We also strive to have them share their children's successes, talents and weaknesses so we are able to design a successful educational program for the students.

The Director of Student Support has responsibility for updating and keeping the parents/guardians informed of the progress or concerns regarding their child. The coordinator is always willing to talk to parents. Communication with the parents can happen in one of the following ways:

- Phone conversation
- Email
- Official letter
- Parents can request a meeting that is not scheduled (e.g. meetings besides IILP review meetings)
- The coordinators can request a meeting with the parents that is not regularly scheduled

- The teachers and therapists will share a brief update with the students and parents every fortnight.
- The coordinator of Student Support at primary monitors this information sharing through the daily e-book (on-line) communications.

At all stages of the student support process, the heads of student support keep parents fully informed and involved. We welcome the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.

We inform the parents of any change in their child's educational program, and we share our decision-making process, by providing clear information relating to the education of children with special educational needs. We also expect for parents and guardians to keep the school fully informed of any changes in the home setting, e.g. medication changes, family circumstances, additional outside therapeutic support, etc.

Note: The school's decision regarding support levels is final and binding.

8 Accountability

Accountability is essential for the progress of the student support provision at ICS, increase of professional standards and the preservation of professional ethics and knowledge. Following are some ways that ICS will ensure accountability in the area of student support:

- ✓ Student support resources are used to raise standards among relevant students
- ✓ Students make good progress and achieve well
- ✓ Good practice is shared among all professionals
- ✓ Inclusion is supported through everyday actions and learning
- ✓ The requirements of EHC plans are met (when there is a EHC plan)
- ✓ The input of all specialist therapists is considered and implemented successfully
- ✓ Training succeeds in increasing knowledge and skills of support staff evident in their rapport and work with the students
- ✓ The Head of Student Support will observe and participate in therapist sessions when feasible and provide feedback to the specialist therapist.

9 Confidentiality

All student support documents are kept in locked file cabinets and monitored by school administrators, Student Support coordinators and Director of Student Support. Information is only shared within ICS with staff who have a need to know. We will only release this confidential information to 3rd parties outside of school with written parental consent. Please be very careful when speaking of students. All conversations should happen in a confidential space and not in school corridors etc.

10 Access Arrangements for International Baccalaureate Exams

Principles

The IB must ensure that a grade awarded to a candidate in any subject is not a misleading description of that candidate's level of attainment, so the same standards of assessment are applied to all candidates, regardless of whether or not they have learning support requirements.

Inclusive assessment arrangements are intended to reduce the adverse effects of a candidate's long- term challenge(s) when demonstrating his or her level of attainment. The arrangements requested for a candidate must not give that candidate an advantage in any assessment component. Examples of access arrangements are: extra time, use of computer, scribe.

Supporting documentation

To submit requests for access arrangements, two forms of supporting documentation are required to be uploaded to the online application "Request of inclusive assessment arrangements". The first document is a psychological/psych educational/medical report from a psychological or medical service and the second is educational evidence from the school.

All psychological/psycho-educational/medical reports must:

- be legible, on paper with a letterhead, signed and dated
- state the title, name and professional credentials of the person (or persons) who has undertaken the evaluation and diagnosis of the candidate
- state specifically the nature of the learning support requirement, and the tests or techniques used to arrive at the identification
- be consistent with the coordinator's request for assessment arrangements
- be accompanied by a translation into English, French or Spanish, if it is not written in one of the IB working languages.

All psychological/psycho-educational reports must:

- be based on the candidate's performance on nationally standardized psychological tests (where available and published, recent editions of standardized tests should be employed)

- report results as standard scores, which have a mean of 100 and a standard deviation of 15, and not percentiles or age/grade equivalents.

Timelines for MYP and DP

MYP: Assessment arrangements are based on a candidate's present requirements. The coordinator must therefore justify that all arrangements that are requested are necessary for the current assessment. For this reason, a medical or psychological evaluation must have been undertaken no earlier than three years before the candidate's Middle Years Programme examination session. Some flexibility will be allowed for candidates with permanent sensory and/or physical challenges.

DP: Assessment arrangements are based on a candidate's current assessment access requirements. The coordinator must therefore justify that assessment arrangements are necessary for the current assessment. For this reason, a medical or psychological evaluation must have been undertaken no earlier than the previous academic year before the start of the candidate's study of the Diploma Programme. Some flexibility will be allowed for candidates with permanent sensory and/or physical challenges.

The IB aims to authorize inclusive assessment arrangements that are compatible with those normally available to the candidate concerned. However, authorization will only be given for arrangements that are consistent with the policy and practice of the IB.

It should not be assumed that the IB will necessarily agree to the arrangements requested by a school. Coordinators are required to provide information on the candidate's usual method of working in the classroom.

11 Health and Safety

The health and safety of all children at ICS is our number one priority. We recognize the unique vulnerabilities of students with special educational needs, and have put several measures in place. Every student on the student support register will have the following statement on their IILP (last page and modified for each student):

ICS is aware of the need to and highly invested in safeguarding all children against bullying, harassment, and incidents of discrimination. Due to NAME learning differences, and more specifically, difficulties with communication and personal social skills, she is more susceptible to being a victim of these acts. At ICS, we are proactive in safeguarding her in the following ways: e.g.

- Speech and language therapy in order to increase social pragmatic skills*
- Assertiveness training for all children*
- E-safety/Online training*

- A strong and comprehensive anti-bullying policy at our school
- A social emotional curriculum that includes anti-bullying training for all students
- A high student to teacher ratio throughout the school and high levels of supervision
- Personal social goals on her IILP
- Lessons about and celebrations within our school, as they relate to learning differences and our vision of an inclusive community.

In addition to the above, students may have Personal emergency evacuation plans (PEEPS) and individual risk assessments for students who have high needs. In secondary school all students on the support register will have a 1:1 esafety risk assessment conducted by their key teacher. Finally, additional information sections of the IILP will have statements related to how we teach and protect these students in the areas of online safety, child protection, and bullying.

12 Processes and Procedures for Exit from Services

Please follow the outlined processes and procedures below, when you feel that a child is a candidate for exit from any SEN service(s).

- ✓ Please notify the Director of Student Support when you first feel that a child is ready to exit from a specific SEN service (i.e. literacy support, speech and language therapy), etc.
- ✓ Begin collecting both data and anecdotal evidence related to the child's functioning in this area (i.e. standardized and unstandardized test results, work samples, observations, data collected around goals and objectives of the IILP). Please use your discretion as to what evidence is needed. This does not need to be hours of work, but a good sample of information to make an informed decision.
- ✓ A meeting, with all team members (teachers, LSA's, coordinators of student support, related service providers working with the child) will be scheduled within 30 days of this first conversation with the Director of student support.
- ✓ At this meeting, you will present all evidence collected. Team members will have the chance to voice any concerns that they have about the child, in the area being discussed. By the end of this meeting, the team will agree upon whether the child will exit from or continue in the therapy being discussed.
- ✓ If the child is exiting from services, you must prepare a small report (this can be quite short-as little as a paragraph-as long as it is clear and thorough in your explanation) with justification for exit and reasoning behind any perceived delays (i.e. age appropriate delays, EAL status, etc.).

This report should be included to child's IILP and sent to the parents, via email, within five school days of the decision.

- ✓ When you send this email, please cc the Director of student support. Inform parents that admissions will be working with them to adjust fees appropriately, should they agree to exit from services. Offer parents the chance to meet with the team if they have significant concerns or questions about their child exiting from services.
- ✓ The Student Support Department will also stop support services and notify parents through an official letter when parents have requested the termination of services for their child. In this case, the parents should check with admissions policy at ICS to know when and what they are entitled to after they terminate their child's support services. Parents should share information of moving or leaving the school with the Student Support Department in addition to the head of primary or secondary as this affects the provision of student support services to their child.
- ✓ Continue with therapy until parents agree upon exit.
- ✓ Therapists will write a final report when a child exits the therapy.
- ✓ Refer parents to the Therapy Contract that they signed at the beginning of support if they have queries about the duration of any support services.

13 Communication with former students

We are ethically bound to communicate to students how long we will be available to them (end of the year or earlier). If you are aware that you are leaving, students should be notified two months in advance and the closing procedure should start. At the same time, when a student leaves school our duty of care ends and the same procedure should be followed. As every student-teacher relationship is unique, please seek the advice of the leadership team about specific ways to help the student and yourself to "close the relationship" effectively. After the point that the teacher or the student has left the school any communication should cease.

Part of a student's transition to other school/countries is:

- a) Emotional support: closing procedures and discussion should take place in all individualised sessions with students who are leaving.
 - b) Academic support: appropriate documentation (please refer also to the ICS Data Protection policy) should be sent to other education settings by the heads of student support. The contact email address in this case should be the Head of Student Support.
- ✓ In accordance with ICS Code of Professional Conduct, staff members will not have any current or former ICS students on their personal social

network accounts (e.g.: personal emails, social media, chat rooms) in accordance with their position of trust in the school. Personal email addresses must not be given to students under any circumstances and staff must not reinforce communication with former students.

References

Equality Act 2010

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

Equality Act 2010 (guidance)

<https://www.gov.uk/equality-act-2010-guidance>

Special Educational Needs and Disability Act 2001

<http://www.legislation.gov.uk/ukpga/2001/10/contents>

SEND code of practice 0 – 25 years (June 2014)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Children and Families Act 2014

<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

[ICS Data Protection policy](#)

[BACP-CYP Competence Framework](#)