Amity International School Amsterdam

Access and Inclusion Policy
(Senior School)

Date	Action	Action performed by
APR-2020	Policy Created	Inclusion Policy Working Group
OCT-2020	Policy Updated	Neville Kirton
OCT-2021	Review policy	

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1. School Guiding Statements

OUR MISSION

It is our mission to provide an engaging and challenging learning environment where students are empowered to succeed academically, socially and emotionally.

Our students learn within a real-world, inquiry-based curriculum which fosters their individuality, creativity and unique interests. We encourage our students to be innovative and reflective thinkers who demonstrate resilience and determination. We promote ethical, responsible action for positive change and provide opportunities for teamwork and leadership. We nourish the development of open-minded, caring individuals who are active and respectful members of the global and local community.

OUR VISION

Empowering each individual to thrive and make a positive difference.

2. Inclusion at Amity Amsterdam

The Inclusion policy at Amity International School Amsterdam (Amity Amsterdam) supports the guiding statements of the school. The IB defines inclusion as, 'an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers' (IB Meeting student learning diversity in the classroom p.2).

Amity Amsterdam values the difference between everyone in our school community and promotes international mindedness. Each individual is respected in terms of their personal experiences, backgrounds and cultures. As a school community, we aim to take into account the "the views, wishes and feelings of the child or young person" (ASCL, 2015, p1) as advised by The SEND Code of Practice (2015).

Amity promotes an inclusive culture. All individuals are welcomed and accepted for who they are, including learning needs, individual identity or cultural background. Learning styles are regarded as unique to each individual as their fingerprint. Staff model acceptance of differences embrace strengths and also have integrity and honesty when facing challenges. We follow the belief that, 'one of the most important factors in creating growth mindset for students is the mindset of adults' (Haimovitz and Dweck, 2017, p1851). Diversity in the student population enhances the learning community for all.

Moreover, Amity Amsterdam promotes cultural tolerance and the principle of equal treatment between persons based on their unique identity. Members of the Amity Amsterdam commit to supporting all students to feel safe and to thrive.

Inclusive access connections to the IB Learner Profile

Principled	Communicators
We expect all students at Amity Amsterdam to act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We expect students to take responsibility for their actions and their consequences.	We want Amity Amsterdam students to express themselves confidently and creatively in more than one language and in many ways. Students learn to collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Open-minded	Caring
We expect all students at Amity Amsterdam to critically appreciate their own cultures and personal histories, as well as the values and traditions of others. Students will seek and evaluate a range of points of view, and we are willing to grow from the experience.	We want Amity Amsterdam students to show empathy, compassion and respect. We have a commitment to service, and we expect students to make a positive difference in the lives of others and in the world around us.

3. The Learning Support Programme

The Learning Support Programme strives to bring Amity's vision of empowering each individual to thrive and make a positive difference by:

- Promoting meaningful inclusion for all children
- Providing the least restrictive and most enabling environment for all children
- Cooperatively planning and sharing skills and strategies among all adults to promote the success of all children
- Promoting the meaningful participation of all students in all aspects of school life

3.1. Special Educational Needs and Disabilities

Our definition of an individual with Special Educational Needs and Disabilities (SEND) is a student with a learning variability and diversity which calls for special educational provision to be made. Students are considered to have SEND if they have:

- significantly greater difficulty in learning than the majority of children of the same age
- an emotional and/or behavioural difficulty
- a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school.

3.2 English as an Additional Language

We recognise that students whose home or native language is not English may require additional support. The IB defines additional language learners as: "candidates whose current course of study and assessment is delivered in a language that is not their first, best or native language and whose language ability is below the level that is deemed linguistically competent" (Access and Inclusion Policy, p31). Our EAL team identifies the level of support required, based on the student's language profile and previous educational experience.

We use CAT4 (Cognitive Ability Tests) as diagnostic tools to understand individual learners' needs. Where student's level of developed language ability is a standard score of below 90 in the language test, they will be referred to the EAL teacher for support. Support may be provided through in-class interventions, or students are supported to develop their linguistic competency with EAL lessons in place of either French or Dutch lessons, dependent on the level of need of the individual learner.

Students with limited English language skills will be provided with intensive individual support, both in pull-out lessons, and in specific mainstream classes, such as Science and Individuals and Societies, in order to help them access the wider curriculum and integrate with their peers.

3.3. Access to Assessments

Amity Amsterdam follows the IB guidelines for inclusive access arrangements for assessments. The IB document Access and Inclusion Policy (2018) advises:
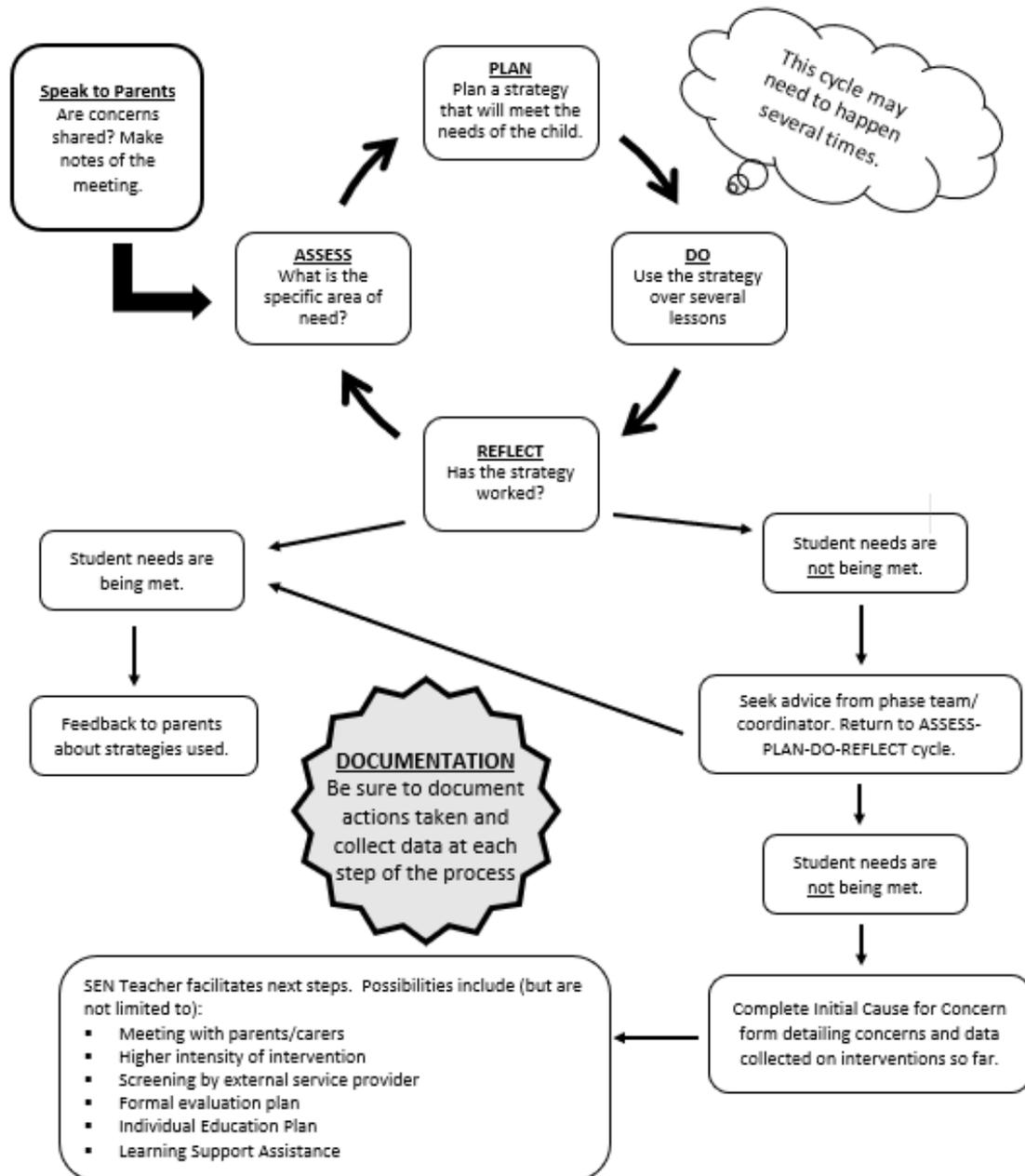
- Students with a standard score between 90–100 (as per the CAT 4 standardised assessment test) receive 10% extra time;
- Students with a standard score between 75-90 receive 25% extra time;
- Students with a standard score below 75 receive 50% extra time.

Other available access arrangements include completing assessments in a separate room, having an adult verbal prompt, a reader, scribe or use of laptop for typing. These options are dependent on authorization being granted from the IB, on a case by case review, with evidence provided from a standardized language test that indicates that a language level is below the level defined as linguistically competent. Amity Amsterdam follows IB best practice in the administration of access arrangements, ensuring that both candidate and human support are familiar with assistive equipment and have practiced in advance of the examination.

3.4. Procedures

The flow chart on the next page indicates the steps to be followed in identifying and supporting an individual child's additional needs.

Additional Student Support Needs Process

Speak to Parents
Are concerns shared? Make notes of the meeting.

PLAN
Plan a strategy that will meet the needs of the child.

This cycle may need to happen several times.

ASSESS
What is the specific area of need?

DO
Use the strategy over several lessons

REFLECT
Has the strategy worked?

Student needs are being met.

Student needs are not being met.

Feedback to parents about strategies used.

DOCUMENTATION
Be sure to document actions taken and collect data at each step of the process

Seek advice from phase team/ coordinator. Return to ASSESS-PLAN-DO-REFLECT cycle.

Student needs are not being met.

SEN Teacher facilitates next steps. Possibilities include (but are not limited to):
- Meeting with parents/carers
- Higher intensity of intervention
- Screening by external service provider
- Formal evaluation plan
- Individual Education Plan
- Learning Support Assistance

Complete Initial Cause for Concern form detailing concerns and data collected on interventions so far.

See Appendix 1, Support Needs Rating Scale, and Appendix 2, Learning Support Programme Parent Information, for further information on how SEN/EAL needs are classified and quantified by the following levels of intervention:

- Foundational Learning Support
- Learning Support Plus
- Learning Support with Learning Support Assistant (LSA)

3.5 Gifted and Talented Students

Amity Amsterdam draws on the following definitions and explanations of the needs of more able students:

"Highly able students are defined... as students with high attainment, but also those with the potential for high attainment" (The Sutton Trust, 2018:3). Renzulli defines gifted behaviour according to three traits: above-average ability, high levels of task commitment, and high levels of creativity. (Young and Balli, 2014)

Characteristics commonly associated with giftedness include advanced language and reasoning skills, conversation, interests more aligned with older children and adults, impressive long-term memory, intuitive understanding of concepts, insatiable curiosity, advanced ability to connect disparate ideas and appreciate relationships, rapid learning, heightened sensitivity. (Pfeiffer)

Gifted and talented students potentially differ from their classmates on three key issues: (1) the pace at which they learn; (2) the depth of their understanding; and (3) the interests that they hold. Based on that knowledge, educators must strive to create flexible pacing strategies within their curriculum" (Gilson, 2009:37)

"Maximising the potential of highly able young people poses three main challenges in schools: identifying the right students, offering them the right programmes and interventions, and managing the process organisationally in a sustainable way" (The Sutton Trust, 2018:4)

Therefore, teachers will identify the most able students through multiple measures, including:

- Grades and achievement test scores (summative assignments)
- Teacher nomination (based on summative and formative assessments and professional judgement)
- Standardised assessment (CAT 4)
- Parental nomination
- Self or peer nomination
- Unit pre-tests to identify students developed ability and readiness prior to learning.
- Ongoing assessment and identification throughout the school, starting in primary school.

Interventions likely to benefit highly able students:

- Mentoring and tutoring programmes, including between older and younger students within Vertical Tutoring system.
- Accelerated learning in the classroom, i.e. giving highly able students more advanced content than other students, skipping forward in class to materials usually used for older students, or having additional more advanced classes in addition to a student's usual lessons. Advanced learning includes giving more challenging tasks while working within mixed abilities.
- Differentiation within the classroom allows highly able students to be stretched and challenged, while avoiding many of the negative impacts of setting and streaming. This may include giving students more challenging tasks or increasing the pace of learning and level of rigour.
- Teachers will differentiate for more able students using some of the following strategies: extension tasks, such as problem solving; providing more advanced vocabulary; increasing rigour and complexity; providing greater choice and autonomy; providing more complex goals; providing high quality feedback and challenging questions; and modifying pacing strategies so that students can be assessed when they are ready.
- Amity Amsterdam provides Co-curricular activities to support all students, including the more able students.

4. Promoting Safe and Inclusive Learning

4.1 Social and emotional support

Amity Amsterdam teachers support students' social and emotional need, and understand the relationship between a safe and invitational learning environment and students' affective and cognitive needs. Teachers are trained in Cognitive Problem Solving to help students find satisfactory and realistic solutions to their social and emotional needs.

The CPS process is as follows:

1. **Empathize** (gain insight to and 'clarify' child concern - GATHER INFO) 80%
   a. **Be empathetic, patient, open-minded, listen, wait-time**

2. **Share Adult Concern** 5%
   a. **Ensure concerns are rooted in**
      i. Health
      ii. Safety
      iii. Learning
      iv. Impact of behaviour on others

3. **Collaborate**: (Brainstorm, assess and choose solution - together) 15%
   a. **Brainstorm, Assess, Choose** (Validate)

Each stage includes tools and scripts for collaborating with the individual student to arrive at the best solution. Students may seek support from a range of adult staff within the school, including their House Advisors, preferred subject teachers, the school nurse or SEN Coordinator.

4.2. Gender Identity

Amity Amsterdam recognizes and supports students of our trans community. This includes students who may identify as trans man/woman, non-binary or gender fluid. Drawing upon advice from Expat Kids Club, a child and adolescent psychology practice based in the Netherlands, we take this stance because we are a diverse school of unique students. Our highest priority is allowing all students to feel safe, included, and recognized here. As Expat Kids Club advise, by taking a stance, we will be able to prevent bullying and encourage acceptance.

Amity Amsterdam adopts the follows definitions:

- Trans Man/Woman: someone who identifies as a man/woman, while being identified as a woman/man at birth.
- Non-binary: someone who does not identify with the gender binary of male and female.
- Gender fluid: someone who identifies sometimes as more masculine, sometimes as more feminine.

4.3 Bullying

Bullying is contrary to our philosophy of inclusion and our values of respect and may lead to students feeling socially and emotionally excluded.

Bullying is usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

Teachers should refer to the anti-bullying policy for further details on responding to such cases, and/or the E-Safety Policy for school procedures on cyber-bullying.

5. Stakeholder Responsibilities

5.1. Parents

It is the responsibility of parents to

- provide all relevant information that supports Amity Amsterdam's understanding of students' access needs, including previous school report or relevant external reports
- maintain communication with the school regarding the changing needs or experiences of their child regarding inclusive access to their learning.

5.2. Teachers

It is the responsibility of all teachers to ensure that students:

- feel safe and can thrive.
- are supported to access the mainstream curriculum through planning and implementation of differentiated teaching and learning experiences.
- Have their learning needs met and are provided with suitable inclusive access arrangements.
- additional needs in the classroom are identified and referred to the SEN Coordinator as indicated in the Additional Needs Support Process above.

5.3 Head of School/Programme Coordinator

The Head of School/MYP Programme Coordinator is responsible for:

- Ensuring inclusive access arrangements for all students during their course of study
- Requesting inclusive access arrangements for IB examinations
- Administering inclusive arrangements during examinations, including approving and appointing individuals required to support access arrangements; making arrangements for assistive technology required for access to learning and teaching, and IB examinations; and ensuring that all equipment functions and that staff are familiar with its use.
- Providing professional development to support staff understanding of inclusion issues and staff responsibilities.

5.4 The SEN/EAL Coordinator

The SEN/EAL Coordinator is responsible for:

- Supporting the Admissions process by clarifying capacity and resource needs for admitting students with additional support needs
- Monitoring levels of tiered support and the decision-making process, including entry and exit requirements, movement between tiers, and paid LSA support

- Facilitating access, scheduling and connection with families in need, learning support assistants and external service providers.
- Maintaining the SEN register of students, and producing and implementing Individual Educational Plans
- Responding to new student referrals, including observing, investigating, and making recommendations on new student referral and communicating with families.

5.5. Designated Safeguarding Leads

At Amity Amsterdam, we believe that all children have a right to be safe, protected from abuse and be able to flourish in their learning. Our prime concern is the interest and safety of all children. All staff have a pastoral duty towards children. Due to our day to day contact with individual children, we are well placed to observe outward signs of abuse, changes in behaviour or failure to develop. All staff within the school have received training on safeguarding children and are contractually obliged to report any concerns to our Child Protection Officers. These are Nicola Badby, Lucy Baggely and Sarah Wade.

6. References

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7. Appendices

Appendix 1: Support Needs Rating Scale

Points	NEEDS OF STUDENT	
	SEN	**EAL Support**
3	**IEP Multiple Needs, Tier A/B** Student requires continual vigilant attention of 1 adult– adult unable to watch/help another child **OR s**tudent requires at least the average of 1 adult's attention **AND/OR** student is more than 2 years developmentally or academically below grade level High level of preparation necessary for modified curriculum	**New to English** EAL sessions during French & Dutch (x6 sessions per week) In-class support Monitoring by EAL teacher
2.5	**IEP Multiple Needs, Tier B/C** Student requires most of one adult's attention: High level of preparation necessary for modified curriculum or high level of support in general education **AND/OR** Student is more than 2 years developmentally or academically below grade level **AND/OR s**tudent behavior is unpredictable, sometimes highly disruptive/dangerous **AND/OR** Student has a CAT SS below 80 in one or more areas	**Early acquisition** EAL sessions during French OR Dutch (x3 sessions per week) In-class support Monitoring by EAL teacher
2	**IEP Multiple Needs, Tier C/D** Student able to share adult's attention with another student but adult must be free to leave other child to deal with interruption **AND/OR** Student may need highly individualized support and/or modified curriculum **AND/OR** Student has a CAT SS of 80-90 in one or more areas	**Developing Competence** Attend French and Dutch 25% extra time for assignments and assessments In-class support/ differentiation Monitoring by EAL teacher CAT score for language below 90
1.5	**IEP or Tier 2 Support, Multiple Needs** Student requires specially designed instruction in one or more areas, but can participate in most general education activities without support **AND/OR** Student may need individualized support or modified curriculum. **AND/OR** Student requires adult support but is able to share adult's attention with another student during general education activities, work, etc. **AND/OR** Student has a CAT SS of 90-100 in one or more areas	**Competent** Attend French and Dutch In-class support/ differentiation Monitoring by EAL teacher CAT score for language 90-100
1	**IEP or Tier 2 Support** Student requires specially designed instruction in one or more areas **AND/OR** Student requires outside specialist services (Speech, OT, PT, Coaching, etc.) **AND/OR**	**Fluent** In-class support through teaching and differentiation where needed. Check ins with EAL teacher

	Student may require support in general education settings during instruction but can share attention with other students	
0.5	**Consultation/Monitor** Student can do nearly all general education activities without additional staff support or with peer support Teacher may check in with SEN Teacher for schedules/problem-solving (mainly consultation) Student requires no support from LSA	**Fluent** In-class support through teaching and differentiation where needed. Check ins with EAL teacher

Appendix 2: Learning Support Programme Parent Information

Philosophy

- Learning styles are as unique to each individual as their fingerprint.
- Diversity in the student population enhances the learning community for all.
- The Learning Support Programme strives to bring Amity's vision of empowering each individual to thrive and make a positive difference by:
  - Promoting meaningful inclusion for all children
  - Providing the least restrictive/most enabling environment for all children
  - Cooperatively planning and sharing skills and strategies among all adults to promote the success of all children
  - Promoting the meaningful participation of all students in all aspects of school life

Q & A:

Which Learning Support services are available for my child?
- Foundational Learning Support
- Learning Support Plus
- Learning Support with Learning Support Assistant (LSA)

How does my child qualify for Foundational Learning Support?
Students qualify for Foundational Learning Support when the student has been identified as:
- not making expected progress at school despite targeted teaching approaches throughout a term
- having persistent emotional or behavioural support needs
- having sensory or physical support needs
- having a formal diagnosis which interferes with the student's (or other students') ability to access the curriculum and/or environment

AND

The student:
- requires additional in-school assessment to determine barriers to learning **and/or**
- requires face-to-face support from a member of the Learning Support Programme (LSP) to overcome barriers to learning **and/or**
- requires additional or specialised resources to access the curriculum (in consult with the LSP) **and/or**
- requires specialised instruction toward learning goals in addition to the general curriculum

Cost: Foundational support (up to an average of 2 hours per week) and facilitation provided by Amity at no additional cost to parents.

What is the difference between Foundational Learning Support and Learning Support Plus?

Student receives Foundational Learning Support from Amity and <u>additionally</u>:

- requires assessment from an external provider to determine barriers to learning **and/or**
- receives face-to-face intervention/support from an external service provider (Speech/Language, Occupational Therapy, Counselling, Behaviour coaching, etc) to support access to learning (can occur at Amity during school hours)

<u>Cost for Learning Support Plus</u>: Amounts vary by service. Parents pay costs to individual external service providers as outlined in a separate contract with each provider. Amity facilitates access to external service providers at Amity during school hours.

When does my child require Learning Support with Learning Support Assistant?

Student receives Learning Support (Plus) from Amity and additionally:

- requires a higher level of adult support to meaningfully access and engage in school life
- Children can be found to require Learning Support (Plus) with LSA based on any combination of:
    - Categories of need
    - Previous school reports and IEPs
    - History of 1:1, or recommendation by evaluation/psychologist
    - More than 2 years developmentally and/or academically below grade level
    - Danger to self/others
    - Need for short-term/intensive intervention for specific skill area(s)

<u>Cost</u>: 4 tiers of support available based on the amount (percentage of an average week) the student requires a higher level of adult support. Levels of support are decided for the duration of a full term at a time. Billing is in alignment with the school's tuition billing plan.

Termly amount:

- Tier A: 75-100% of the week   € 9.000,-
- Tier B: 50-75% of the week   € 6.750,-
- Tier C: 25-50% of the week   € 4.500,-
- Tier D: Up to 25% of the week   € 2.250,-

*Parent funding for Learning Support with Learning Support Assistant (LSA) purchases a level of support, not a particular individual's time.

How are my child's support services and progress monitored?

Each child receiving learning support services will have an Individual Education Plan (IEP) outlining their supports, learning goals, and services. The IEP design is a team process involving the student and family, classroom teacher, inclusion teacher (and LSA if applicable), and any external service providers involved. Progress is monitored regularly and reported back at the end of each term.