



Amity International School Amsterdam

Access and Inclusion Policy 2021-2022 (Senior School)

Date	Action	Action performed by
APR-2020	Policy Created	Inclusion Policy Working Group
OCT-2020	Policy Updated	Head of School
NOV-2021	Policy Updated	Head of School/IBDP Coordinator

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1. School Guiding Statements

1.1 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.

1.2 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 empower students to take ownership of their learning journey by validating and incorporating their perspectives and preferences into the learning process.

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

<p>Principled</p> <p>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.</p>	<p>Communicators</p> <p>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.</p>
<p>Open-minded</p> <p>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.</p>	<p>Caring</p> <p>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.</p>

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 to be evaluated 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:

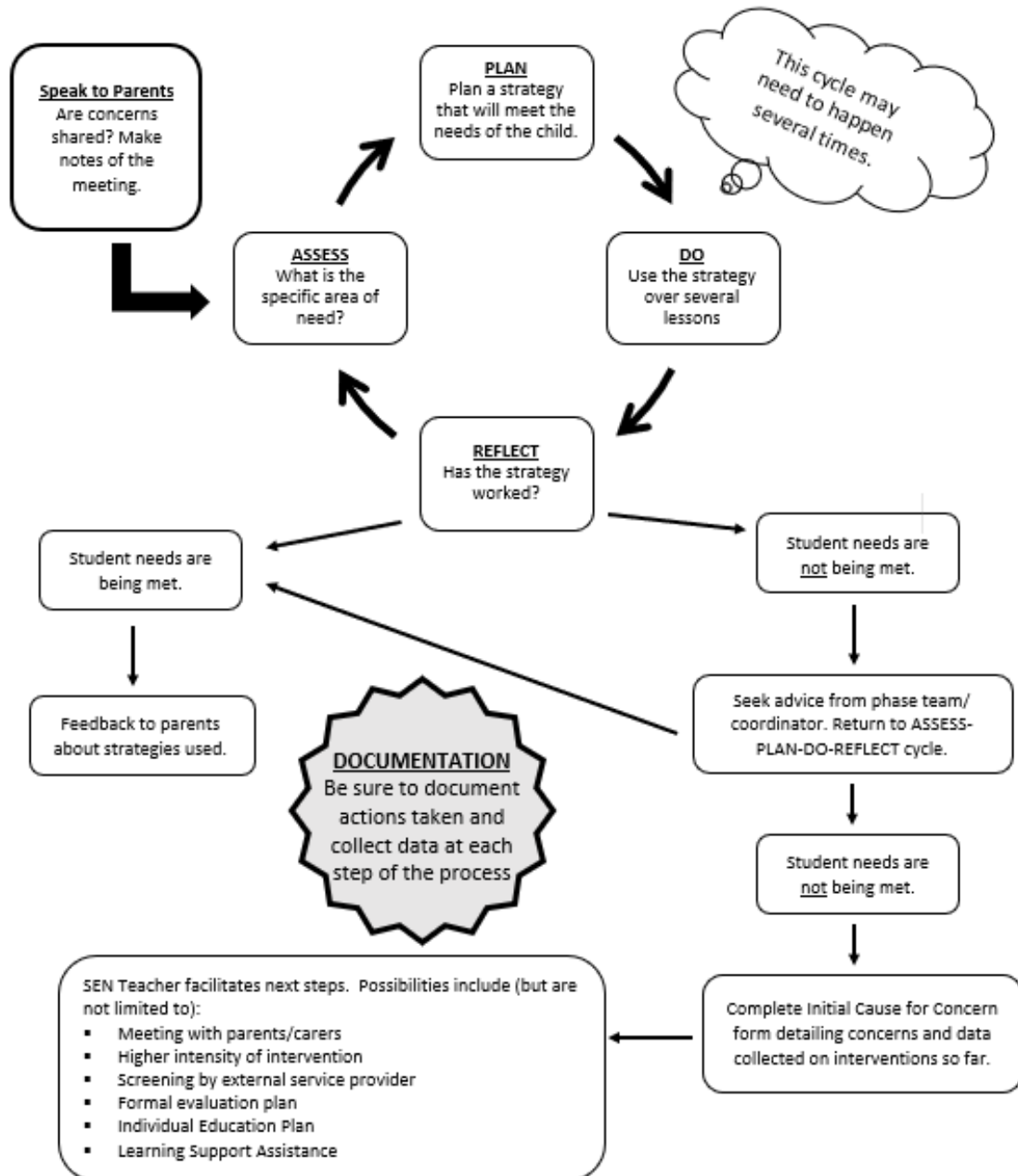
- Students with a standard score between 90–100 (as per the CAT 4 standardised assessment test) receive 10% extra time;
- Students with a standard score between 75-90 receive 25% extra time;
- Students with a standard score below 75 receive 50% extra time.

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



See Appendix 1, Support Needs Rating Scale, and Appendix 2, Learning Support Programme Overview, for further information on how SEN 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 Student Support Department members.

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 Student Support Coordinator as indicated in the Additional Needs Support Process above.

5.3 Head of School/Programme Coordinator

The Head of School/MYP/DP 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 Student Support Coordinator

The Student Support 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 Elizabeth Lawrence, Lucy Baggely and Sarah Wade.

6. Access Arrangements for the Diploma Programme

6.1 Inclusive Access Arrangements

The IB embraces student diversity and, as such, equitable access is an important goal of all IB programme. The IB believes that all candidates should be enabled to demonstrate their ability. Standard assessment conditions may put some candidates at a disadvantage by preventing them from demonstrating their level of attainment. Inclusive access arrangements apply to assessment conditions and may be enacted if it is observed that they could reduce or minimize barriers for the candidate.

Inclusive Access Arrangements (IAAs) may be necessary due to:

- Long-term learning support requirements
- Temporary medical conditions
- Learning in a language that is not the student's first language

The IB policy is based on the principle of optimal support, which means that the access arrangements must be accurately planned to remove or reduce barriers. The access arrangements for a student must be consistent for learning and teaching; they must be used during classroom instruction, classwork and related activities and tests, and must also be continuously monitored to ensure they remain the optimal support for the student.

Teaching and learning across all IB programmes encourages teacher responsiveness to individual students' needs by emphasizing the importance of differentiated learning, to address diversity, and collaborative planning, to ensure the needs of students are consolidated across the programmes. Additionally, the IB has in place a variety of mechanisms to ensure that students are able to meet the assessment requirements of their chosen Diploma courses.

6.2 Eligibility

The IB will consider any reasonable adjustments for a particular candidate pertaining to their unique needs. Candidates eligible for Inclusive Access Arrangements are those with individual needs such as, but not limited to:

- Learning disabilities
- Specific learning difficulties
- Communication and speech difficulties
- Autism spectrum disorders
- Social, emotional and behavioural challenges
- Multiple disabilities and/or physical, sensory, medical or mental health issues.
- Additional language learning

6.3 Inclusive Access Arrangements Requiring IB Authorisation

Most Inclusive Access Arrangements require authorization from the IB. They may include arrangements such as:

- Additional time
- Deferral
- Extensions
- Extra opportunities to retake examinations
- Alternative examination venue
- Access to modification in presentation, to reading, or to a reader (for additional language learners)
- Access to writing, to speech and communication tools, or to a calculator
- A practical assistant, reader or a scribe
- Access to reasonable adjustment

6.4 Inclusive Access Arrangements Not Requiring IB Authorisation

While Inclusive Access Arrangements generally require authorization from the IB, there are a number of adjustments that can be made at the discretion of the school's Diploma Programme Coordinator and Head of School. These include:

- The use of separate rooms during examinations if it is in the best interest of the candidate or other candidates in the group.
- Appropriate seating can be arranged to meet the needs of individual candidates.
- The use of an aid by a candidate who normally uses an aid (such as hearing or visual aids).
- Rest breaks if required due to medical, physical, psychological or other conditions.
- A care assistant, prompter or communicator.
- Extensions on tasks.

6.5 Requirements and the Application Process

Candidates and their families are encouraged to discuss any concerns as early as possible with the Diploma Programme Coordinator so that teachers can make the necessary adjustments, and the family can ensure everything is in place to make the application to the IB. Requests for Inclusive Access Arrangements require the following forms of supporting documentation:

- Psychological or medical reports, or evidence from a language test for learners who are learning in a language that is not their first language.

- Educational evidence from the school. This can be a letter/observational report from the coordinator and/or the candidate's subject teacher(s), including individualized educational plans and samples of work.

The above documentation should establish the history of need and the evidence of need for access.

6.6. Modifications to Examination Papers

Requests for modifications to examination papers due to visual impairments should be made to the IB Diploma Coordinator as soon as possible, as the IB will not authorize the request if submitted less than six months before the written examinations.

6.7 Adverse Circumstances

Adverse or unforeseen circumstances are defined as those beyond the control of the candidate that might be detrimental to their performance. These may include:

- medical conditions/illness (with onset or occurrence up to three months before the IB examinations offered in May/ November)
- accident or injury
- severe stress/anxiety
- exceptionally difficult family circumstances
- bereavement (within the six-month period preceding the start of the examinations) • events that may threaten the health or safety of a candidate.

The DP Coordinator should be notified of any adverse circumstances and can submit a form which must be received by the IB within 10 calendar days of the candidate's final examination, with supporting documentation as appropriate to the circumstances.

7. References

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Appendix 1: Support Needs Rating Scale

Points	EAL Band	NEEDS OF STUDENT	
		SEN	EAL Support
3	A	IEP Multiple Needs, LSA Tier A/B Student requires continual vigilant attention of 1 adult— adult unable to watch/help another child OR Student 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/Early Acquisition
			Early Years 3 support sessions + shared area time PY1 – 4 sessions during French and Dutch EAL Beginners pack Communication Fan PY1 – 2 in class support sessions
2.5	B	IEP Multiple Needs, LSA 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 Student behavior is unpredictable, sometimes highly disruptive or dangerous	Primary 4 EAL sessions (during French & Dutch) per week Or 4 EAL in class support sessions during Intervention time. Assessment – EAL Assessment only/ teacher observations EAL Beginners Pack /Communication Fan In-class support through differentiation/TA 2 EAL Push in support sessions per week
			Secondary 10 EAL sessions (during Lang & Lit, French and Dutch) Assessment: termly in the EAL class. Input from Subject teachers (file) Subjects: Formative Assessment + homework: shortened. Summative Assessment: sentences starters + bilingual prompts + a word bank) In-class support through differentiation/TA
2	C	IEP Multiple Needs, LSA 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 is more than 2 years developmentally or academically below grade level	Developing Competence
			Early Years EY1- 3 Shared area activities and support EY1-3 – 2 in class support sessions (if needed) PY1 – In class support
			Primary May start with - EAL sessions during French & Dutch (x4 sessions per week) Assessment – Class assessment In-class support through differentiation/TA Moving to - EAL Push in Support (x2 session per week)
1.5	D	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	Secondary EAL sessions during Dutch & French (6 sessions a week) Assessment: termly in the EAL class. Input from Subject teachers (file) Differentiation: Summative Assessment: Sentence Starters + a word bank Lang&Lit Class: Assessment differentiation + reading abridged versions of literary texts
			Competent
1.5	D	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	Early Years Check ins with the EAL Teacher and TA , In class support if needed (maybe for a specific area such as writing) Normal classroom differentiation

		<p>AND/OR Student may need individualized support or modified curriculum.</p> <p>AND/OR Student requires adult support but is able to share adult's attention with another student during general education activities, work, etc.</p>	<p>Primary Attend French and Dutch EAL Push in support (1-3 per week) Targeted support – e.g. writing Assessment – Class assessment In-class support through differentiation/TA</p> <p>Secondary Assessment: termly in the EAL class. Input from Subject teachers (file) EAL sessions during Dutch & French (6 sessions a week) 3 EAL sessions (during French or Dutch) , Assessment: termly in the EAL class. Input from Subject teachers (file) Lang & Lit: abridged versions of literary texts No more differentiation for assessments</p>
1	E	<p>IEP or Tier 2 Support Student requires specially designed instruction in one or more areas</p> <p>AND/OR Student requires outside specialist services (Speech, OT, PT, Coaching, etc.)</p> <p>AND/OR Student may require support in general education settings during instruction but can share attention with other students</p>	<p style="text-align: center;">Fluent</p> <p>Early Years Check ins with the EAL Teacher and TA Normal classroom differentiation</p> <p>Or No EAL support required</p>
.5	F	<p>Consultation/Monitor Student can do nearly all general education activities without additional staff support or with peer support</p> <p>Teacher may check in with SEN Teacher for schedules/problem-solving (mainly consultation)</p> <p>Student requires no support from LSA</p>	<p>Primary Attend French and Dutch Check ins with EAL teacher Possible EAL Push in support (1-2 per week) Targeted support – e.g. writing (only if needed) Assessment – Class assessment In-class support through teaching and differentiation where needed. Or No EAL support required</p> <p>Secondary 3 EAL sessions (during French or Dutch) (2 ideally), Targeted support (e.g. writing, spelling)</p> <p>Or 1 EAL session (during PSHE every [other] week) Check in with the EAL teacher Targeted support (e.g. writing, spelling)</p>

Appendix 2: Learning Support Programme Overview

See table on the next page

Amity International School Learning Support Programme Overview 2021-202222

Department	Access Plan	Foundational Learning Support		Learning Support Plus	Learning Support w/ LSA											
		General Information	Examples		General Information	Tier D (Up to 25%)		Tier C (25-50%)		Tier B (50-75%)		Tier A (75-100%)				
						Description	Examples	Description	Examples	Description	Examples	Description	Examples			
Early Years	Plan outlining modifications or accommodations to the environment or materials to support student access. Students do not require individualised instruction toward targeted goals.	Eligibility Categories: <input type="checkbox"/> Cognition and Learning <input type="checkbox"/> Communication and Interaction <input type="checkbox"/> Social-Emotional, Behavioural, and Mental Health <input type="checkbox"/> Sensory/ Physical/ Medical What is offered: Informal assessments to determine student strengths and areas to support, and to monitor student progress. Individual Education Plan (IEP) outlining student goals and supports. Progress reviewed termly, supports adjusted accordingly. Additional resources and pre-teaching vocabulary/concepts in line with the class teacher's planning to support student learning in class. Consultation with teaching staff regarding student needs and supports	In-class and/or out-of-class (small group or 1:1) support up to an average of 2 hours per week targeting IEP goals Individual instruction targeting IEP goals in place of either French or Dutch class (3 class periods per week).	Foundational support and: External Service Provider* conducts assessment/ evaluation, works directly with student Families contract individually with each external service provider Amity facilitates access to providers including <ul style="list-style-type: none"> ▪ Scheduling during the school day (1:1 or in-class) ▪ Integration with the IEP ▪ Communication with teaching staff *Providers can include Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Mental Health/Behavioural Coach, etc.	Student requires a higher level of adult support to meaningfully access and engage in school life. This can be based on: <ul style="list-style-type: none"> ▪ Categories of Need (See LSA Support Level Analysis Worksheet) ▪ Previous school reports & IEPs ▪ History of 1:1, or recommendation by evaluation/psychologist ▪ More than 2 years developmentally and/or academically below grade level ▪ Danger to self and/or others ▪ Short term/intensive intervention for specific skill areas LSA time used for: In-class or out-of-class (small group or 1:1) support for higher than an average of 2 hours per week (PYP) or 3 class periods per week (MYP). Creation of individual resources for student to build skills up toward class expectations. More significant modification of class work to meet individual needs. Short-term interventions to intensively teach and reinforce skills or behaviours, to be faded as skills increase.	Student requires daily intervention time in order to make progress/not regress in skills in one or more skill areas.	Daily teaching reinforcement, pre-teaching of skills, additional supervision/ coaching during identified times in the schedule.	Student requires daily intervention time and in-class support in order to make progress/not regress in skills in one or more skill areas.	Daily teaching reinforcement in multiple areas, pre-teaching of skills, additional supervision/ coaching during identified times in the schedule.	Student requires additional adult assistance for a moderate to substantial portion of the school day in order to access learning opportunities and/or navigate the school environment.	Daily teaching reinforcement in multiple areas, pre-teaching of skills, additional supervision/ coaching during identified times in the schedule.	Student requires nearly constant adult support to access learning opportunities and/or navigate the school environment due to behavioural/ developmental/ or academic support needs.	Student runs from class/ does not stay with group, harms self or others, needs significant alteration of materials/ instruction with individual delivery/ reinforcement.			
In addition to Learning Support Period during French or Dutch: In-class support and/or higher level of modification to 1 course (6 hours/week, 22%)														In addition to Learning Support Period during French or Dutch: In-class support and/or higher level of modification to 2 (9 hours/week, 33%) or 3 (12 hours/week, 44%) courses	In addition to Learning Support Period during French or Dutch: In-class support and/or higher level of modification to 4 (15 hours/week, 56%) or 5 (18 hours/week, 67%) courses	In addition to Learning Support Period during French or Dutch: In-class support and/or higher level of modification to 6 or more classes (78-100%)
Cost	No additional cost	No additional cost	Additional costs vary by service	Term 2	€3180	€6510	€9680	€12960								
				Term 3	€1590	€3255	€4840	€6480								