


# Whole School Inclusion Policy

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Signed: (Head)	

This policy will be reviewed in full by the Head of School and Whole School Student Support Coordinator (SENCO) 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 January 2023. It is due for review in May 2024.

## International Baccalaureate's Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## ICS London's Mission and Vision Statements

Our innovative approach to education inspires each and every student to discover their strengths within a community of future leaders.

We aim to be a community of compassionate and inspired world citizens.

## 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
- Children and Families Act 2014
- Special educational needs and disability code of practice: 0 to 25 years 2015

### 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 Whole School Student Support Coordinator (SENCO) 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:  
[Social, emotional and mental wellbeing in primary and secondary education](#)

Whilst ICS London currently does not offer counselling services, the Student Support Team will liaise with external agencies and professionals to support students with their mental health.

The school also has a named staff member as designated Mental Health Lead on both Primary and Secondary campuses who work with pastoral teams to ensure students are supported in their wellbeing and that positive approaches to mental health are championed in school.

## 2 Inclusive practice

### ICS LONDON 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 its 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 maximise 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 Learning Support Needs / SEND**

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 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
- Use of clear and well structured visuals
- 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 practise 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 maths 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 Autism and Asperger's**

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 lifelong 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 supported with visuals

- 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. ADHD and Examples of Effective Strategies**

A student who has 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 for 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 is always impatient and cannot wait for others.

There are three subtypes of ADHD which are determined via diagnostic assessment these are:

- Inattentive
- Hyperactive
- Combined

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 maths 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 clear and well structured visuals
- 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 peers (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)
- Reinforce positive behaviour with compliments and praise etc.

### **3.4 Behavioural Disorders and Effective Strategies \***

Besides the school-wide behaviour system that encourages responsibility and consequences, the teacher will work with the key teacher, learning support assistant, Pastoral and Behaviour team and the Whole School Student Support Coordinator (SENCO) and relevant site SENCO in developing an individualised behaviour plan for the students who are exhibiting escalating problems in this area. Parents will be informed and all staff will be aware of the behaviour and targets for the behaviour 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 Whole School Student Support Coordinator (SENCO) leads the SEN provision in both Primary and Secondary schools.

Both Primary and Secondary schools have a Student Support Coordinator (SENCO), a team of Learning Support Assistants and / or Student Support Key teachers. The team also consists of an occupational therapist and Speech and Language therapist who work with students on a needs basis (when deemed necessary by the Whole School Student Support Coordinator (SENCO) along with the multidisciplinary team).

OT and Speech and Language Therapy are provided by external partners. 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 learning 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)**

At ICS each young person in receipt of support from the Student Support Department has an International Individual Learning Plan - an IILP. In creating this vital document,, we take a multi-disciplinary approach. This means that the team developing the IILP consists of professionals from various disciplines as appropriate to the child / young person's individual needs. This team also includes parents / caregivers in order to ensure a holistic approach to each child and a fairer recognition of and approach to supporting the academic and social success 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 teachers and support staff guide the student's learning process in the inclusive environment of the classroom. Each IILP has 1-3 main goals, with 2 - 3 objectives.

The team responsible for developing the IILP are:

- Whole School Student Support Coordinator (SENCO)
- Key Teacher
- site SENCO
- LSA (when one is supporting the student)
- Teachers and Specialists (where appropriate)
- any other appropriate professional who is supporting the student (S&LT, Counsellor, OT, PT).
- Parents and caregivers
- The child / young person (depending on age and development)

Therapists write additional IILP goals, and include their goals and their feedback in reports. These goals are often in addition to the main IILP as they target a specific benchmark or need. When possible, goals are shared by many professionals, as opposed to standalone goals.

LSAs and Key Teachers work closely with the teacher and the coordinators in implementing and 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 said goals and ensure that strategies are appropriate for the needs of each student.

At Primary, IILPs are reviewed at the beginning and end of the year with the parents / caregivers present. At Secondary, IILPs are reviewed three times per year with parents / caregivers present. Students are also encouraged to be present and involved in their IILP meeting and attend. If appropriate, older students should be encouraged and supported to lead / chair the IILP meeting. The meeting is an opportunity for parents / caregivers to share their goals, thoughts and perspectives regarding their child's educational success. It is imperative that parents / caregivers have an active voice while trusting the team of professionals to provide quality services to their child.

IILP goals 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 / caregivers receive the updated IILP by email. The 2nd review which takes place at the end of the Spring Term is an internal review.

All IILP documents are password protected in line with UK GDPR.

In person reviews include the entire team and Parents / caregiver 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.

The dates for reviewing the IILPs for each school year will be shared with the Parents / caregivers 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.

Every student receiving support from the Student Support Department at ICS London will have a support contract that their 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 alongside fees. The contract is shared with parents and the finance department. If changes occur during the year, the contract will be updated by coordinators and then sent to all appropriate parties.

### **4.3 Inclusion and teaching**

All teachers are responsible for identifying students who are struggling academically, socially, or emotionally. With the guidance of the Whole School Student Support Coordinator (SENCO), the team will then ensure that those students requiring different or additional support are identified at an early stage via the CST (Child Study Team) process and / or 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 Whole School Student Support Coordinator (SENCO) observation/assessment.
- Student progress in relation to the year group's literacy and numeracy goals and strategies.
- Standardised screening or assessment tools.

On entry to the school students with learning differences must have received a comprehensive assessment by an educational psychologist in the last three years. Students who remain on the Support Register at ICS must have a complete educational evaluation by an educational psychologist every three years.

If an educational psychologist assessment is older than three years, or there is a need to acquire new / further testing, ICS London can support Parents / caregivers with finding an external educational psychologist / relevant medical professional. Parents / caregivers can also find their own relevant and appropriate assessor. 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\*.

This fees for this assessment is the sole responsibility of Parents / caregivers.

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 of 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.
- Apply for formal examination / assessment access arrangements

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

- Providing support for children who need help with communication, language, academics, organisation, attention, regulation, and social emotional development in the classroom environment.
- Planning to develop children's understanding through diverse experiences and differentiation as relevant to the student's needs.
- 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.

#### **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 Whole School Student Support Coordinator (SENCO) 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 Whole School Student Support Coordinator (SENCO) 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, if there is no resolution, 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 accredited school.

## 5 Therapies in the Student Support Department

### **Please note:**

Therapies at ICS London are currently provided by our external partner Maximum Potential. <https://maximumpotential.org.uk/>

### **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 Whole School Student Support Coordinator (SENCO), 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/alternative 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 solutions 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 practise 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 the setting in which the activity usually takes place.

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 practise specific skills

## **6 Monitoring and Evaluation of IILP goals and overall progress**

The Whole School Student Support Coordinator (SENCO), with the cooperation of teachers, Key Teachers, LSAs and specialist staff (therapists) monitor and review the progress of students by developing, implementing and reviewing the IILP to ensure 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 Whole School Student Support Coordinator (SENCO). Coordinators are responsible for providing the Whole School Student Support Coordinator (SENCO) 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 generalise 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:

1: student's subject grades each term in all subjects. Key teachers' collate data, compare findings within each subject and try to find correlations. With this information in mind, they set future goals for further improvement. This can be targeted to whole subjects or specific skills / criteria within that subject.

2: Student's IILP goals. Key-teachers update the IILP goals termly and we provide observational data, evidence 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, progress and acceptance of all students. The coordinator of student support has weekly meetings with other management staff of the school regarding the status of students with learning 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 and could not conceive an educational program for students with learning needs without the support, feedback and input of the student's parents and caregivers. 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 encourage ongoing dialogue that shares their children's successes, talents and weaknesses so we are able to design a successful personalised educational program.

The Whole School Student Support Coordinator (SENCO) has responsibility for updating and keeping the parents/caregivers 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 any of the following ways:

- Phone conversation
- Email
- Official letter
- Parents can request a meeting that is not scheduled (e.g. meetings besides IILP meetings).
- The coordinators can request a meeting with parents that is not regularly scheduled.
- Key Teachers will share a brief update with the students and parents every fortnight.
- Therapists update parents / caregivers monthly.
- 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 caregivers to keep the school fully informed of any changes in the home setting, e.g. medication changes, family circumstances, additional outside therapeutic support, etc.

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 in line with their learning needs and individual expectations
- ✓ 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 Whole School Student Support Coordinator (SENCO) 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 Whole School Student Support Coordinator (SENCO). 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.

All IILP documentation is password protected.

## 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 standardised psychological tests (where available and published, recent editions of standardised 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 authorise 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 including Safeguarding**

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.

ICS is aware of the need to and highly invested in safeguarding all children against bullying, harassment, and incidents of discrimination. Students and young people with learning needs, disabilities and special educational needs are seen to be more vulnerable and at risk than their peers.

At ICS, we are proactive in safeguarding students with learning needs 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 in IILPs as appropriate
- Lessons about and celebrations within our school, as they relate to learning differences and our vision of an inclusive community.
- Multiple methods of communication and ways students can share concerns or worries
- A robust and varied PSHE curriculum
- Positive and empowering Sex and Relationships education which is always age and developmentally appropriate.
- A culture of 'telling'. ICS is a 'telling school' and we encourage open communication with all students
- At Primary the three Rs model.

In addition to the above, students may have Personal emergency evacuation plans (PEEPS) and individual risk assessments for students who have high needs.

## **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 Whole School Student Support Coordinator (SENCO) 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. standardised 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 (Key Teachers, 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 Whole School Student Support Coordinator (SENCO).
- ✓ 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 in the 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 Whole School Student Support Coordinator (SENCO). 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 the 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 Whole School Student Support Coordinator (SENCO).



- ✓ 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**

[Equality Act 2010](#)

### **Equality Act 2010 (guidance - updated 2015)**

[Equality Act - further guidance](#)

### **Special Educational Needs and Disability Act 2001**

[SEND 2001](#)

### **SEND code of practice 0 – 25 years (June 2014 - updated 2020)**

[Code of Practice](#)

### **Children and Families Act 2014**

[Children and Families Act](#)

### **Additional Relevant Policies**

[ICS Data Protection policy](#)

[Safeguarding Policy](#)