ACCESS POLICY

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Authorised by: Principal
Maintained by: xxxxxxx
Review date: xxxx

1 OUTLINE OF POLICY

1.1
AMITY MISSION STATEMENT
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 RATIONALE
At Amity, we want every student to thrive. The Student Support Department strives to promote the meaningful participation of all students in all aspects of school life.

This policy is subject to review and may be adjusted at the discretion of the Senior Leadership Team.

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

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

1.3 PURPOSE
This policy outlines Amity's procedures regarding access to education to ensure that all staff can identify learning concerns, leading to early intervention to support students in accessing the curriculum effectively, as well as to support the practice of access and inclusion by reducing and removing barriers using appropriate and well-planned access arrangements. This access policy will not change or lower expectations but will enable students to work around the barriers they have. 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.

2 ACCESS ARRANGEMENTS

2.1 Learning Access Arrangements
Learning Access Arrangements (IAAs) may be necessary due to:
- Long-term learning support requirements (Learning Support Programme)
- Temporary medical conditions
- Learning in a language that is not the student's first language (English as an Additional Language Programme)

The Learning Support programme and the EAL programme are discussed in 2.3 and 2.4 in more detail. In order to understand the level of support required, the student needs rating scale is used to see what intervention will be most effective with the students **(See Appendix 1).** 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. Additionally, the IB has in place a variety of mechanisms to ensure that students can meet the assessment requirements of their chosen Diploma courses. If a teacher has identified a learning concern in their classroom, they should log the concern on Provision Map and follow the steps outlined in **Appendix 2**.

2.2 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

2.3 Learning Support Program
Once a student is eligible for Inclusive Access Arrangements, students can receive modifications and support in accessing the curriculum within the classroom.

2.3.1 Senior School (MYP)
In the Senior School, Learning Support class groups are no larger than 6 to provide an individualised, tailored approach in accessing the curriculum. A range of activities are completed which touch upon student goals and include memory skills, organizational skills and social and language skills, as well as supporting students in accessing the curriculum and recapping content which was taught in lessons. Learning Support sessions are flexible and individual needs are taken into account.

Students are supported with learning support lessons in place of either French or Dutch lessons, dependent on the level of need of the individual learner. These support sessions give an opportunity for students to develop transferable skills to access the curriculum. The first few weeks are used to establish a baseline of the student's Maths, English and executive functions ability. Please see the full learning support programme overview in **Appendix 3.**

2.3.2 Primary School (PYP)
In the Primary School, Learning support is a push-in method. IEPs   (Individualised Education Plans) are used to identify targets which are then reinforced on during their time with the Primary Learning Support teacher and Learning Support assistant.

2.4 EAL Program
We recognise that students whose home or native language is not English may require additional support. 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.

2.4.1 Senior School (MYP)
In Senior school, the CAT4 (Cognitive Ability Tests) as well as the WIDA (World-Class Instructional Dessign and Assessment) is used to understand   individual learners' needs, reading levels and areas of

support. Students are supported to develop either French or Dutch lessons, dependent on their linguistic competency with EAL lessons in place of the level of need of the individual learner.

2.4.2 Primary School (PYP)
We use BPVS (British Picture Vocabulary Scale) in Early years and WIDA in Primary Years as diagnostic   tools to understand individual learners' needs. Based on the score it is decided whether the students will receive foundational support, which requires additional English lessons or in class support.

2.5 Access Arrangement and Modifications in MYP / DP
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, scriber or communicator.
- Extensions on tasks.
- Formula tables and use of calculators for students with significant mathematical impairments.

2.6 Access for DP Students Requiring IB Authorisation
Most Inclusive Access Arrangements require authorization from the IB. They may include arrangements such as:
- Deferral
- Extensions
- 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
- Examination modifications such as additional time, extra opportunities to retake examinations, an alternative examination venue.
- Modifications for students with visual and hearing impairments.

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.

2.7 Adverse Circumstances for DP students
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.

3 RESPONSIBILITIES
Everyone working with students has a responsibility to ensure that students are accessing the IB curriculum. At Amity, there are several roles that are imperative to ensure that students can participate fully by removing barriers and giving all students equal opportunities. These roles include the Student Support Coordinator, Heads of School, teachers (including TA and LSA), families and caregivers.

3.1 Student Support Coordinator and Heads of School
Student Support Coordinator and Heads of School will:
- Monitor levels of tiered support and the decision-making process, including entry and exit requirements, movement between tiers, and paid LSA support
- Facilitate access, schedule and connect with families in need, learning support assistants and external service providers.
- Maintain the SEN register of students, and produce and implement Individual Educational Plans
- Respond to new student referrals, including observing, investigating, and making recommendations on new student referral and communicating with families.
- Request access arrangements for IB examinations and ensure these are administered correctly
- Administer 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.
- Provide professional development to support staff understanding of access arrangements and staff responsibilities
- Support the Admissions process by clarifying capacity and resource needs for admitting students with additional support needs

3.2 Teachers (including TAs and LSA)
Teachers will:
- Provide students an environment where they feel safe and can thrive.
- Ensure students are supported to access the mainstream curriculum through planning and implementation of differentiated teaching and learning experiences.
- Ensure they have their learning needs met and are provided with suitable access arrangements.
- Identify learning concerns and log onto Provision Map as a Phase 1. (See Appendix 2)
- Ensure additional needs in the classroom are identified and referred to the Student Support Coordinator via Provision Map as indicated in the Student Concern Referral Process.

3.3 Families and Caregivers
Families and Caregivers are expected 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.

4 APPENDIXES

Appendix 1 – Support Needs Rating Scale

Support Needs Rating Scale

Points	EAL Band	NEEDS OF STUDENT	
		Learning Support	**EAL Support**
3	A	**Tier A/B LSA, Multiple Needs** 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** **Primary** - In-Class Support and during shared area times - 2x Foundational EAL sessions Tuesday & Thursday after school. - Assessment – EAL Assessment only/ teacher observations - EAL Beginners Pack /Communication Fan In-class support through differentiation/TA **Secondary** - In-Class Support - 6x EAL Sessions p/w (during Lang & Lit/ French /Dutch)
2.5	B	**Tier B/C LSA, Multiple Needs (IEP)** 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** - In-Class Support and during shared area times - 2x Foundational EAL sessions Tuesday & Thursday after school. - Assessment – EAL Assessment only/ teacher observations - EAL Beginners Pack /Communication Fan In-class support through differentiation/TA **Secondary** - 6x EAL sessions p/w (during Lang & Lit/ French /Dutch) - Assessment: termly in the EAL class. Input from Subject teachers - Subjects: Formative Assessment + homework: shortened. Summative Assessment: sentences starters + bilingual prompts + a word bank) - In-class support through differentiation/TA
2	C	**Tier C/D LSA, Multiple Needs (IEP)** 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) **Primary** - In-Class Support and during shared area times - Assessment – Class assessment In-class support through differentiation/TA **Secondary** - EAL sessions during Dutch / French (3 sessions a week) - Assessment: termly in the EAL class. Input from Subject teachers - Differentiation: Summative Assessment: Sentence Starters + a word bank - Lang & Lit Class: Assessment differentiation + reading abridged versions of literary texts

			Competent	
1.5	D	**Foundational, Multiple Needs (IEP)** 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.	**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 **Primary** - EAL Push in support (1-3 per week) Targeted support – e.g. writing - Assessment – Class assessment In-class support through differentiation/TA **Secondary** - Assessment: termly in the EAL class. Input from Subject teachers - 3 EAL sessions (during French or Dutch), - Assessment: termly in the EAL class. - Input from Subject teachers - Lang &Lit: abridged versions of literary texts - No differentiation for assessments	
			Fluent	
1	E	**Foundational, Support Plus (IEP)** Student requires specially designed instruction in one or more areas **AND/OR** Student requires outside specialist services (Speech, OT, PT, Coaching, etc.) **AND/OR** Student may require support in general education settings during instruction but can share attention with other students	**Primary & Senior** - Check-ins with the EAL Teacher and TA - Normal classroom differentiation - EAL support push-in - differentiation	
.5	F	**Access Plan, 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	**Primary** - Check-ins with EAL teacher - 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 **Secondary** - 3 EAL sessions (during French or Dutch) (2 ideally), Targeted support (e.g. writing, spelling) - Or Push-in support	

Appendix 2 – Student Concern Referral Process

Student Concern Referral Process

PHASE 1: Initial Concern

Parents informed

Review student information and work examples

Communicate / collaborate: Informal conversations with teachers, TA, LSAs

Teacher determines 1 or 2 strategies to assist student

Monitor student

*Concern documented on Provision Map – Phase 1: Initial Concerns

PHASE 2: Ongoing concerns

Parents informed

Collaborate with Phase Leader, Teachers & TAs, Co-ordinator

Discussion Points:

- Action plan
- Interventions
- Data gathering
- Follow-up discussions / meetings

*Concern documented on Provision Map – Phase 2: Ongoing concerns

PHASE 3: Referral to Student Support Team

Parents informed

Complete student Support Referral

Collaborate with Student Support Team (Formal meeting)

Action Plan:

- Intervention strategies
- Screening external provider
- Formal evaluation plan
- IEP
- LSA

*Concern documented on Provision Map – Phase 3: Student Support Referral

Amity International School Learning Support Programme Overview 2021-22

Department	Access Plan	Foundational Learning Support — General Information	Examples	Learning Support Plus — Plus	General Information	Tier D (Up to 25%) Description	Tier D Examples	Tier C (25-50%) Description	Tier C Examples	Tier B (50-75%) Description	Tier B Examples	Tier A (75-100%) Description	Tier A 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:** ☐ Cognition and Learning ☐ Communication and Interaction ☐ Social-Emotional, Behavioural, and Mental Health ☐ 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	**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 • 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: • 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).	Student requires daily intervention time in order to make progress/no 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/no 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 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, 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 developmental/behavioural/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.
Lower and Upper Primary						Student requires daily intervention time in order to make progress/no regress in skills in one or more skill areas.	Daily literacy interventions; daily behavioural coaching sessions; higher level of supervision/support during identified times of need.	Student requires daily intervention time and in-class support in order to make progress/no regress in skills in one or more skill areas.	Daily literacy interventions and in-class support to access assignments; modification of tasks or activities; support with attention/concentration to build executive functioning skills.	Student requires additional adult assistance for a moderate to substantial portion of the school day in order to access learning opportunities and navigate the school environment.	Substantial support needs in one or more areas requiring individual instruction and in-class modifications to tasks or activities; supervision/support with social situations/transitions throughout the day.	Student requires nearly constant adult support to access learning opportunities and/or navigate the school environment due to developmental/behavioural/academic support needs.	Significant support needs in multiple areas; intensive literacy support; modified tasks or activities; high level of supervision and coaching required for behavioural/social-emotional support.
Senior School		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	Individual instruction targeting IEP goals in place of either French or Dutch class (3 class periods per week).		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.	In addition to Learning Support Period during French or Dutch: In-class support and/or higher level of modification to 1 class (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%) classes		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%) classes		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 1	€3180		€6510		€9680		€12960	
						Term 2	€3180		€6510		€9680		€12960	
						Term 3	€1590		€3255		€4840		€6480	

Appendix 4: Learning Support Programme Parent Information

Philosophy

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

Q & A:

Which Learning Support services are available for my child?
1. Foundational Learning Support
2. Learning Support Plus
3. 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:
1. not making expected progress at school despite targeted teaching approaches throughout a term
2. having persistent emotional or behavioural support needs
3. having sensory or physical support needs
4. having a formal diagnosis which interferes with the student's (or other students') ability to access the curriculum and/or environment

AND

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

Cost: Foundational support (up to an average of 1 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>:

1. requires assessment from an external provider to determine barriers to learning **and/or**
2. 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:

1. requires a higher level of adult support to meaningfully access and engage in school life
2. Children can be found to require Learning Support (Plus) with LSA based on any combination of:
     o Categories of need
     o Previous school reports and IEPs
     o History of 1:1, or recommendation by evaluation/psychologist
     o More than 2 years developmentally and/or academically below grade level
     o Danger to self/others
     o 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. Please refer to Admissions Terms & Conditions for current prices.

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.