



High School : Inclusion Policy

<p>Related Documents</p>	<p><i>Admissions Policy</i> <i>Admissions Policy ES</i> <i>Academic Integrity Policy</i> <i>Access Arrangements CIE</i> <i>Access Arrangements Pearson</i> <i>Behaviour for Learning (incorporating anti-bullying)</i> <i>Counselling Policy HS</i> <i>Counselling Policy: Elementary School</i> <i>Equity and Inclusion within the IB</i> <i>Inclusive pathways within the IB Diploma</i> Internationalism definition <i>Monitoring of Student Attendance</i> <i>Safeguarding policy HS and ES</i> <i>The Safe Considerate use of IT</i></p>
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1. INTRODUCTION AND CONTEXT

At St Joseph's Institution International (SJII), we strive to ensure that every young person feels welcome, accepted, safe and valued, within a common learning environment. We welcome and support diversity amongst our students, nurturing, challenging and exploring all aspects of strengths and talents in line with the five core Lasallian values of faith, inclusive community, respect for all, quality education and service through concern for the poor and social justice.

As a School accredited to the Council of International Schools, we are committed to inclusion through Diversity, Equity and Anti-racism, mirroring the core tenets of a Lasallian school's philosophy. As an IB Diploma School, the SJII mission aligns with the inclusive educational ideas to remove or reduce barriers to learning and to facilitate 'a culture of collaboration, mutual respect, support and problem-solving involving the whole school community' ([IBO 2022](#)).

The school acknowledges that barriers to inclusion are ever-changing and need to be constantly addressed. These barriers include but are not limited to: barriers found within a school organisation, resources, cultures, policies, approaches to teaching and learning (ATL), buildings, physical obstacles and the relationships among the community ([IBO, 2016](#)).

The emphasis for all SJII staff is to provide holistic, quality-first teaching (QFT) that captures the student's attention, that informs and facilitates independent action, that strives for measurable outcomes and seeks realistic strategies when barriers to learning may arise. Teaching that not only successfully prepares students for formal examinations, but constantly strives to embody the Mission of the School:

Enabling students to learn how to learn and learn how to live as Lasallian people for others

This Policy sets out to promote, enable, and provide information about the provision for additional learning needs in an inclusive SJII community.

The school currently supports a range of mild additional needs in the areas of:

- cognition and learning
- communication and interaction
- social, emotional and mental health difficulties
- sensory and/or physical needs.

A commitment to an inclusive approach is the responsibility of all at SJII:

- Provide quality education for all who learn and work in our community
- Effectively meet diverse needs in a way that is responsive, accepting, respectful and supportive
- Reduce and remove barriers that may lead to exclusion A commitment to engage with all stakeholders (students, parents/caregivers and the greater school community) to ensure the attitudes and values of our community are heard and represented.
- A commitment to the inclusive ideals of the International Baccalaureate Organisation (IBO) and the United Nations, ‘to remove or reduce barriers to learning and to facilitate *‘a culture of collaboration, mutual respect, support and problem-solving involving the whole school community’* (IB 2022).
- Adhere to the core values of CIS “Inclusion through diversity, equity and anti-racism.

2. UNIQUE POSITION AND OPPORTUNITY

As an International Lasallian School in Singapore, SJII, is licensed to admit International and Singaporean students, We are mindful of the Education policies of The Republic of Singapore and how the State Primary School Leaving Examination currently determines the pathway at Secondary School onto one of three pathways, ‘Express’, ‘Normal (Academic), or Normal (Technical). Within these pathways some additional needs provision is provided’ [SPED in Singapore Mainstream Schools](#) and from 2024, there will be greater flexibility in Secondary options ([MOE, 2022](#).) Within this context, SJII is viewed as an academically inclusive opportunity for some to consider. In addition, as part of the School’s Lasallian core values, a number of students are in receipt of full or partial scholarships both from within the Singapore community and from the region of Southeast Asia. In 2022, 54.1% of the High School held Singaporean nationality, with 32 other nationalities also represented ([SJII Academic School Profile 2022](#).)

It should be noted that for Singaporeans and for those holding Permanent Residence, the School must endeavour to fulfil the obligations of the Mother Tongue policy, unless in exceptional circumstances, an exemption is granted which may be related to a student’s additional learning needs.

3. POLICY SCOPE

This policy is intended as guidance for all staff, including teachers, non-teaching staff and governors. It should be read in conjunction with the following School policies, important linked documents and protocols:

<u>Access Arrangements CIE</u>	<u>Admissions Policy</u>
<u>Access Arrangements Pearson</u>	<u>Behaviour for Learning (incorporating anti-bullying)</u>
<u>Equity and Inclusion within the IB</u>	<u>Counselling Policy HS</u>
<u>Admissions Policy ES</u>	<u>Counselling Policy: Elementary School</u>
<u>The Safe Considerate use of IT</u>	<u>Inclusive pathways within the IB Diploma</u>
<u>Safeguarding policy HS and ES</u>	<u>Monitoring of Student Attendance</u>
<u>Academic Integrity Policy</u>	<u>Monitoring of Student Attendance</u>
<u>Internationalism definition</u>	

4. POLICY INTENTIONS

4.1 PROMOTION OF OUR VISION

MISSION: BREAKING DOWN BARRIERS TO SUCCESS

- Endeavour to promote an inclusive learning community at SJII, recognising and valuing the unique learning background and culture of all members of the community.
- Provide and explore relevant learning opportunities, pathways and challenges, proactively identifying, managing and removing barriers that may limit achievement, participation and progress.
- Strive to recognise and value the gifts and talents of all our students, their ways of learning, and the rates at which they learn.
- Recognise that in order to address barriers to learning and individual needs, a varied approach to teaching and learning may be required.
- Our staff are committed to educating all students in a common learning environment with similar-aged peers, encouraging them to fully

participate in learning through adjustments and teaching strategies tailored to meet the diverse range of students reflected in society as a whole.

The School acknowledges the tenants of the United Kingdom's [SEND Code of Practice](#) (2015), within the context of an International School setting and the availability of resources. We strive to work with our students in partnership with parents, specialists, and other community members to devise strong, comprehensive, and sustainable systems of inclusion,

4.2 ENABLING

This mission will be achieved by:

- The School community as a whole to the principles of inclusive practice
- Reflective school policies and processes
- Inclusive principles of the IB Diploma
- Sharing of information related to additional needs
- Review and develop the use of Individual Student Plans providing strategies for greater access and attainment
- Ensure quality-first teaching: enabling every teacher to play a key role in facilitating educational inclusion.
- Promote the belief that all students benefit when the principles of inclusive teaching practice are embedded within a school.
- Embedding flexible, differentiated, aspirational and responsive teaching and learning styles to support the learning and participation of all students.
- Considering the opportunities of Universal Design for Learning (UDL)
- Provide appropriate and achievable learning targets for all students.
- Utilising existing data and monitoring systems for early identification of barriers to learning and participation.
- Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our students.
- Equipping students with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of society.
- Ensuring systems of teacher professional monitoring and support are designed so that each teacher is fully empowered to remove obstacles which impose educational, and potentially, social exclusion.

- Providing high quality holistic pastoral care, support and guidance with student wellbeing being at the forefront of all that we do.
- Safeguarding the health, safety and welfare of students.
- Engaging in a 'Team Around the Child; (TAC) approach to ensure that there is effective collaboration and coordination between all parties involved in the support for our students with additional needs.

4.3 PROVISION

- All members of the SJII community must be empowered to devise strong, comprehensive, and sustainable systems of inclusion, committed to combating obstacles, discrimination and prejudice, wherever they may occur, A commitment recognised by the Board of Governors, Executive Leadership and The Lasallian foundation throughout the School.

5. ROLES AND RESPONSIBILITIES

5.1 Board of Governors, ELT, SLT and Lasallian foundation:

- The promotion of an inclusive SJII community, one of the core Lasallian values in every aspect of
 - Vision
 - Strategy
 - Curriculum
 - Resources
 - Teaching and learning,
 - Admission/transitions,
 - Assessment, monitoring and recording.
 - Physical environment

5.2 Head of Learning Development (Working in conjunction with Assistant Principal Student Support, Pastoral, Counselling, Faculty and Examination teams)

- The promotion, actioning, measuring and monitoring of inclusive practice, through Staff Induction days, Professional Learning Communities, School reviews and Policy development.
- Identifying barriers to learning and potential strategies for greater success.

- Leading, managing and allocating the Learning Development teachers to maximum effect.
- Preparation and reviewing of Individual Learning Plans.
- Maintaining and reviewing the Learning Development and Accommodations registers.
- Ensuring access to relevant information through the Staff Portal, SIMS, CPOMS and the Integrated Student Support Newsletter.
- Monitoring current provision and level of need and success.
- Monitoring available data and areas of need and success.
- Working in partnership with teaching staff, parents/caregivers and outside agencies.
- Responding to referrals and concerns with consultation, potential observation and assessments.
 - *Assessments (Currently available: YARK, Detailed Assessment of Speed of Handwriting (DASH 9-16), Detailed Assessment of Speed of Handwriting (DASH 17+) Comprehensive Test of Phonological Processing (CTOPP 2).*
- Processing and monitoring of access arrangements, being mindful that supporting documentation is current and fit for purpose and that the integrity of the process is maintained.
- Securely maintaining the management of confidential documents such as Educational Psychologist reports.
- Working alongside the Examinations team to ensure the effective provision of access arrangements and requests for special considerations.
- Proactive in-class support.
- Short-term intervention sessions eg: Handwriting, Executive Functioning, Foundations in Maths.
- Working alongside Student Support in the Elementary School, Admissions, Learning Coordinators, and Heads of Grade to prepare for the transition to High School.

5.3 LEARNING DEVELOPMENT TEAM:

- Facilitating targeted, differentiated support to increase access, independence and attainment across the curriculum.
- Interpreting, analysing, breaking down and scaffolding of learning tasks.
- Measuring and monitoring assessment and recording,
- Collaboration with teaching staff, parents/carers and Head of Learning Development.

5.4 CLASSROOM TEACHERS:

- Quality-first teaching - responsible for the learning, progress and outcomes for all students in their classroom.
- Informed, aspirational, inclusive and differentiated practice, awareness of additional needs and accommodations and striving to make lessons accessible for all.
- Monitoring, reflection and referral.

5.5 HUMAN RESOURCES:

The current Learning Development team comprises of:

- Head of Learning Development: full time
- 1 full-time LDD teacher, IB Specialist
- 1 teacher part: LDD/ History
- 1 teacher part: LDD /Head of Grade
- 1 teacher part: LDD/AP/History
- Teacher/Mentor 1:1 (Parent funded)
- Teaching Partner (Sponsor funded)

6. IDENTIFICATION OF NEED:

We are committed to the early identification and intervention of additional needs.

6.1 EXTERNAL ADMISSION PROCESS: (AT, APSS, HOD LDD. HOG, all staff)

- The Admissions team (AT) will liaise with the Head of Learning Development (HOD LDD) and Assistant Principal of Student Support (APSS) when an additional need is declared.
- Where available, HOD LDD will read all available reports and assessments.
- HOD LDD may meet the proposed student and undertake additional assessments such as the York Assessment of Reading Comprehension (YARC).
- HOD LDD and APSS will consider whether as a School we have the resources to meet the level of need and will advise the AT accordingly.
- When learning profile concerns are raised during the admission process, an Educational Psychology assessment may be advised in order for the place to be further considered.

- When learning profile concerns are raised at admission, the HOD LDD and the Director of Admissions may meet with the parents.
- The HOD LDD will add incoming students to the Learning Development Register and generate Individual Student Plans, which are available for all staff.
- HOD LDD will refer to PSLE results if applicable.

6.2 TRANSITION FROM THE ELEMENTARY SCHOOL

(APSS ES, APSS HS, HOD LDD, AT, HOG, all staff)

- Scheduled meetings between the APSS, HOD LDD and their counterpart in the Elementary School (ES) to consider the additional needs being supported in Grade 6 and proposed provision in the High School.
- Parent meetings in Term 2 of Grade 6 of all students receiving additional support in the ES to ensure appropriate assessment of educational needs, the availability of appropriate resourcing and the development of Individual Student Plans
- Reference to Grade 6 InCAS Elementary School results
- Grade 6 SEN Referrals to Educational Psychologists or additional agencies.

6.3 ON REFERRAL (SS team, HOD LDD, All staff, Parents)

- Concern over an additional need can be raised through the Student referral process, CPOMS or direct teacher /parent or pupil concerns to the HOD LDD.
- HOD LDD will contact the teacher/parents or student to discuss their concerns.
- HOD LDD will discuss with teachers/parents or students what strategies have been tried to date.
- Following a period of strategy intervention, HOD LDD will check with the teacher/parents/ student over potential progress.
- Where deemed appropriate, in-class observations will be carried out.
- Where deemed appropriate and with parental approval, in-school assessments will be offered.
- Where deemed appropriate, an external assessment will be suggested.
- Information and strategies from both School-based and external assessments will help guide the production of Individual Student Plans.
- Where appropriate, the referred student will be added to the Learning Development and Accommodations registers.

6.4 TRACKING: (HOG, HOF, HOD's. All teachers)

- The school uses a range of internal and external assessments to monitor and track the progress of all students.
- These are analysed in coordination with teacher assessments to identify students who may be experiencing barriers to learning.
- HOD LDD will contact the teacher/ parents or student to discuss their concerns.
- HOD LDD will discuss with teachers/parents or students what strategies have been tried to date.
- Following a period of strategy intervention, HOD LDD will check with the teacher/parent/ student over potential progress.
- The school's system for regularly observing, assessing and recording the progress of all students together with the Tutor/Tutee system is used to identify those students who are not progressing satisfactorily and who may have additional needs.
- The school system includes essential reference to information provided by CAT, YELLIS.
- Where deemed appropriate, in-class observations will be carried out.
- Where deemed appropriate and with parental approval, in-school assessments will be offered.
- Where deemed appropriate, an external assessment will be suggested.
- Information and strategies from both School-based and external assessments will help guide the production of Individual Student Plans.
- Where appropriate the referred student will be added to the Learning Development and Accommodations registers.

7. PROVISION

7.1 LEVELS OF SUPPORT AND PROVISION

7.1.1 UNIVERSAL:

- High-quality teaching where teachers accommodate individual differences in ability, learning style and behaviour, through inclusive classroom practice.
- In a common learning environment there may be some additional adult support in selected classes.

- Liaison across Students Support Services.
- Areas of need: neurodiversity, specific learning differences, executive functioning skills SEMH.)
- The universal cohort of students at SJII, has access to additional support services if and when required, be it related to learning, pastoral or social and emotional needs.

Currently, +/- 150 students of the High School cohort have identified additional needs that could potentially impact their learning. The majority are catered for wholly by the awareness and advocacy of this need through the Individual Student Plan, strategies for greater inclusion, and where appropriate, accommodations in the classroom and examinations.

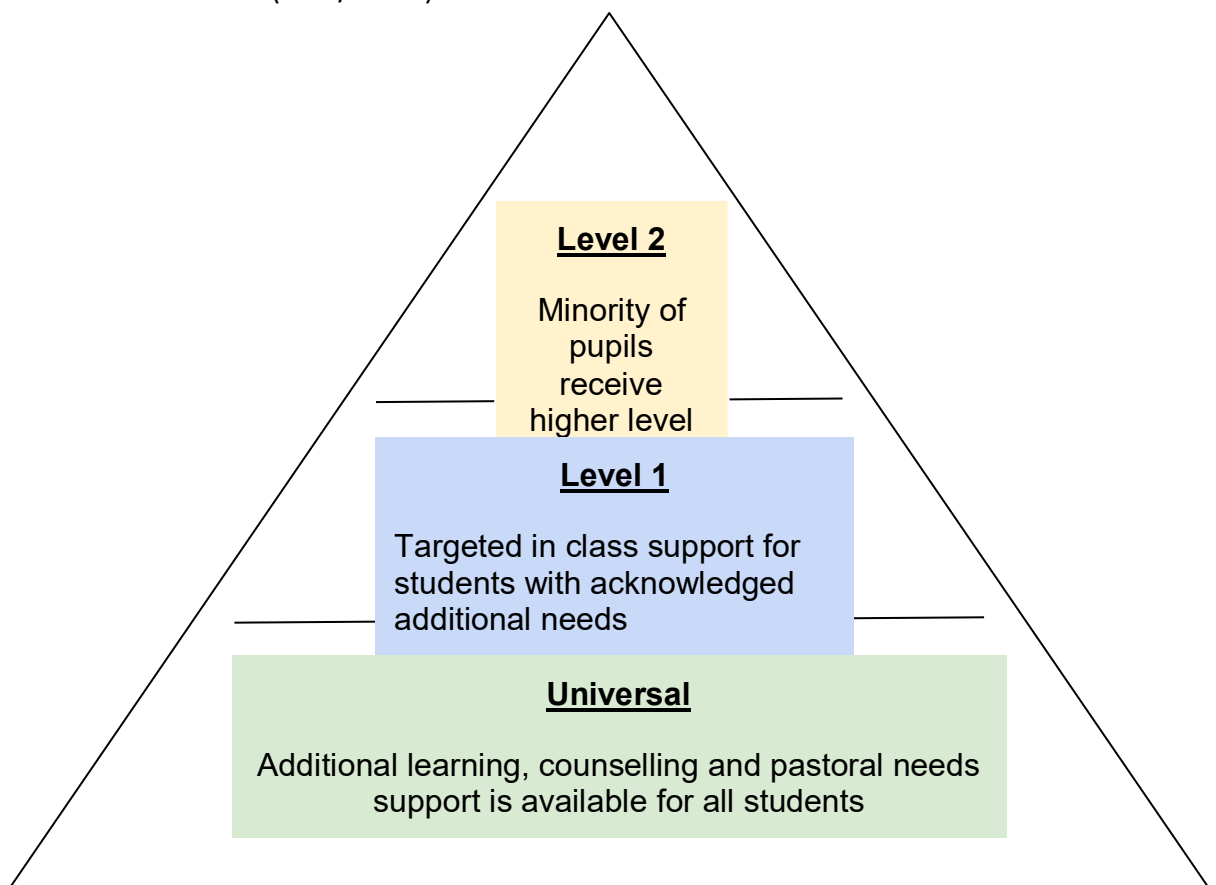
7.1.2 LEVEL 1: (UST, LDT SS External agencies)

- High-quality teaching, where teachers accommodate individual differences in ability, learning style and behaviour, through inclusive classroom practice.
- Individual Student Plans.
- Potential accommodations in class and for assessments and examinations.
- increased personal support and/or curriculum modification to enable students with identified needs to engage with, and participate in, appropriately challenging learning experiences and achieve within age-related expectations.
- In the common learning environment, but may include short-term, time-limited interventions.
- There may be some additional support in selected classes.
- Individual Learning Support Lessons for selected IB students.
- Liaison across Students Support Services.
- Areas of need: (neurodiversity, specific learning differences, executive functioning skills, SEMH, physical and sensory need)

7.1.3 LEVEL 2: (UST, LDD, SS and 1:1 External agencies)

- High quality teaching where teachers accommodate individual differences in ability, learning style and behaviour, through inclusive classroom practice.
- Individual Student Plans.

- Potential accommodations in class and for assessments and examinations.
- Higher levels of additional support in class.
- Individual Learning Support Lessons for selected IB students.
- In the common learning environment, intervention and withdrawal classes may be arranged.
- Potential adaptation of curriculum for students who have been identified with neuro-diverse, mental, intellectual, physical or sensory barriers that are preventing the student from achieving age-related expectations and/or achieving their potential.
- This provision is 'additional to' or 'different from' the provision required to meet the needs of most students within the school.
- It is likely to include the use of specialist approaches, intervention and/or support services, with an additional adult for support in most classes and in rare situations, additionally funded 1-to-1 support.
- Areas of need: ASD, tourettes, global developmental delay, medical and mental health concerns, profoundly weak Executive Functioning Skills (UST/IT 1-1)



KEEPING THE STUDENT'S WELL-BEING AT THE CENTRE OF ALL THAT WE DO

At SJII, student well-being is at the forefront of all that we do, and it is important to consider and discuss whether a student's needs and aspirations can best be supported here in terms of the resources and curriculum. With limited resources to support additional needs; where it is felt that the School is not best placed to meet a child's particular needs, we will work with the child and family to consider possible pathways. This may involve additional funding for additional resources or the consideration of alternative provisions.

The school adopts a graduated approach to identification and provision. There are three levels of provision.

7.1.4 DETERMINING THE LEVEL OF NEED AND PROVISION (HOD LDD, APSS, AA, ELT)

- On admission, referral or assessment, a decision will be made as to the category of need and the level of provision required.
- This level is continuously monitored, revisited, refined and revised throughout the year, depending on the level of need and available resources.
- Individual Student Plans include a profile outlining the personal strengths and potential barriers to learning.
- Individual Student Plans include strategies on how to reduce or remove barriers to learning, increasing the potential for access and attainment.
- Where appropriate, students will also have short-term targets that are specific and measurable and are designed to target the next steps in learning or moving towards independence. (IT, UST).
- Individual Student Plans are dynamic and will be reviewed with parents and students, at least once a year and when new Educational Psychologist or Clinician reports are presented.
- Accommodations may require reviewing and renewing at various stages of a student's High School journey.
- Learning Development teachers will work in collaboration with classroom teachers, as to how they can be most effective in the classroom situation. Schemes of work and lesson overviews with Support staff, greatly assists in the supporting need in the classroom.
- A history of need and provision can be used to support Access Arrangements for assessments.

8. EXITING FROM THE LEARNING SUPPORT REGISTER AND PROVISION: (LDD team, AP SS)

- As part of the review cycle the current needs of the student will be regularly revisited and reviewed.
- The level of provision may be increased, decreased or maintained depending on the progress of the individual student.
- Where a student has made significant progress and is now able to access the curriculum independently, they may be removed from the Learning Development register.
- They will continue to be monitored for at least one term to ensure that progress is maintained.
- Where a student is still struggling to access the curriculum, despite the highest level of support being put into place, it may be necessary to consider whether the current setting is the most appropriate provision to meet the student's individual needs.
- In these circumstances, the school will support the student and family to consider an alternative provision that may be better able to support the student's particular need.

Communication with parents and students is both proactive and reactive, working in liaison with the Pastoral and Counselling teams.

APPENDIX A

LIST OF ACRONYMS AND DEFINITIONS

AT:	Admissions team
ELT:	Executive Leadership team
SLT:	Senior Leadership team
LDD:	Learning Development Department
AP SS:	Assistant Principal Support Services
UST:	Upper School teachers
ES:	Elementary School
PT:	Pastoral team
HOG:	Heads of Grade
HOF:	Heads of Faculty
EP:	External Professional (eg Educational Psychologist, Occupational Therapist etc)
1-1:	An additionally funded adult to focus on the particular needs of an individual child.
ET:	Examinations team
ISP:	Individual Student Plan
SEMH:	Social Emotional and Mental Health