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Introduction

At Harrow New York, we provide a rigorous and forward-thinking education that empowers each student to realize their full potential. We hold every student in equal regard, ensuring all students, including those with special educational needs, are given the opportunity to fully engage with the curriculum. Harrow New York offers a rich, inclusive, and ambitious education to all students, including those with special needs or requiring additional support. We recognize that some students face challenges in learning, and we are committed to identifying and addressing these barriers in a variety of ways. We also acknowledge that some students need extra challenge and extension in areas where they excel.

International Baccalaureate Framework

All students at Harrow New York are equally regarded in terms of the IB Learner Profile, and the aim to develop the attributes of the whole person applies to every student. The Inclusion Policy promotes the principle of inclusiveness across the School and amongst all members of the School community.

The IB supports the following principles of an inclusive education: *"Inclusion is a process by which*

schools and others develop their cultures, policies and practices to include all students" (UNESCO Guidelines for Inclusion).

IB Standards Compliance

- **IB Standard A9:** The School supports access for students to the IB programmes and philosophy
- **IB Standard A9a:** The School strongly encourages participation for all students
- **IB Standard B1.5b:** The School has developed and implements an Inclusion policy that is consistent with IB expectations and with the School's Admissions Policy

IB Inclusive Education Principles

- An inclusive education service offers excellence and choice, incorporating the views of all stakeholders
- The interests of all students must be safeguarded
- The school community and other authorizing bodies should actively seek to remove barriers to learning and participation
- All students should have access to an appropriate education that affords them the opportunity to achieve their personal potential
- With the right skills training, strategies and support, most students with special educational needs can be successfully included in mainstream education
- Mainstream education will not always be appropriate for every student all of the time. Equally, just because mainstream education may not be appropriate at a particular stage, it does not prevent the student from being included successfully at any other stage

Core Principles

The principles underpinning special educational needs at Harrow New York reflect key tenets from the International Baccalaureate and align with New York State's commitment to inclusive education. These principles include:

- **Affirming identity and building self-esteem**
- **Valuing prior knowledge**
- **Scaffolding**
- **Extending learning**

Graduated Support Framework

Harrow New York follows a tiered approach to supporting students with additional needs:

Level 1: Universal Support

Students may require minimal adjustments, such as modified teaching techniques or resources, to access the curriculum fully. These students may or may not have a formal diagnosis and may not need an Individual Education Plan (IEP) or an Individual Learner Profile (ILP).

Level 2: Targeted Intervention

Students needing more targeted support, either inside or outside of the classroom, provided by teachers or support staff. These students may require small group or one-on-one interventions. They may have an IEP or ILP, depending on their needs.

Level 3: Intensive Support

Students with more complex needs that go beyond the school's regular resources may require external professional intervention. These students are typically supported by an IEP and outside specialist reports.

Definition of Mental and Psychological Impairments

Mental and psychological impairments encompass a range of conditions including emotional disorders, mental health conditions, and organic brain syndrome. These may include conditions such as major depression, bipolar disorder, various anxiety disorders (panic disorder, obsessive-compulsive disorder, post-traumatic stress disorder), schizophrenia, and personality disorders. The school evaluates each student's individual circumstances to determine whether appropriate accommodations and support services can be provided to ensure academic success within our educational program. Certain learning differences, including attention deficit hyperactivity disorder, may qualify as disabilities requiring accommodation. It is important to note that general stress alone does not constitute a mental impairment under this policy.

English Language Learners (ELL)

Students must not be regarded as having a learning difficulty solely because their language or the form of language used in their home is different from the language in which they are taught. Information on Harrow's EAL support is to be found in the School's EAL policy.

Student Identification and Support Process

Identification

Students who have, or are suspected to have special educational needs will be identified through the following:

- Referrals from teachers
- Information, concerns or direct referrals from parents
- Concerns raised in staff meetings

Where a student is shown through data to have an extended period of not making expected progress in class, the teacher may submit a referral to the inclusion team accompanied by appropriate documentation/samples of work. The referral procedure will involve a range of relevant teaching staff, and all communication is documented, including that with parents or guardians. Parents are informed of any concerns at the referral stage and are fully involved in any subsequent steps that are taken. Further investigation, including appropriate screening and assessment or a further referral to a specialist, will take place to establish the extent of the student's difficulties and allow appropriate action to take place.

School-Based Support

When a student is identified as having a special education need or is found to need interventions that are additional to or different from the mainstream curriculum, they will have an Individual Education Plan (IEP) drawn up, with the full support of the parents. The type of support deemed appropriate will range from withdrawal support (individual or small group) to in-class support from the Head of Student Support Services.

Parental Partnership

We value the input and support of parents and aim to work in partnership with parents at all stages of

intervention. They are kept fully informed about any results from testing and actions taken as a consequence. Once support is established, there is frequent and regular contact between the Head of Student Support Services and parents.

Monitoring and Review

The Head of Student Support Services maintains a register of all students who have additional needs. Students' progress is regularly monitored and reviewed involving appropriate outside agencies, staff, students, and parents. IEPs will be updated following the termly review. Students with an IEP will be given the opportunity to review their own progress against their IEP targets.

Accommodation Request Process

All accommodation requests must be submitted directly to the Head of Student Support Services. This person collaborates with relevant school personnel, including classroom teachers, administration, and the School Nurse, as needed. The Student Support Services Team holds exclusive authority to approve or deny accommodation requests.

Important Note: While classroom teachers possess valuable insights and may observe student challenges, they are not authorized to recommend individual evaluations to students or families.

Required Documentation

To process any accommodation request, Harrow New York may require comprehensive documentation, including:

- Current medical and/or psychological documentation of the disability
- Medically certified evidence supporting the need for specific accommodations
- Additional information as deemed necessary by the team

Documentation Standards: All reports and evaluations must originate from qualified medical professionals who have directly assessed the student. Documentation must be submitted on professional letterhead, typed, dated, signed, and focused specifically on the identified disability and accommodation needs.

Professional Evaluations

Learning Disability Assessments

Students seeking accommodations for learning disabilities must complete a comprehensive psycho-educational assessment conducted by appropriately credentialed professionals. Students with diagnosed learning disabilities require re-evaluation every three years. Some psychological conditions may necessitate more frequent reassessment due to their evolving nature.

Evaluator Independence: School referrals to external evaluators do not constitute endorsement of the evaluator or commitment to implement their recommendations.

Diagnostic Standards

Comprehensive evaluations must distinguish between accommodation-eligible disabilities and general academic challenges. Factors such as individual learning preferences, academic difficulties, or test anxiety alone do not qualify for disability accommodations. Evaluations must exclude alternative explanations for learning challenges, such as emotional or motivational factors that may impact academic

performance but do not constitute disabilities. Psycho-educational or neuropsychological evaluations must provide definitive evidence regarding the presence or absence of a specific learning disability, including ADHD.

Individual Support Plans

Individual Education Plan (IEP)

At Harrow New York, an Individual Education Plan (IEP) is a carefully structured document created for students identified with special educational needs. The IEP outlines specific learning objectives and support strategies based on the student's unique challenges and strengths. Developed in collaboration with teachers, parents, and relevant professionals, the IEP ensures that the student receives the necessary accommodations, modifications, and interventions to access the curriculum effectively. These plans are reviewed regularly—at least once per term—allowing for ongoing assessment and adjustment, ensuring that the student's progress is closely monitored and supported throughout the academic year.

Individual Learner Profile (ILP)

An Individual Learner Profile (ILP) provides a detailed understanding of a student's strengths, areas for development, and any potential barriers they may face in their education. While an IEP is designed specifically for students with special educational needs, an ILP can be used for any student, supporting personalized learning approaches. The ILP is developed in collaboration with teachers, students, and parents, ensuring that instruction is tailored to meet each student's academic and personal growth. Through regular updates and reviews, the ILP helps create an inclusive learning environment where every student is challenged and supported to achieve their full potential.

Transitioning out of the Support Program

A student may be transitioned out of SEN support once they:

- demonstrate grade-level proficiency in academic subjects
- exhibit age-appropriate social skills and behavior
- show consistent improvement in assessments
- meet all IEP goals
- are no longer adversely affected in their educational performance by their disability

When transitioning out of SEN, a personalized transition plan will be developed consisting of: Consistent check-ins with tutors to monitor academic progress; emotional well-being and social integration; use of progress reports and teacher feedback to plan intervention if regression is noted; and regular communication with parents/guardians.

Organizational Structure and Responsibilities

The Student Support Services Department

The Student Support Services Department at Harrow New York is comprised of the following staff:

- Head of Student Support Services
- Classroom Teachers
- School Counselor

Head of Student Support Services

The Head of Student Support Services is responsible for overseeing and managing all provisions for students with additional needs. This includes liaising with the Heads of House, the School Counselor, and the Pastoral Team. The Head ensures compliance with New York State regulations and IB standards.

Key responsibilities include:

- Developing and monitoring Individual Education Plans (IEPs) in collaboration with teachers, parents, and students
- Coordinating IEP reviews and tracking the impact of interventions
- Supporting the identification of progress trends in student data
- Providing professional development and day-to-day support for staff
- Ensuring that students with additional needs have equal access to the curriculum in line with the IB philosophy and New York State guidelines

Classroom Teachers

At Harrow New York, classroom teachers are responsible for ensuring that all students, including those with additional needs, make progress. Teachers receive continuous professional development and collaborate closely with the Head of Student Support to meet the needs of every student. Teachers also play an active role in developing and reviewing students' IEPs.

School Counselor

The School Counselor provides social, emotional, and psychological support on a one-to-one or small group basis. They liaise closely with the Head of Student Support Services, Heads of House and the Director of Boarding and Pastoral Care to support students with Social, Emotional and Mental Health challenges. The School Counselor meets with parents and refers students to outside agencies accordingly, to best serve the needs of the student and their family.

The Inclusion Register

The Head of Student Support Services is responsible for maintaining a list of all students in the school who have been identified as having barriers which impede their learning, whether cognitive, social, emotional, or physical. This register is updated regularly. All teaching staff are briefed at the start of each academic year about students who have identified needs. During the year, updates are given at weekly staff briefings, and students' progress and provision are monitored. Regular meetings ensure parents are fully involved in every aspect of their child's provision. The Head of Student Support Services is responsible for attending these meetings, alongside the Director of Boarding and Pastoral Care and School Counselor in the case of social, emotional and mental health concerns.

External Professionals

When professional expertise from an educational psychologist, psychiatrist, speech and language therapist or other professional or agency is deemed appropriate to assess and/or meet the needs of the student, the Head of Student Support Services or the Director of Boarding and Pastoral Care will source a range of suitable professionals and liaise between them and the parents.

Recording of Information

All staff at Harrow New York share the responsibility for students with additional needs. Teachers are supported through training on special educational needs, with strategies tailored to individual students

via IEPs or ILPs.

Compliance

This policy aligns with relevant New York state education regulations and guidelines regarding the inclusion and support of students with additional needs. It also follows International Baccalaureate principles for inclusive education.

