

Learning Diversity and Inclusion Policy



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VISION

We are dedicated to achieving enjoyment and excellence in education for all.

We aspire to provide an innovative educational experience that focuses on Learning through Sharing.

MISSION STATEMENT

International Sharing School aims to develop Inquiring, knowledgeable and open-minded lifelong learners who aspire to build a better tomorrow, through a supportive, respectful, and caring environment promoting learning through sharing.

INTRODUCTION

International Sharing School values the individuality of all students. We are committed to giving all our students every opportunity to achieve the highest of standards. We do this by taking account of students' varied life experiences and needs. We offer a broad and balanced curriculum with an international outlook and have high expectations of all our students. The achievements, attitudes, and well-being of all our students matter to us. This policy helps to ensure that the school promotes the individuality of all our students, irrespective of ethnicity, attainment, age, ability, disability, gender, or background. We do this from a student-centred approach, identifying the needs of our students and working closely with them and their parents to plan provision and develop support strategies.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS (SEN)

A student may be considered to have special needs if his or her progress is affected by one or a combination of the following:

- ⇒ Specific learning difficulties (e.g. Dyslexia, dyscalculia);
- ⇒ General learning difficulties (e.g. Comprehension, attention, memory);
- ⇒ Communication difficulties;
- ⇒ Physical difficulties;
- ⇒ Social or emotional difficulties;
- ⇒ Behavioural problems;
- ⇒ Medical conditions or persistent illness;
- ⇒ Speech difficulties;
- ⇒ Visual/aural impairments;
- ⇒ Gifted and talented students;
- ⇒ Underachievement (if combined with one or more of the above).



AIMS

The aims of the Inclusion Team are:

- ⇒ To clarify the individual needs of inclusion students as early as possible.
- ⇒ To provide inclusive curriculum access for all students;
- ⇒ To meet individual needs through a wide range of strategies, linking to approaches to learning skills and the attributes of the school learner profile.
- ⇒ To attain high levels of satisfaction and participation from students and parents.
- ⇒ To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention, leads to satisfactory learning outcomes.
- ⇒ To provide differentiated, quality first teaching, including, where appropriate, the use of small group interventions.
- ⇒ To work in cooperative and productive partnership with relevant staff, local education authorities, and other outside agencies, when a need has been identified and discussed with parents, to ensure there is a multi-professional approach to meeting the needs of all students with special education needs.
- ⇒ To work with parents to gain a better understanding of their child and involve them in all stages of their child's education.

Any educational, social-emotional, physical, sensory, or medical needs must be fully disclosed in detail during the admission application process (*see Admissions policy*). All academic or psychological reports and/or any additional academic support the applicant is receiving or has received in the past (e.g. achievement or diagnostic assessments, psychoeducational evaluations, ILP, tutoring) must be disclosed at the time of application for admission. Failure to do so will delay the admission process and may result in a revocation of an offer of admission, or the withdrawal of the student from International Sharing School.

International Sharing School reserves the right to contact previous school administrators and/or teachers to gather additional information needed to supplement the student's application.

Either at the time of the application process or after successful registration, students with special education and/or behavioural needs may be required to have further cognitive, achievement, and/or developmental evaluations to support the student's learning plan. Assessments may be administered by an independent, qualified Educational Psychologist that may be referred by the school Inclusion and Learning Support team.

Cognitive and Psychoeducational or Language Assessment and Clinical Reports should:

- Be written by a professional with appropriate qualifications and/or license and share the title, name and professional credentials of the person conducting and writing the report;
- Be legible, on a document with a letterhead, signed and dated.
- Be conducted and written in one of the languages accepted by the IB, being this English, French or Spanish; this implies the student's proficiency in the respective language.



- State the students' performance on standardized psychological tests (where available, recent editions employed) on the areas identified as challenging to the student.
- Report the results as standard scores (with a mean of 100, standard deviation of 15, and not percentiles or age/grade equivalents)

The provision and cost of testing, reporting, and translating, where appropriate, is the responsibility of the student's parent/guardian.

INCLUSION /LEARNING SUPPORT

The Inclusion Department at International Sharing School is learner-centred, respecting students' individual development and creating student-targeted programmes/differentiation, in response to identified needs.

The Inclusion department works closely with colleagues across all areas of the curriculum and liaises directly with parents to ensure a cohesive, collaborative, and effective support for students.

The Inclusion department aims to provide teachers and students with effective, measurable, and targeted support to enable ongoing success.

SUPPORT AND INCLUSION OF STUDENTS

International Sharing School will serve all children who can benefit from and participate in the programme, given the resources available, knowing that those with learning differences contribute positively to our learning community.

In the Primary Years Programmes, inclusion is embedded in the daily life practices through play-based learning opportunities and a strong focus on social-emotional development. Programme Coordinators and teaching staff work closely with the Inclusion team to identify individual needs and provide appropriate support strategies that allow each child to access the curriculum by reducing the barriers to their learning.

In the MYP and DP programmes senior School students are accompanied in relevant subjects by Inclusion and Learning Support teachers as well as given exemption of some subjects to provide access to small group support, where they can catch up on understanding or tasks, be given guidance or feedback on work to develop their skills, do homework and prepare for assessments. All students are further given the opportunity to freely and autonomously join Academic Enhancement Clubs providing extra and more individualized clarification on their doubts or needs. The MYP and DP the Programme Coordinator, with the support of an/the Inclusion team member, will requests to the IB the authorization for inclusive access arrangements/requirements for eligible students for MYP eAssessments and IB Diploma examinations, together with providing provision/and provides for internal assessments,



according to their specific needs and regular way of working, based on academic and clinical/scientific evidence.

English as Second Language (ESL) support is available for those students who are non-home-language English speakers and require academic and social support to develop English language fluency. *(Please refer to the Admissions & Language Policy for additional information.)*

OUR APPROACH – SUPPORT

We prioritize Quality First Teaching making sure that all students learning takes place in the mainstream classroom with the subject teacher. Students' levels of support are identified on the Inclusion register and according to these categories, as well as their level of needs. The categories are not fixed and are expected to change according to individual circumstances and needs at any given time. We base the planned interventions on the Multi-Tiered support framework and Response to interventions.

Tier 1 – Quality First Teaching

- Inclusive, high-quality, multisensory teaching following UDL.
- Teachers modify lessons based on CAT4 profiles, when applicable and student needs.
- The Inclusion team collaborates with teachers to ensure best differentiation practices.

High quality, multi-sensory and inclusive teaching in every classroom where teachers adapt their lessons to suit the individual needs of their students, according to the Universal Design for Learning framework.

This implies that: teachers plan lessons carefully so that all students are able to participate; students can access the key learning at their own level.

During lessons, inclusive Quality First teachers: secure access to the key points of the learning for all; scaffold the involvement of all students; and model good practice.

Inclusion team to liaise and collaborate with all teaching staff to ensure good practices of differentiation.

Tier 2 – Targeted Support

- Focused interventions for students near grade-level expectations.
- Individual learning plans (ILPs) are created collaboratively with stakeholders.
- Support may include Literacy Intervention, Academic Enhancement Clubs, or language acquisition support.
- CAT4 results and classroom data guide planning, when applicable.

This level of support is designed to support students who are nearly working at age and grade related expectations but need some additional focused teaching to access their full potential. Examples of this are the Academic Enhancement Clubs, Grade Level Support Groups, in class support in selected classes and individualised support, when necessary.



Tier 3 – Individualized Support

- Interventions are based on psychoeducational and/or clinical assessments.
- Individual learning plans (ILPs) are created collaboratively with stakeholders.
- Supports may include Social Thinking Skills, counselling, tutoring, and therapy.
- CAT4 data is a core part of ILP planning and differentiation strategies.

This support is highly individualized and based on fine-tuned assessments. Interventions at this level tend to be focused and time limited and need to be evaluated to ensure that students are making accelerated progress.

If one-to-one support is deemed necessary, resources are available to cater for the specific need of the student. This may incur an additional fee. Please liaise with the Inclusion team coordinator for more information.

External providers, such as Speech and Language Therapy, Psychological Counselling, or any other clinical/specialized intervention may be referred, and the Inclusion team will collaborate to ensure consistency and a holistic approach of all interventions.

The level of support is defined according to the clinical and academic evidence presented via psychoeducational assessments, medical notes, clinically recommended accommodations, work samples and teacher feedback. Students may change levels of support, depending on their need at a given time.

IDENTIFICATION PROCEDURES

Identification of a student with a learning need can occur at any age or stage of development. Special Educational Needs may become apparent as a student progresses academically.

At key stages of their academic development, students undergo CAT-4 testing. This data allows the teaching staff to identify potential gaps between potential and achievement, helps detect hidden high-potential students. It also allows for differentiated planning, grouping, and intervention and, supports assessment accommodations and access planning. Alongside CAT-4 data, we rely on comprehensive psychoeducational assessments, and close collaboration with parents, doctors and therapists, to provide a deeper understanding of the students' needs and to plan for their provision.

When a parent/guardian or any member of staff involved in the teaching of the student suspects that a student may need additional support, the referral procedure is as follows:

REFERRAL PROCEDURE

Referrals may come from a parent/guardian or any member of staff involved in the student's academic journey of the student.



Referral from parents/guardians:

- P1.** Reinforcing after the *Aims* section of this document: *Any known educational, social-emotional, physical, sensory, or medical needs must be fully disclosed in detail during the admission application process. All **academic or psychological reports** and/or any additional academic support the applicant is receiving or has received in the past (e.g. achievement or diagnostic assessments, psychoeducational evaluations, ILP, tutoring) must be **disclosed** at the time of application for admission.* Disclosing the above is followed by **Entry to Inclusion register** (see R1 onwards). Failure to disclose any *educational, social-emotional, physical, sensory, or medical needs* will *delay the entry to the inclusion register* and may result in a revocation of an offer of admission, or the withdrawal of the student from International Sharing School.
- P2.** A special education and/or behavioural need(s) may arise throughout the academic progress. **Parents/guardians**, are expected to **refer their child to the Inclusion Department**, and share the respective documentation if they have it, so that a proper plan may be developed to support their teaching/learning journey. Disclosing the above is followed by **Entry to Inclusion register** (see R1 onwards).

Referral from any Staff member/ISS teachers:

Referral Process: Identification and Early Intervention

S1. Initial Concern and Communication

Teachers identify academic, social, emotional or behavioral concerns about a student and communicate these with the student's Tutor/homeroom teacher and the Inclusion Team. At this stage, the focus is on collaborative planning of classroom-based strategies and supports.

S2. Classroom-Based Modifications and Differentiation (2–4 Weeks)

Teachers implement classroom-based interventions such as differentiation of content, process, product, or learning environment. These strategies are maintained for a minimum of 2 and a maximum of 4 weeks, with the aim of reducing or removing the identified barriers to learning.

S3. Update and Monitoring

Teachers provide regular updates to the Tutor regarding the student's response to these interventions.

S4. Referral Submission

If the student continues to experience difficulties despite implemented modifications, the Tutor/homeroom teacher will collect input from all subject teachers via the shared **SEN Referral Form** and submit it to the Inclusion Team.

S5. Inclusion Team Initial Response

The Inclusion Coordinator will:

- Add the student to the Inclusion Register as "Under Observation".



- Assign a member of the Inclusion Team to be responsible for the case.

The designated Inclusion teacher will:

- Conduct classroom observations across a range of subjects.
- Analyse qualitative teacher feedback, attendance and behavior logs.
- Review existing academic performance data and **CAT4 data** to identify potential learning profiles, processing strengths, and areas requiring scaffolding.
- Communicate with parents/guardians, copying the Tutor and Programme Coordinator.

Integration of CAT4 Data into Response to Intervention, when applicable and data available (RTI):

CAT4 (Cognitive Abilities Test) data provides valuable insight into a student's verbal, non-verbal, quantitative and spatial reasoning abilities. As part of the initial analysis and monitoring:

- CAT4 profiles are cross-referenced with current academic performance to identify cognitive strengths and potential barriers to learning.
- Patterns such as verbal–non-verbal discrepancies or low spatial ability are used to tailor intervention strategies.
- CAT4 data supports the selection of individualized support approaches, ensuring that interventions are appropriate and targeted.

Entry to the Inclusion Register and Development of Support Plan

R1. Student-Centered Goal Setting

Upon confirming the need for continued support, the student is formally added to the Inclusion Register. The Inclusion Responsible:

- Holds a session with the student to co-develop **Individual Learning Goals (ILGs)**.
- Guides the student in becoming more self-aware, identifying personal strengths, challenges, preferences, and goals.

R2. Parent/Guardian and Team Meeting

A collaborative meeting is arranged with the student, parent/guardian, Tutor and Inclusion Team representative. The group:

- Reviews all gathered evidence and attempted interventions.
- Uses CAT4 data to contextualize the student's learning needs and potential.
- Agrees on necessary accommodations and next steps.

R3. Development of the Individual Learning Plan (ILP)

The Inclusion Responsible drafts the ILP based on documentation, with contributions from the student, parent/guardian, and Programme Coordinator. This plan includes:

- Quality First Teaching strategies
- Additional classroom accommodations (e.g., visual schedules, extra time, read aloud)
- Assessment access arrangements (consistent with usual way of learning)



- Selected in-class support
- Grade-level support groups and/or academic clubs
- Exemptions (e.g., from Third Language or Multicultural/Multilingual Third Science, or Second Arts classes) where justified
- Interventions such as:
 - Literacy and/or numeracy support
 - Organization and executive function coaching
 - Teacher coaching on specific student needs
 - Social Thinking Skills Clubs
- Individualized (may incur a fee)
- Small-group support
 - School-based counselling
 - Referral for external interventions (e.g., speech therapy, psychological counselling, private tutoring)

All interventions are selected based on available data, including CAT4 profiles, and the professional judgment of the Inclusion Team.

R4. Sharing of ILP

The final ILP and agreed strategies are shared with all relevant teachers and the student's Tutor/homeroom teacher.

R5. Implementation and Ongoing Monitoring

Teachers implement ILP accommodations and strategies. The Inclusion Responsible ensures:

- Regular follow-up and monitoring of student progress.
- Periodic review and adjustment of the ILP in collaboration with stakeholders.
- Continued use of CAT4 data to track cognitive development where appropriate and available.

Exit from the SEN register:

R6. Graduation from Learning Support

Continuous adjustments to the ILP, as students' progress and develop the strategies and skills required to overcome their difficulties and autonomously manage.

Our approach to ILGs and ILPs is as follows:

- ⇒ ILGs and ILPs are a planning, teaching, and reviewing tool which enables focus on areas of development for students with learning needs. It is a working document which can be constantly refined and amended.
- ⇒ ILGs and ILPs will only record that which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of provisions for all students. targets will address the underlying reasons why a student is having difficulty with learning.



- ⇒ ILGs and ILPs will address the student's capabilities and interests, focussing on their individual strengths and challenges.
- ⇒ ILGs and ILPs will be accessible to all parties involved in their implementation – students should have an understanding and ownership of the targets.
- ⇒ ILGs and ILPs will be based on informed assessment and may include the input of outside agencies.
- ⇒ ILGs and ILPs will be devised so that they are manageable and therefore will be monitored and evaluated regularly.
- ⇒ ILGs will have short/medium term **SMART** targets (**S**pecific, **M**easurable, **A**chievable, **R**ealistic, **T**ime-related) set in collaboration with the student.
- ⇒ ILGs will state what the learning targets are for the student at the end of the given time-period.
- ⇒ Targets for an ILG will be student centred and established through:
 - Discussion between student, teachers and the Inclusion Department,
 - Discussion with parent/guardian and, whenever applicable, with student,
 - Discussion with other professionals, if appropriate.
- ⇒ ILGs and ILPs will be reviewed periodically by the Inclusion Department, in consultation with students, parents and teachers.

Parents should be aware that each ILG and/or ILP is specific to the individual student and each of these will have their own timeframe, according to the individual needs of each student. ILPs are available on Managebac for teachers and parents to refer to as needed.

MEDICATION

If a child needs to receive medication for any diagnosed learning condition, a current official doctor's written prescription must be made available to the school nurse and information disclosed in the student's medical form. This prescription must include the dosage and the times the medication is required. When applicable nurse will liaise with Inclusion team for feedback regarding medication.

THE ROLE OF THE STUDENT

At the centre of their own learning, all ISS students are expected to develop the IB learner profile attributes. Students are expected to be "internationally minded" and value themselves and others, recognizing the strength that lies in variability, individuality, mutual support and healthy community relations. Students should develop a culture of "collaboration, mutual respect, support, and problem-solving" In agreement with the IB principles all students should fully participate in their learning journey, having their voice listened upon meaningful self-reflecting on:



- ⇒ Their knowledge, interests and strengths,
- ⇒ Their social or academical difficulties or challenges,
- ⇒ The strategies they find useful to their wellbeing or learning,
- ⇒ The learning goals that will enable their self-development into an aimed future self,
- ⇒ Ways they can actively involve benefitting the larger community and favour overall wellbeing and teaching/learning,
- ⇒ Liaise with all relevant supporting members to collaborate in the implementation of programs designed to develop their learning, find their talents, reach and feel success.

THE ROLE OF THE PARENT/GUARDIAN

Parents/guardians are requested to reflect on their child's learning at home and provide feedback to the Inclusion team on:

- ⇒ The effectiveness of strategies,
- ⇒ Any difficulties they may have when working with their child at home,
- ⇒ Any other successful strategies, for the benefit of the larger community,
- ⇒ Or any other relevant information regarding their child's needs and progress,

Parents/guardians are requested to:

- ⇒ Provide with external support, when necessary;
- ⇒ Provide all necessary and meaningful documentation to aid student's progress;
- ⇒ Liaise with tutor and/relevant staff members to ensure general well-being and learning progress of the student.

THE ROLE OF THE INCLUSION TEACHER:

- ⇒ Overseeing the Inclusion Policy,
- ⇒ Coordinating provisions and support for students with special educational needs within the school,
- ⇒ Liaising with teachers and learning support staff to advise, inform and support them in their role,
- ⇒ Supporting teachers with Universal Design for Learning framework strategies and adjustments for materials and resources, supporting scaffolding and different levels of assessment,
- ⇒ Contributing to the maintenance of the records of all students with special educational needs,
- ⇒ Contributing to discussions and liaising with parents of students with special educational needs, alongside the class teacher/tutor, Inclusion Team coordinator, and Program Coordinator when appropriate,



- ⇒ Devising strategies and identifying appropriate methods of access to the curriculum for those with special educational needs, along with Inclusion Team Coordinator and Programme Coordinator,
- ⇒ Designing, liaising and collaborating with relevant teachers for application, and monitoring student's Individual Learning Plans and set targets,
- ⇒ Contributing to in-service training and support of school staff in meeting the needs of students with special educational needs,
- ⇒ Making contact and liaising with external specialist agencies, when appropriate,
- ⇒ Liaising and updating classroom teachers, tutors and subject-specific teachers, and notifying when a student is added to or removed from the Inclusion register,
- ⇒ Arranging regular review meetings with the Inclusion Department, tutors and relevant staff members to discuss students' progress, needs and concerns,
- ⇒ Keeping a shared document, with all teachers, providing a central place for all concerned parties to add best practices, concerns, and progress of Inclusion students, as well as accommodations in place.,
- ⇒ Run Professional Development courses in differentiation, and inclusion and share expertise in professional Development seminars to relevant staff,
- ⇒ Maintain Agendas and Minutes of Meetings with parents and students,
- ⇒ Review and adhere to the Inclusion Policy,
- ⇒ Oversee, collate and maintain records of all students with special educational needs,
- ⇒ Participate in the review of school Policies (Admissions, Language, Assessment, Inclusion/SEN, Academic Honesty, Behaviour, etc),
- ⇒ Collaborate and support whole school events, such as open-days, parent evenings, workshops, festivals, Graduation ceremonies, sporting events, plays, etc,
- ⇒ Provide support and guidance to students.

THE ROLE OF THE INCLUSION TEAM COORDINATOR:

In addition to the responsibilities of Inclusion teachers, the Inclusion team coordinator should:

- ⇒ Contribute to discussions and meeting with parents of students with special educational needs, alongside the class teacher/tutor, Inclusion teacher responsible, and Program Coordinator when appropriate,
- ⇒ Provide teachers and students with effective, measurable, and targeted support,
- ⇒ Liaise with teachers and learning support staff to advise, inform, and support them in their role,
- ⇒ Oversee, collate, and maintain records of all students with special educational needs,
- ⇒ Participate in the school's IB Authorization and Evaluation processes,
- ⇒ Provide the Inclusion team with relevant professional development opportunities,
- ⇒ Make sure all needs and concerns of the Inclusion team are taken care of,



- ⇒ Review and inform all staff, at the beginning of each academic year, on the students who are already on the Inclusion register, and share the ILPs and strategies in place,
- ⇒ Liaise with the Programme Coordinator(s) to provide relevant information/reports to enable access arrangement requests to the IB, for them to be applied accordingly in all assessments throughout the year(s).

THE ROLE OF THE TUTOR/HOMEROOM TEACHER:

- ⇒ Have teachers fill in an SEN Referral Form identifying the concerns about a student's academic, social and/or emotional needs if concerns remain, despite 2-4 weeks modifications to the classroom environment and differentiation strategies implementation, and have it immediately shared with the Inclusion Team;
- ⇒ Follow up on teacher implemented modifications to the classroom environment and differentiation within the curriculum content to see if the situation improves;
- ⇒ Hold periodic review meetings with the Inclusion team and relevant staff members to discuss students' progress, needs and concerns;
- ⇒ Collaborate with school staff across all areas of the curriculum and liaise directly with parents to ensure a cohesive, collaborative and effective support for students.

THE ROLE OF TEACHERS:

All teachers are responsible for inclusion and differentiating their teaching under the Universal Design for Learning framework, planning, creating materials and resources, assessing, recording students work and supporting learning.

Such "intentional and proactive design" with concerns to support "learner variability and reduce barriers in curriculum and instruction" are core to UDL and should "develop expert learners" (cast.org,2022).

Teachers are responsible for:

- ⇒ The day-to-day teaching of **all** students in their class including those on the Inclusion register,
- ⇒ Identifying initial concerns regarding students who potentially have learning difficulties, bringing them to the attention of the Inclusion team for further assessment, and informing the relevant tutor and Programme Coordinator,
- ⇒ Reporting ongoing concerns,
- ⇒ Attending collaborative reviews of the students on the Inclusion register,
- ⇒ Planning appropriate differentiated and inclusive lesson plans, materials and resources, and assessments to meet the needs of all students including those with special educational needs, addressing the learning goal targets identified on their ILPs/ILGs.



- ⇒ Periodic review meetings will be held with the Inclusion team, tutors, homeroom teachers and relevant staff members, to discuss all students' progress, needs and concerns.

PROFESSIONAL DEVELOPMENT

International Sharing School recognizes that all teachers are responsible for differentiation in the classroom, therefore differentiation workshops led by learning support teachers will be provided to teaching staff.

REVIEW COMMITTEE – SEPTEMBER 2025:

Whole school Inclusion Team Coordinator:	Sofia Ramires
Inclusion Teacher:	Frederico Santos
Inclusion Teacher:	Inês Guinote
Inclusion Teacher:	Marta Nascimento
PYP Teachers:	Christina Kanjilal, Nicole dos Santos Thomson, Joana Dias, Carla Lopes, Vasco Cordes, Inês Agostinho
Academic Standards Coordinator:	Catarina Ribeiro

Date of policy: November 2019

Date of policy review: July 2021

Date of policy review: July 2022

Date of policy review: June 2023

Date of policy review: September 2023

Date of policy review: September 2025



BIBLIOGRAPHY

Learning Diversity and Inclusion in IB Programmes: Removing Barriers to Learning, International Baccalaureate Organization, March 2019.

The IB guide to inclusive education: a resource for whole school development, International Baccalaureate Organization, 2015.

Meeting student learning diversity in the classroom, International Baccalaureate Organization, May 2013.

MYP: From Principles into Practice, International Baccalaureate, Updated 2022.

Middle Years Programme Assessment Procedures 2019, International Baccalaureate Organization.

IB's Access and Inclusion Policy, International Baccalaureate Organization, September 2022.

CAST (2018). Universal Design for Learning Guidelines version 2.2. Retrieved from <http://udlguidelines.cast.org>

Using Universal Design for Learning (UDL) in the classroom, International Baccalaureate Organization, December 2016.

International Baccalaureate Organization - Standards & Practices:

B1.5: The school develops and implements an ***inclusion/special educational needs policy*** consistent with IB expectations.

A9: The school supports access for students to the IB programme(s) and philosophy.

B2.8: The school provides support for its students with learning and/or special educational needs and support for their teachers.

C1.6: Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.

C3.10: Teaching and learning differentiates instruction to meet students' learning needs and styles.



APPENDIXES

APPENDIX 1

SEN REFERRAL FORM

(To be completed by Teacher referring student)

Student Name	SSN	Grade
Referee	Date of referral	Mother tongue

Primary Reason(s) for Referral (Check all that apply):

- ☐ Academic
- ☐ Behaviour / Social Emotional (classroom expectations, aggression, outbursts)
- ☐ Social Skills (peer interactions)
- ☐ Communication (Speech-articulation or Language-receptive or expressive)
- ☐ Physical (fine or gross motor)
- ☐ Medical
- ☐ Other: _____

Comments: _____

Identify Specific areas of concern (check all that apply):

INSTRUCTION:

- ☐ Can't keep up with the pace of instruction
- ☐ Has difficulties in understanding/applying new concepts/taking notes
- ☐ Cannot request for help when not following
- ☐ Has difficulties following lecture/verbal instruction
- ☐ Has difficulties following written instruction (e.g. textbook)
- ☐ Frequently requires individual modelling of assignment or skill
- ☐ Requires small group or individual assistance to be successful
- ☐ Struggles to work in large groups
- ☐ Requires specific conditions to work/be attentive/be successful (please state which)
- ☐ Other: _____

Comments: _____



CURRICULUM: (please provide work samples)

- ☐ Reading: ☐ Phonics ☐ Comprehension ☐ Fluency ☐ Word recognition
☐ Math: ☐ Computation ☐ Basic facts ☐ Reasoning
☐ Spelling ☐ Writing: ☐ Conventions ☐ Organization of ideas ☐
Initiating ideas

☐ Other: _____

☐ Learner appears motivated but frustrated

☐ New concepts very difficult for student to grasp

Comments: _____

ENVIRONMENT:

- ☐ Needs to be in front of room/near teacher for: Behaviour Attention/prompting
Content/frequent checking-in and/or modeling
☐ Has difficulty when seated near specific peers
☐ Benefits when offered preferential seating (e.g. should avoid/be close to windows/doors)
☐ Easily distracted by activities or items within the classroom environment (please state triggers)
☐ Needs specific materials/resources to learn or apply knowledge (please state which)
☐ Needs special materials: chairs/tables/fidgeting devices...
☐ Cannot be in contact with specific materials: types of cloths/textures/plants/foods.
☐ Works better with or would benefit from being separated from certain elements (state which)
☐ Other: _____

Comments: _____

LEARNER:

☐ Current Meds: Yes No (If yes, which/reason-if known _____)

☐ Hearing concerns ☐ Vision Concerns

Gross Motor

- ☐ Motor control ☐ Moving from sitting to standing ☐ Participating in PE
☐ Sitting in chair ☐ Posture and balance

Comments: _____



Fine Motor (Please provide work samples)

o Handwriting

o Visual-perceptual skills

o Other: _____

Comments: _____

Attending Skills:

o Inconsistent attending (specify how, state reason and strategies that work if known)

o Does not attend without individual reminders

o Requires frequent individual reminders when following directionsoOther: _____

Comments: _____

General Classroom Skills:

o Distractable/short attention span

o Does not complete homework

o Frequently late or tardy

o Unresponsive to teacher interactions and offers of assistance

o Does not complete assignments within the expected time allotment

o Takes many trips to the bathroom, backpack, office

o Appears unmotivated

o Appears motivated but frustrated

o Makes noises/frequently talks out of turn

o Other: _____

Comments: _____

Social/Emotional Skills (refer specific events and people):

o Physically over reactive or aggressive



- o Bullying
- o Pervasively negative mood/bad attitude
- o Unresponsive to teacher interactions and offers of assistance
- o Poor peer relationship skills
- o Does not initiate peer interactions
- o Difficulty making or keeping friends
- o Personal space issues
- o Verbally over reactive or aggressive
- o Rarely interacts with peers (recess, etc)
- o Poor conversation skills
- o Other: _____

Comments: _____

Communication Skills:

- o Articulation/speech (sounds: _____)
- o Stuttering
- o Listening/Receptive Language
 - o Following directions
 - o Understanding new ideas
 - o Understanding new vocabulary
 - o Understanding multiple meaning words
- o Speaking/Expressive Language
 - o Answering questions during instruction or class activities
 - o Asking for help or clarification
 - o Expressing ideas in a clear, organized way
 - o Staying on topic
 - o Grammar

o Other: _____

Comments: _____



Interventions Attempted within the classroom:

Intervention	Date(s)	Intervention	Date(s)
Parent conference		Peer assistance	
Behaviour contract		Alternative Assignments	
Small group instruction		Visual aids	
Modified seating		Graphic organizers	
Desk organizers		Student conference	
Checklists		Self-monitoring checklists	
Segmented assignments		Preferential seating	
Re-do assignments		Key word/Word bank	
Translanguaging in tasks/tests		Anticipation and/or Reinforcement	
Extra time on assignments		Frequent teacher check ins	
Behaviour chart		Prompting	
Tangible rewards		Time management club	
Community work		Peer isolation	

Was Parent informed of referral? ☐ Yes ☐ No

Tutor: _____

Inclusion Responsible: _____

Parent/Guardian (if applicable): _____

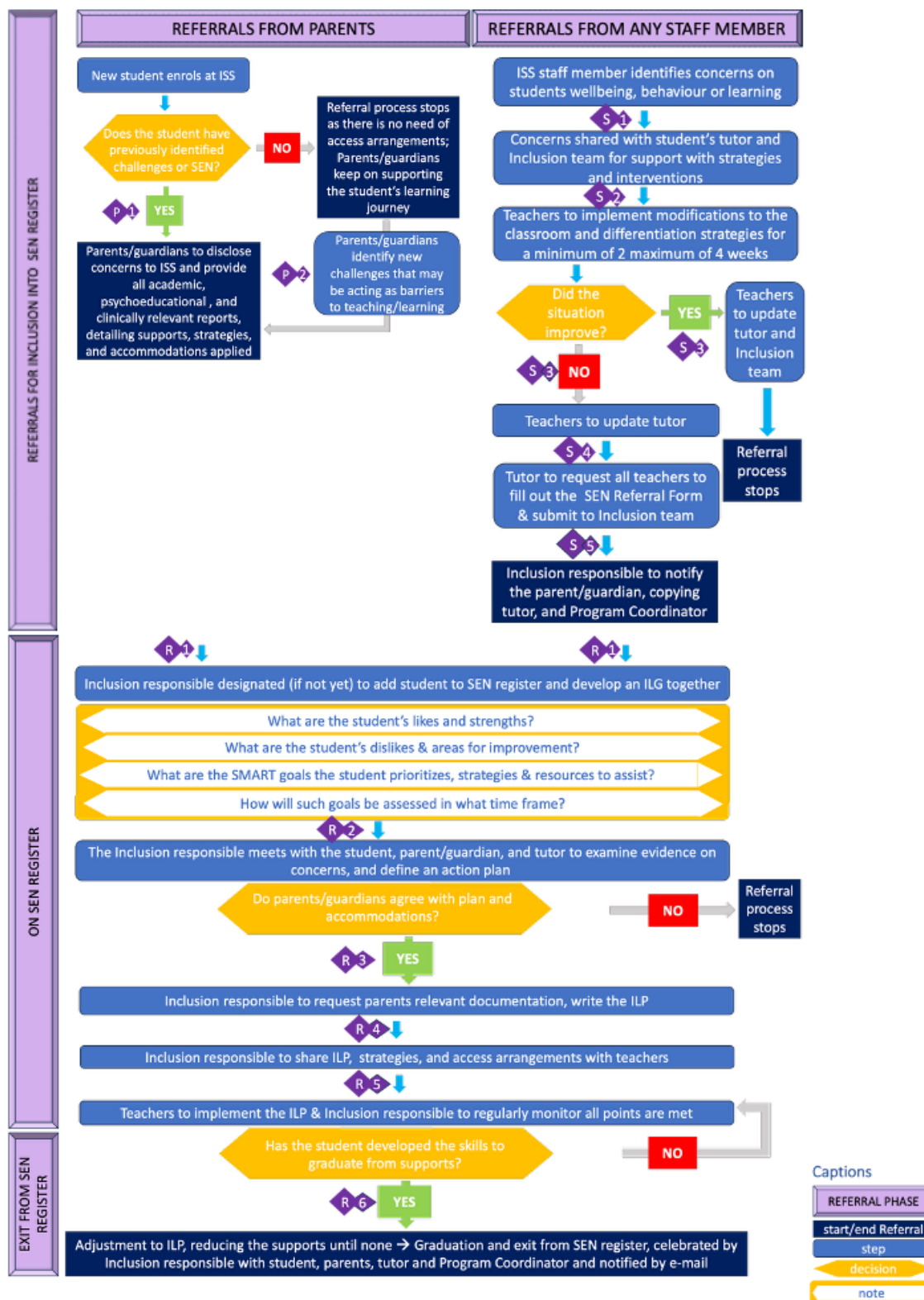


APPENDIX 2

SEN REFERRAL PROCEDURE

Inclusive access arrangements

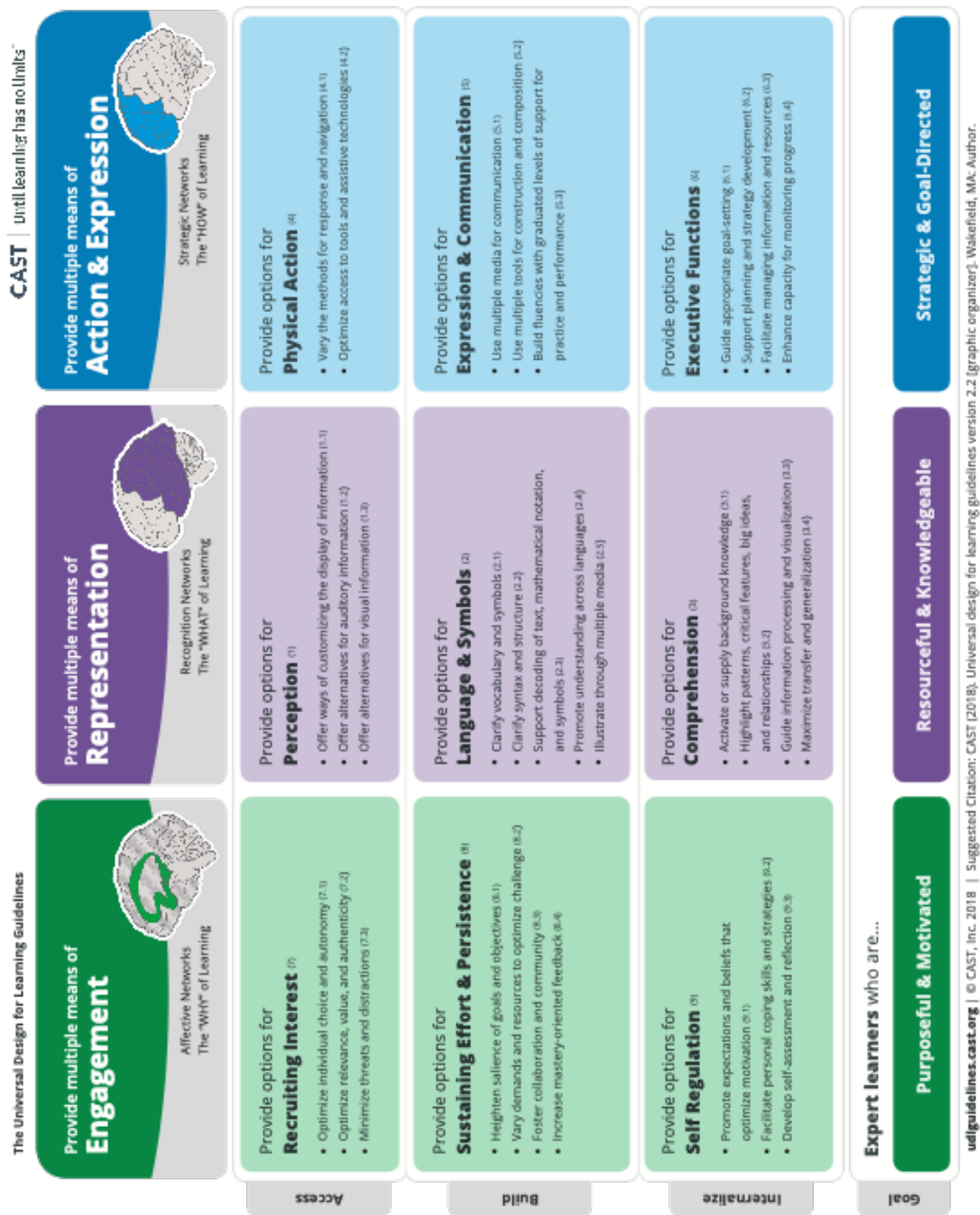
The decision pathway for the SEN referral





APPENDIX 3

Universal Design for Learning





**LEARNING DIVERSITY
AND INCLUSION POLICY
2025/2026**



**International
sharing school**
taguspark-portugal