

POLICY NAME	Whole School Access and Inclusion Policy
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SCHOOL	ISAWHIS
TITLE OF STAFF RESPONSIBLE	SEN / Learning Support Coordinator
APPROVING BODY	SLT
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ISAWHIS Whole School Access and Inclusion Policy V2.1

ISA International Education Group (ISAIEG) Mission Statement

Nurture Leading Talents and Pioneers for the Future

ISAWIS International School (ISAWHIS) Vision

Build A Multi-Cultural Ecosystem of International Education

ISAWIS Access and Inclusion Philosophy

The learning support programme promotes a whole-school approach to identifying, planning, implementing, and monitoring support for students with specific learning needs. We are committed to providing appropriate learning strategies, identifying and removing barriers to

learning and participation (*What is an IB Education?* 2019) and enabling all students to reach their potential in a supportive community and an inclusive learning environment.

As an IB World School, we "*encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.*" (IB mission statement 2004)

ISAWHIS embraces the principles of **Universal Design for Learning (UDL)** to proactively design flexible learning environments, curricula, and assessments that accommodate learner variability from the outset. We believe that by reducing barriers for all students, we create a more equitable and accessible learning experience.

ISAWHIS acknowledges that all students may experience barriers to learning at some point in their school career, but we aim to develop inclusive practices daily with and for our students to remove these barriers. This requires collaboration, review, and appropriate programmes in place to support them. ISAWIS wishes to respond quickly to the needs of individual students and expects its staff to follow the tiered approach to learning diversity and inclusion when learner variabilities are made known.

ISAWHIS International School is an open-entry school. It is in our philosophy and commitment to provide accessibility to all students. We are able to provide support to Tier 1 and Tier 2 students. Tier 3 students are reviewed case-by-case to ensure that well-being and progress can be best catered for at our school.

Access and Inclusion replaces the previous terminology 'SEN'. This updated terminology and classification of services has been adopted in order to address and include access to support services for the wide spectrum of need along a continuum that encompasses cognitive, social, emotional, and physical development (*Learning Diversity and Inclusion in IB Programmes*, 2016). As a school, we recognize that a student might require additional support if they:

- Have a significantly greater difficulty in learning caused by a gap between what the student is potentially capable of learning and what the student has in fact learned or achieved
- Have a mild cognitive disadvantage or Specific Learning Difficulty (SpLD) which affects their ability to learn at the same rate as the majority of their peers
- Are considered gifted and/or talented
- Experience a sensory impairment or physical disability
- Are experiencing emotional, behavioural, or social difficulties
- Have a combination of any of the specific needs or difficulties listed above

Being an inclusive school, our services are aligned as much as possible with the student's regular classroom environment.

ISAWHIS aims to promote a respect for uniqueness and the worth of human individuality and diversity. Our goal as international educators is to value difference and accommodate our wide-ranging community. We believe that through skilled and purposeful teaching, appropriate resources and support in an inclusive environment, students can find their individual paths to success.

It is essential to practice *"differentiation and Universal Design for Learning through identifying a student's learning style, scaffolding their learning, and differentiating the curriculum in order to develop the student's true potential"* (*Learning Diversity and Inclusion in IB Programmes*, IBO, 2016).

The school aims to be as flexible as possible in providing appropriate curriculum, teaching methods and resources for the wide range of capabilities, prior learning and different learning styles demonstrated by our students.

This policy is a working document and was written collaboratively by the Head of School, Principals, PYP and MYP Coordinator, Pastoral Care Coordinators, Student Support Services Coordinator, Positive Well-Being Counsellor and educators in connection with the learning community: guardians and students. As an IB World School the following documents support the policy review and development process:

- *Learning Diversity and Inclusion in IB Programmes* (2016)
- *What is an IB Education?* (2019)
- *The IB Guide to Inclusive Education: A Resource for Whole School Development* (2020)
- *Candidates with assessment access requirements* (IBO, current version)

Access and Inclusion Policy and Purpose

ISAWHIS recognises that all students should have access to an appropriate education that affords them the opportunity to achieve their personal potential (*Learning Diversity and Inclusion in IB Programmes*, 2016). We aim to increase access to the curriculum and engagement in learning for all students (*What is an IB Education?* 2019).

Making ongoing provisions for children with learning variabilities is a matter of equity, and it encourages them to reach their potential in a supportive and inclusive environment. Students

who access the learning support system may have been identified as needing support with Cognition and Learning, Social, Emotional and Mental Health, Physical, Sensory and/or Medical Needs, Communication and Interaction Difficulties.

Therefore, this policy aims:

- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils receiving learning support.
- To actively listen to the views and wishes of the child and ensure students are active participants in their learning journey.
- To enable pupils to reach their specific learning goals.
- To ensure that the needs of pupils are identified, assessed, provided for and regularly reviewed.
- To ensure that all pupils receiving learning support are still offered access to a broad, balanced and relevant curriculum.
- To work in partnership with guardians to enable them to make an active contribution to the education of their child.

ISAWHIS is committed to providing all students with outstanding learning opportunities. Our approach to admissions is, where appropriate, to be an open-entry school. Broadly, this means that students are not normally excluded based upon academic achievement to date.

Responsibilities

Removing barriers to learning is a shared responsibility. It is the responsibility of every teacher, as a teacher of all students, to ensure learning and teaching is equitable for all learners. At ISAWIS the Head of School, Principals, PYP, MYP, DP Coordinator, Student Support Services Coordinator, teachers, guardians, students and all stakeholders work together to put in place processes to remove barriers for all learners.

To ensure this, the Student Support Services Team is made up of the following roles to help support teachers and families to achieve equitable and accessible learning outcomes.

It is the responsibility of the Student Support Services Department to keep confidential records, reports and/or documentation on file for each student receiving learning support. These are made available to select staff and parents. Educational Psychological testing is not available on site, and referral to outside agencies is facilitated through the school by the Student Support Services Coordinator. When a student who has received learning support

leaves ISAWHIS, all relevant information and reports will be given to parents or transferred to the receiving school, if requested.

Student Support Services Team

This team is made up of highly qualified educators who work together as a cohesive group, sharing their knowledge and expertise within their fields to support each other. The Team consists of:

1. Student Support Services Coordinator
2. Pastoral Care Coordinator
3. SEN Teachers
4. Positive Well-Being Counsellor
5. Nurses

Additionally, the Leadership Team has the overall responsibility for the development and implementation of the Access and Inclusion policy, and teachers are responsible for the planning, teaching and learning to support all students.

Whole School Support Services

The mandate of the Whole School Support Services is to work with students, staff and families to create learning programmes to fulfil the school's mission statement. The Whole School Support Services referral process is applied according to the needs of the individual student. Students' needs are assessed and used to identify the required support at each tier level based on general classroom information and observation, standardised test results and monitoring results over time. Parent concerns will also be considered when assessing a student's needs and development.

SEN Teachers and Interventions

Students who require additional support in Reading, Writing, Spelling, Maths, Oral Language, EAL, Fine and Gross Motor skills, Social/Emotional/Behavioural development have access to

the school's SEN Teacher or Positive Well-Being Counsellor. This access is dependent upon their need and the availability of the SEN Teacher or Positive Well-Being Counsellor. Support will be offered on a group or individual basis as appropriate.

Practices and Procedures Guidelines:

- Guardians of selected students will be spoken to by the Student Support Services Coordinator, homeroom teacher or Positive Well-Being Counsellor. They will outline the area of concern, who the student will work with and the number of sessions a week they will be involved in.
- As the student is to work with the SEN Teacher or Positive Well-Being Counsellor, a standardised letter and parental consent form will be sent home for the guardians. The form needs to be returned to the Student Support Services Coordinator or Positive Well-Being Counsellor.
- The student will be added to the Learning Support Register if receiving Learning Support.
- **Students are active participants in the development and review of their Learning Support Plans (LSPs) or IEPs, with their voice and preferences central to goal-setting. Where appropriate, students are invited to share their reflections on their learning progress during review meetings.**
- Once the Student Support Services Coordinator is satisfied with the student's progress, the student will come off the support register.
- At the end of each month, the SEN Teacher or Positive Well-Being Counsellor will provide feedback to the classroom teachers on the student's progress and the next steps.
- If any guardians would like to discuss the progress further, and the homeroom teachers are unable to provide feedback, homeroom teachers are to direct the guardians to the SEN Teacher and/or Student Support Services Coordinator.
- If the guardians decline the offer of support, the classroom teacher needs to inform the Student Support Services Coordinator of the outcome.
- The Pastoral Care Coordinator will be kept up to date with any students receiving support.

Refer to Appendix X for Referral Process - Tiered Approach Chart at ISAWIS, Support Programmes and Gifted and Talented Assessment.

Identifying Students: Screening During Admission Process

All students applying for admission to ISAWIS will go through an admissions screening; students will also be screened to see if any specific Learning Support is required.

Admissions process includes, but is not limited to:

- Family document submission
- Family screener interview
- Student English language and Mathematics screener assessment tasks
- Documentation review, if appropriate
- Final enrollment approval is provided by the Head of School, with support from School Principal/Dean, and Head of Admissions.

The ISAWHIS Admissions Team will also analyse previous school records and information given by the parents to determine the potential need for learning support. The former school of every new student will be asked to forward any details of learning support provided in addition to all appropriate testing results that are available.

The school may also request a statement of medical history, including any significant health, social and/or emotional needs, and information on additional services currently (or previously) provided.

Should learning support be identified, the situation is then discussed with the Student Support Services Coordinator and other relevant staff. Parents will be informed if learning support is needed. There may be some students whose academic and/or social needs are beyond the provision of the school. In such cases, students will not be admitted, or only allowed to continue under clearly defined conditions, which will be relative to the specific needs of the child and will be subject to regular review. The final decision regarding placement rests with the relevant School Principal.

Referral Process

The process of referral for learning support is carried out according to the process outlined below:

Types of Learning Support

Refer to Appendix X Referral Process Chart

There are three tiers of Learning Support at ISAWHIS:

Tier 1: The purpose of Tier 1 is to begin the monitoring stage where specific learning areas or skills may be at-risk. Tier 1 is appropriate for students in class who are supported by differentiated instruction and Universal Design for Learning (UDL) principles. All teachers are responsible for the inclusion of all learners within the classroom and specialist programmes by adapting learning to suit learner variability. All teachers have a responsibility to monitor and assess student's learning across all curriculum areas.

When accommodations provided at Tier 1 are not successful, a student moves to Tier 2 or 3. At these stages, a Learning Support Plan or Individualized Education Plan is written.

See Appendix X 'Referral Process' for further information.

Tier 2: The purpose of Tier 2 is to create Learning Support Plans that will enable students with variabilities in their learning to access learning at school through the removal of barriers and implementation of specific learning programmes. If a student has completed a 45-day observation and has been identified that learning is not progressing at the level desired, the Student Support Services Coordinator will identify specific strategies that will be put in place to support an individual's learning. The strategies will inform a Learning Support Plan (LSP), a working document that should be officially reviewed by the Student Support Services Coordinator, teacher, guardians **and student** every semester. Students at Tier 2 will receive in-class support from a SEN Teacher and, where appropriate, may also participate in small group pull-out support programmes.

Tier 3: The purpose of Tier 3 is to support those students who require adapted, individualised learning goals identified through an IEP. Students at this tier have either worked through Tier 1 and/or Tier 2 or have been identified previously as having additional learning variability. The tier includes all students identified as Gifted and Talented, as well as any students who begin their learning journey at ISAWIS with a history of having an IEP or external evaluations and reports.

Resource Allocation: ISAWHIS is committed to supporting all learners to the best of our ability. Resource allocation for Tier 2 and Tier 3 support is reviewed regularly to ensure equitable access. Should demand for support exceed available resources, waiting lists will be managed transparently with families, and external referral options will be explored in

partnership with parents. The school regularly reviews staffing and resources to meet the needs of its learners.

Our Learning Support team plays a key role in ensuring that all ISAWHIS students have a fair opportunity to succeed to their full developmental and academic capacity. The programme provides academic English language support for those students who are non-native speakers of English and require academic and social support to develop English language fluency.

This programme also provides a wider range of services to students who possess learning differences and to students who are experiencing social and emotional difficulties.

Transition Planning

ISAWHIS recognises that transitions between divisions (PYP to MYP to DP), grade levels, or to other schools can be challenging for students receiving learning support. To ensure continuity of support:

- **Transition meetings** are held between sending and receiving teachers, coordinators, and the Student Support Services Team prior to students moving to the next grade level or division.
- **Student voice** is included in transition planning, with students given the opportunity to share what strategies have been helpful for their learning.
- **Parents** are kept informed and involved in transition discussions.
- When students transition to another school, all relevant documentation (LSPs, IEPs, assessment records) will be shared with the receiving school upon parental request and consent.

Exiting from the Learning Support Programme

In Primary Years, a student is considered for release from the Learning Support programme when both the SEN Teacher, classroom teacher, parents and student (where appropriate) agree the student is capable of functioning autonomously and successfully in the regular instructional classroom. Appropriate assessment is completed to ensure student suitability for exiting Learning Support.

In Secondary Years, a student is considered for release from the Learning Support programme when the SEN Teacher, Curriculum Coordinators, core teachers, parents and student agree the student is capable of functioning autonomously and successfully in the regular instructional classroom as well as meeting the grade level requirements. This decision is fully documented in the appropriate location.

Learning Support in the Diploma Programme: Assessment Provisions for Students Receiving Learning Support

The IB allows schools to make their own decision on provision for SEN students in exams based on the following criteria from the DP Handbook 9.1.2 "Assessment requirements not requiring authorization":

A candidate is permitted to take an examination in a separate room if it is in the best interests of the candidate or other candidates in the group. For example, lighting may be a particular consideration for a candidate with a visual impairment, or a room with an echo may be difficult for a candidate with autism. Furthermore, a candidate's condition or the nature of the inclusive assessment arrangement (for example, a scribe, a computer) may disturb other candidates, in which case a separate examination room is justified.

If the examination is taken in a separate room, all regulations governing the conduct of IB examinations must be observed. The candidate must be kept under the constant supervision of an invigilator. The coordinator may arrange for appropriate seating to meet the needs of individual candidates (for example, sitting near the front may be appropriate for a candidate with vision or hearing difficulties).

An assistant, if necessary, a nurse, may be in attendance if this is necessary for the welfare or safety of a candidate. The assistant must not be another candidate or a relative of the candidate.

A candidate who normally uses an aid (for example, a coloured overlay, a Braille slate, a sound amplification device, a radio aid, a hearing aid (without Bluetooth), a low vision aid, a magnifying aid, coloured filter lenses) is allowed to use the aid in examinations. Note: It is in breach of regulations if candidates are found in possession of any other mobile devices in the examination room.

A candidate with a hearing condition may receive instructions from a communicator. This arrangement must be confined to explaining the conduct of the examination and the

instructions in an examination paper. The communicator must not convey information about any aspect of a question in the paper without prior authorisation from IB Assessment Centre.

If a candidate has difficulties in reading or attention, test directions may be clarified by the invigilator or a designated reader. This arrangement must be strictly confined only to clarifying the directions and the instructions and not the content of the questions.

Magnifying devices to enlarge and read print may be used by candidates with vision issues. These may include magnifying glasses and line magnifiers.

For a candidate who has colour blindness, the coordinator (or invigilator) is permitted to name colours in an examination paper (for example, on a map in a geography examination). However, no other form of assistance may be given without authorisation from the IB Assessment Centre.

A candidate who is hypersensitive to sound is permitted the use of noise buffers such as headsets, earplugs, and individual workstations with acoustic screens. If an individual workstation is employed, all regulations governing the conduct of IB examinations must be observed. The candidate must be kept under the constant supervision of an invigilator.

A candidate may be permitted rest breaks if required to do so due to medical, physical, psychological, or other conditions. The amount of time permitted for rest breaks is not counted towards the duration of the candidate's examination. Rest breaks must be supervised to ensure that the security of the examination is maintained. There must be no communication with, or disturbance to, other candidates. The amount of rest time and number of breaks permitted must be pre-determined and will depend upon the candidate's circumstances, although 10 minutes per hour is the general recommendation. During a rest break, the candidate is not permitted to read, respond to the examination paper or write notes of any kind. Candidates may be allowed to leave the room for all or part of the rest periods. For example, a candidate with diabetes may be provided rest breaks to check blood sugar levels and take medication. If a candidate's personal examination timetable is such that, with rest periods and additional time more than six and a half hours of examinations would take place in one day, rescheduling should be requested.

A candidate may be permitted the use of a prompter due to attention issues, psychological or neurological conditions. A prompter would ensure that a candidate pays attention to the examination. The use of the prompter should not disturb other candidates. The coordinator or invigilator may act as a prompter, but the examination must be conducted according to IB regulations. In all cases, the prompter may only prompt the candidate and not provide any form of assistance. The prompt may be a gentle tap on the candidate's arm or desk/table but

should not be given verbally. The prompter must not draw the candidate's attention to any part of the examination paper or script. The prompter should be familiar with the candidate's behaviour so that he/she knows when the candidate is off-task. The candidate should be familiar with the kind of prompt that he/she would likely receive from the prompter. The prompter should be in a position that provides a view of the candidate's disposition rather than his/her work. The candidate should not feel as though he/she is under pressure or scrutiny.

At the discretion of the coordinator, a candidate may be given additional time to complete assignments during the two-year programme (for example, the extended essay, the theory of knowledge (TOK) essay) without authorisation from the IB.

However, if an extension to the deadline for the submission of work for assessment is required, the coordinator must contact IB Answers.

In order to get extra time for one or more DP students in the exams, we must follow the steps in the DP Handbook 9.1.3 "Assessment requirements requiring authorisation".

We must apply for special educational requirements 6 months before the exam session. We must identify one or more areas of concern regarding the student, for example: reading, writing, processing information, medical, mental health, anxiety, physical.

We must get both student and parent approval before we start the process. Without this approval, the IB is unable to take any action.

The IB requires two supporting documents:

- The student must be referred to the Positive Well-Being Counsellor/Student Support Services Coordinator.
- The counsellor must give the student a test in the area of concern only (The IB does not require tests in other areas). There are no official IB tests; each school/country will have their own preferred tests. If the school doesn't have the tests, the counsellor should know how to get them; if this is not possible, the tests can be bought from outside.
- The test scores must be sent to the IB.

The following evidence needs to be sent to the IB:

- At least one piece of evidence of the student's work (for example, showing unsuccessful work owing to lack of access or successful work owing to access given); the work submitted, which needs only be in one subject, must be work that has been written in English, French or Spanish.
- Teacher instructions given for the piece(s) of work sent in.

- Teacher feedback on the piece(s) of work handed in.
- Evidence of the support the teacher has given the student in relation to their potential learning needs.
- The teacher's assessment of the problems the student faces in their subject and an overall account of his/her performance in the subject.

The following is also acceptable:

- Anecdotal observations from the school such as records or correspondence from a class teacher, a learning support/inclusion coordinator or Positive Well-Being Counsellor
- An individualised educational plan (IEP)
- Evidence of correspondence or records from a previous school where the candidate was enrolled and whether the assessment arrangement was used

The school will contact the IB via IBIS Request for inclusive assessment arrangements.

Relevant Documents:

- Handbook of Procedures, section 9
- https://ibpublishing.ibo.org/server3/apps/handbook/index.html?doc=d_0_dpvy_vmx_14_09_1_e&part=10&chapter=1
- Candidates with assessment access requirements:
http://xmltwo.ibo.org/publications/DP/Group0/d_0_dpvy_vmx_1409_1/pdf/access_e.pdf

Appendix X: Tiered Approach Chart

Appendix X: Referral Process - Tiered Approach to Learning Support at ISAWIS chart

<u>Tier 1</u>		Documents and resources
Tier 1	Purpose The purpose of Tier 1 is to begin the monitoring stage where specific learning areas or skills may be at-risk. Tier 1 is appropriate for students in class that are supported by differentiated instruction. All teachers are responsible for the inclusion of all learners within the classroom and specialist programmes by adapting learning to suit learner variability. All teachers have a responsibility to monitor and assess student's learning across all curriculum areas. Process	• Learning Support meeting minutes • In class accommodations

	• If a student is not making expected progress, the homeroom teacher and/or specialist teachers will consult a student's file to ensure relevant information is known. During this time the homeroom teacher/specialist teachers will use additional accommodations and share their concerns/seek advice from the Student Support Services Coordinator. • When appropriate, discuss any difficulties in learning with the student and find out from their perspective what help they need. • Homeroom teacher meets with the parents to discuss concerns and to notify them of any new differentiated strategies to be initiated in class. This should include a vision and hearing check where required. • An observation period will take place where strategies are implemented and the teacher monitors and documents progress. These notes should be brief, informal and directly related to the results and/or strategies being implemented. All teachers that work with the student are required to contribute to this document. • The teacher will meet with the Student Support Services Coordinator to share observations during the implementation of differentiated strategies and to ascertain whether the issue is resolved or further intervention is required by moving the student to Tier 2. • The teacher will inform the parents regarding the effectiveness of the strategies at this time and whether the school is proceeding to Tier 2. • This process can be adapted upon advice from the Student Support Services Coordinator. • Pastoral Coordinator to be keep updated of students receiving support. Who is involved? Homeroom teacher, Pastoral Coordinator Care, Student Support Services Coordinator, guardians, specialist teachers/Positive Well-Being Counsellor where required. Suggested accommodations • Preferential seating or flexible seating options • Visual supports and prompts eg now, then, next chart • Goal and reward charts • Sensory supports eg quiet space in classroom, noise cancelling headphones, movement breaks • Fine/gross motor supports eg wobble board, chair band, pencil grip • Presenting material in a variety of ways eg written (consider text size and style), oral, visual, tactile, online • Scaffolded learning experiences, reduce task demands, provide lesson material or outline prior • Assistive technology – laptop for dictation, talking tins, ipad apps.	
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Tier 2	Purpose The purpose of Tier 2 is to create Learning Support Plans that will enable students with variabilities in their learning to access learning at school through the removal of barriers and implementation of specific learning programmes. If a student has completed an observation period and has been identified that learning is not progressing at the level desired, the Student Support Services Coordinator will identify specific strategies that will be put in place to support an individual's learning. The strategies will inform a Learning Support Plan (LSP), a working document and should be officially reviewed by the Student Support Services Coordinator, teacher, guardians and students every semester. Students at Tier 2 will receive in class support from a Learning Support Teacher and where appropriate may also participate in small group pull out support programmes. Process • LSP is written by the homeroom teacher, with support and advice from the Student Support Services Coordinator. • The homeroom teacher will meet with the parents to share the LSP; this meeting may include the Student Support Services Coordinator. If learning goals are applicable within the specialist teaching programme, the teacher responsible for that area of learning should also be consulted. • Once signed off, the LSP will be shared with all teaching staff who will share the responsibility of the student's learning. See example LSP to ensure the plan includes accommodations that can be applied across many areas of learning. • Note: teaching staff will receive in-house professional development on the purpose, framework and creation of LSPs by the Student Support Services Coordinator. • Within one semester the teacher (and Student Support Services Coordinator) will meet with parents to review progress unless a meeting is required prior to this. • If the accommodations are proving effective, the student will stay at this Tier continuing to use the LSP for another semester. • If after another semester on the LSP, the student has continued to make desired progress, they can move back to Tier 1 where they will be closely monitored by the homeroom teacher and remain on the Learning Support Register. • If this tier is ineffective, the student will progress to Tier 3. At this stage parents may be advised to get an Educational Psychologist or other evaluation depending on the child's needs. • Should the support team deem that the LSP is ineffective based on curriculum baselines or agreed upon behavioural outcomes proceed to Tier 3. Should the Learning Support Plan be successful, it can be updated and continued, or if support is no longer deemed necessary, the student will return to Tier 1. • This process can be adapted upon advice from the Student Support Services Coordinator. • Pastoral Coordinator to be keep updated of students receiving support. Who is involved?	• Learning Support Plan (LSP) • Bank of accommodations • Learning Support Review Meeting Form
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	Homeroom Teacher, Pastoral Coordinator Care, Student Support Services Coordinator, Learning Support Teacher, Positive Well-Being Counsellor, guardians, specialist teachers. Suggested accommodations and intervention programmes <i>Relevant accommodations as stated in Tier 1 plus if applicable:</i> • In-class Learning Support Teacher • Small group intervention programs run outside of the classroom by a Learning Support Teacher/Positive Well-Being Counsellor (this may include both academic focused intervention programs and social/emotional/behavioural support programmes)	
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Tier 3	Purpose The purpose of Tier 3 is to support those students who require adapted, individualised learning goals identified through an IEP. Students at this tier have either worked through Tier 1 and/or Tier 2 or have been identified previously as having additional learning variability. The tier includes all students identified as Gifted and Talented as well as any students who begin their learning journey at ISAWIS with a history of having an IEP or external evaluations and reports. Students at this tier will receive pull out support up to 5 x per week. Process • If a student has lacked progress after being on a LSP for a semester, they will move onto Tier 3 and an IEP will be created. The homeroom teacher discusses this with the Student Support Services Coordinator who will need to agree upon this being the next course of action prior to the IEP being created. • The creation of an IEP is the responsibility of the homeroom teacher, with the advice and guidance of the Student Support Services Coordinator and in consultation with the student's guardians, student themselves, and any other support services or agencies, identifying SMART goals for the learner. • Teachers should consult the supplementary documentation on IEPs while writing the plan. • The IEP will be shared with <u>all</u> teaching staff who take shared responsibility to implement the plan. • An IEP may also be supported by a Positive Behaviour Plan, which will focus on setting targets and highlighting strategies that encourage positive behaviours in order to achieve their IEP goals. • The IEP goals will be reviewed and monitored every semester by all stakeholders. • Teaching staff will receive in-house professional development on the purpose, framework and creation of IEPs by the Student Support Services Coordinator. • If goals have been met, new IEP goals will be set. If goals have not been met, the student will continue to work on these for another semester, however, some adaptations may be made. • An IEP is a working document whereby progress of an individual is monitored and documented. If a student is meeting their goals, prior to a review, this should be recorded and a new goal set. This should be discussed in collaboration with all stakeholders in the student's learning. • If a student does not make any progress after being on an IEP for 1 year, other options must be explored. If a child does not have an	• IEP Template • IEP meeting minutes • Accommodation Bank for IEPs
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	Educational Psychologist, SLT, Audiologist, OT, or other evaluations, it will now be strongly recommended or required for the student. • This process can be adapted upon advice from the Student Support Services Coordinator. • Pastoral Coordinator to be keep updated of students receiving support. Who is involved? Homeroom Teacher, Pastoral Coordinator Care, Student Support Services Coordinator, Learning Support Teacher, Positive Well-Being Counsellor, guardians, specialist teachers. Suggested accommodations and intervention programmes <i>Relevant accommodations as stated in Tier 1 and 2 plus if applicable:</i> • 1:1 Support • External Support - eg. Educational Psychologist, Occupational Therapist, Speech and Language Therapist	
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Learning Support Programmes

Reading Support Programme

The Reading Support Programme will be available to students at Tier 2 and will focus on raising their level of attainment in Reading. Students will be assessed on their letter/sound and sight word knowledge, decoding and word attack abilities and comprehension skills using a comprehensive reading assessment kit. An appropriate programme will then be designed by the Student Support Services Coordinator to be administered by The SEN Teacher. Students may be seen either in class or out of class as appropriate to their level of need.

Writing Support Programme

The Writing Support Programme will be available to students at Tier 2 and will focus on raising students' level of written language including spelling. Students will complete a spelling assessment at an appropriate level to ascertain any gaps in their knowledge. They will also produce a writing sample that will be analysed using The English Matrices Progress Indicators. An appropriate programme will then be designed by the Student Support Services Coordinator to be administered by The SEN Teacher. Students may be seen either in class or out of class as appropriate to their level of need.

Mathematics Invention Programme

The Mathematics Invention Programme will be available to students at Tier 2 and will focus on raising number knowledge and/or strand-based understanding. Students will be assessed

using the IXL diagnostic. They will have specific goals to drive their support. Students may be seen either in class or out of class as appropriate to their level of need.

Oral Language Support Programme

The Oral Language Support Programme will be available to students at Tier 2 and will focus on raising their level of listening and speaking skills. Students will be assessed using either the JOST or Record of Oral Language Assessment. A programme will then be designed to improve their oral language skills and will be administered by the SEN Teacher . This may occur in or out of class as appropriate.

Fine/Gross Motor Development Programme

The Fine/Gross Motor Development Programme will be available to students at Tier 2 and will focus on raising their fine/gross motor skills. Students will be assessed using the BOT-2 standardised fine and gross motor skills assessment to determine functioning from typical to moderate difficulties. A programme will then be designed to improve their skills and will be administered by the SEN Teacher . This may occur in or out of class as appropriate.

Social/Emotional/Behavioural Intervention Programmes

Students requiring support socially/emotionally/behaviourally will be observed initially by either the Student Support Services Coordinator or Positive Well-Being Counsellor. An appropriate programme will then be designed to meet their specific needs. This may be administered as accommodations within the homeroom at a Tier 1 level or as a pull-out support programme at Tier 2. Students may also be involved with seeing the Positive Well-Being Counsellor for 1-1 sessions.

UFLI (University of Florida Literacy Institute) Programme

The UFLI (University of Florida Literacy Institute) programme is a structured literacy intervention designed to support students at Tier 2 and Tier 3 who require targeted instruction in foundational reading skills. Rooted in evidence-based practices and the science of reading, UFLI provides systematic and explicit instruction in phonics, phonemic awareness, decoding, fluency, and spelling. Students are assessed regularly to monitor progress and ensure instruction is responsive to their individual needs. Lessons are delivered in small group or one-on-one settings, either in class or through pull-out support, depending on what is most appropriate for each learner.

Working Memory Programme

The Working Memory Programme is a targeted intervention for students at Tier 2 and Tier 3 who experience difficulties with holding and manipulating information in their short-term memory, which can impact learning across all curriculum areas. Through a series of engaging and developmentally appropriate activities, students are supported to strengthen their auditory and visual working memory, improve their ability to follow multi-step instructions, and develop strategies to support their learning. The programme is delivered in small group or individual sessions by the Learning Support Teacher, with regular monitoring to track progress and adjust strategies as needed.

PECS (Picture Exchange Communication System) Programme

The PECS (Picture Exchange Communication System) programme is an evidence-based intervention designed to support students at Tier 2 and Tier 3 who have limited or no verbal communication. PECS teaches students to initiate communication by exchanging pictures to express their wants, needs, and thoughts. The programme progresses through six phases, beginning with simple picture exchange and building toward constructing sentences and commenting. PECS is implemented by trained Learning Support staff in collaboration with classroom teachers and, where appropriate, speech and language therapists. The goal is to provide students with a functional and effective means of communication, reducing frustration and supporting their social and academic participation in the classroom.

Learning Support for EAL (English as an Additional Language)

EAL support is offered to students who require additional support in learning to listen, speak, read, or write in English in order to effectively access classroom material across all three tiers. ISAWHIS offers an EAL programme which works in collaboration with homeroom curriculum and the ENC curriculum guidelines. An assessment of the student will be carried out by Student Support Services Coordinator. The Student Support Services Coordinator and/or the

SEN Teacher will then design learning engagements to support the student in being able to access the homeroom curriculum and increase their English language level. Students may be seen either in class or out of class as appropriate to their level of need.

Learning Support for Gifted and Talented Students

All students identified as Gifted and Talented will be screened using a comprehensive multi-faceted approach. It is not simply a matter of IQ testing—rather, use of multiple criteria from a variety of sources is generally most effective.

- Teacher identification
- Standardised tests
- Recommendations from an Educational Psychologist report

Support will be provided either in or out of class to nurture and extend their giftedness.

Monitoring of Learning Support Procedures

The Access and Inclusion Policy and Procedures are reviewed annually.

The current policy was written in consultation with the Head of School, Principals, Student Support Services, Coordinators.

Appendix X: Gifted and Talented Assessment

Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination:

General intellectual ability or talent: Guardians and teachers often recognise students with general intellectual talent by their wide-ranging knowledge of general information and high levels of vocabulary, memory, abstract word knowledge, and abstract reasoning.

Specific academic aptitude or talent: Students with specific academic aptitudes are identified by their outstanding performance on an achievement or aptitude test in one area such as Mathematics or English.

Creative and productive thinking: This is the ability to produce new ideas by bringing together elements usually thought of as independent or dissimilar and the aptitude for developing new meanings that have social value. Characteristics of creative and productive students include openness to experience, setting personal standards for evaluation, the ability to play with ideas, willingness to take risks, preference for complexity, tolerance for ambiguity, positive self-image, and the ability to become submerged in a task.

Leadership ability: Leadership can be defined as the ability to direct individuals or groups to a common decision or action. Students who demonstrate a talent in leadership ability use group skills and negotiate in difficult situations. Many teachers recognise leadership through a student's keen interest and skill in problem-solving. Leadership characteristics include self-confidence, responsibility, cooperation, a tendency to dominate, and the ability to adapt readily to new situations.

Visual and performing arts: Students with a talent in the arts demonstrate special talents in visual art, music, dance, drama, or other related studies.

Psychomotor ability: This involves kinaesthetic motor abilities such as practical, spatial, mechanical, and physical skills. It is seldom used as a criterion in gifted programmes.

These are typical factors stressed by educational authorities as being indicative of possessing a talent. Obviously, no child is outstanding in all characteristics.

- Shows superior reasoning powers and marked ability to handle ideas; can generalise readily from specific facts and can see subtle relationships; has outstanding problem-solving ability.
- Shows persistent intellectual curiosity; asks searching questions; shows exceptional interest in the nature of man and the universe.
- Has a wide range of interests, often of an intellectual kind; develops one or more interests to considerable depth.
- Is markedly superior in quality and quantity of written and/or spoken vocabulary.
- Reads avidly and absorbs books well beyond his or her years.
- Learns quickly and easily and retains what is learned; recalls important details, concepts and principles; comprehends readily.
- Shows insight into arithmetical problems that require careful reasoning and grasps mathematical concepts readily.
- Shows creative ability or imaginative expression in such things as music, art, dance, drama; shows sensitivity and finesse in rhythm, movement, and bodily control.
- Sustains concentration for lengthy periods and shows outstanding responsibility and independence in classroom work.

- Sets realistically high standards for self; is self-critical in evaluating and correcting his or her own efforts.
- Shows initiative and originality in intellectual work; shows flexibility in thinking and considers problems from a number of viewpoints.
- Observes keenly and is responsive to new ideas.
- Shows social poise and an ability to communicate with adults in a mature way.
- Gets excitement and pleasure from an intellectual challenge; shows an alert and subtle sense of humour.

Glossary of Key Terms

Term	Definition
Access and Inclusion	A philosophy and set of practices that ensure all students can participate fully in learning by removing barriers.
Differentiation	Adapting teaching methods, content, and assessment to meet the diverse needs of learners.
IEP (Individualized Education Plan)	A detailed plan for students at Tier 3 outlining specific, adapted learning goals and required support.
LSP (Learning Support Plan)	A working document for students at Tier 2 outlining strategies and goals to support learning.
SpLD (Specific Learning Difficulty)	A difference in the way information is processed, affecting skills such as reading, writing, or maths (e.g., dyslexia, dyscalculia).
Tier 1	Universal support: High-quality differentiated instruction and UDL for all students.
Tier 2	Targeted support: Small group or individual interventions for students requiring additional support.

Tier 3	Intensive support: Individualised, adapted programmes for students with significant learning variabilities.
UDL (Universal Design for Learning)	A framework for proactively designing flexible learning environments that accommodate learner variability.