



## **TEMA INTERNATIONAL SCHOOL**

### **Inclusion and Special Educational Needs**

**2018**

## GENERAL STATEMENT

We value each student's right and have put appropriate measures in place to meet the needs of each student in accordance to their potential. The school believes in enabling every student to have a full access and participate in all the aspects of school life, where school resources and programs make this possible..

### Learning Diversity, SEN and Inclusion

Special Education Needs (SEN) refers to students with challenges that impedes their learning and calls for special provisions to ensure they achieve their educational goals (Child Law advice, n.d). These challenges could either be academically, emotional, physical, psychological and/or social.

**At TIS, a student is considered to have challenge(s) if he or she has a:**

- Significantly greater difficulty, including talented student, in learning than the peers.
- Disabilities that obstruct them from accessing the facilities provided for the other students.

**All students should be:**

- Able to have access to education appropriate to their learning capacity.
- Given an equal opportunity to an inclusive educational system.
- Provided with subject support within the framework of the school policies.
- Given concessions applicable to their special education needs as provided by the relevant curriculum boards/school program.

## **Appendix 1. Aims and Objectives of the TIS Well Being Team**

- To equip and empower all students regardless challenges, to succeed in school.
- To adapt and provide an education beneficial to the individual learning styles.
- To integrate SEN students into mainstream classroom through effective differentiation.
- To seek and ensure continuous improvement in learning for all SEN students.
- To develop the confidence and personality of the SEN student.

Students with documented Special Education Needs (SEN) will be admitted to TIS, if the school has the facilities and processes in place to cater for their specific needs. Students who are identified with a prior special education need at a later stage after enrolment may have their enrolment terminated. SEN students will be able to access all aspects of the school curriculum, where necessary with assistance.

## **Appendix 2.**

### **Roles:**

#### **Program Coordinators**

- It is the responsibility of the program coordinators (MYP, IGCSE & DP) to request with the IB and CIE special assessment arrangements for documented SEN students.
- Teaching and learning will be differentiated to meet the needs of individual students.

#### **Heads of Departments**

- Supervise teachers in implementing the measures put in place to support students with special needs.
- Units of work across the curriculum will reflect whole school approaches to teaching and learning through differentiation and will take account any special educational needs.
- Assessment tasks and activities may be broken down into a series of smaller and achievable steps for students who have identified learning difficulties.

- Gifted and talented students receive extended tasks of a more challenging level.

### Staff

- Staff will be trained to implement teaching strategies for SEN at the classroom level.
- Student groupings are made flexible so that learning needs may be met in individual, in small group or whole class contexts.
- Staff discusses students who face challenges or need to be challenged on a regular basis in Guidance Meetings, per grade level, at different intervals per year.
- In case where a student appears to have significant academic underperformance or academic difficulties, the classroom teacher refers the student to the Well Being Team with appropriate documentation using the Referral Form (Appendix 3) following the Referral Flow Chart (Appendix 4). Based upon the decision of the team and the school administration, the parents of the student will be informed about the presented concerns and if needed, the teacher(s) who made the referral will attend a meeting to help clarify to the parents the concerns so they better understand the need to take action.
- Upon the professional judgment of the counselor and the school principal, the student might be referred to an outside agency for formal diagnostic assessment.
- In case a student is diagnosed with a learning difficulty or disorder, the school administration and the counselor will investigate and decide whether the school can accommodate and meet the student's needs. The decision of acceptance and accommodation is based upon reviewing the resources the student will require compared to the learning program and human and material resources that the school can provide.

### Well Being Team

- Provides social and intellectual skill training during individual or group sessions for students with special needs to enable them cope with the systems of the school.
- Assists students to understand themselves in relation to their needs and demands of the school environment to help students develop healthy self-promoting attitudes and thrive in the school environment.

- Assists students with social emotional challenges to make meaningful contacts with others in the school environment.

### **Learning Support**

- Inform teachers of any SEN students allocated to their class.
- Consult with staff to inform about an appropriate IEP (Individualized Education Program) for students with special educational needs.
- Collaborate with teachers to develop a more effective support system and services for students with special educational needs.
- Depending on the need required, the learning support team will collaborate and coordinate the activities of other professionals such as occupation therapist, speech and language therapist in offering their services to students.
- Address specific questions or concerns parent or family members may have concerning the Special Educational Needs
- Play major role in the assessment and intervention process for students.
- Assisting students with realistic planning to suit the demanding nature of the school's curriculum.

### **Peer Tutors**

- Peer tutors, recommended by subject teachers, participate in the academic support process.
- They are trained by teachers and engaged in frequent meetings to familiarise themselves with how to handle basic issues at the learning support level and be assigned to students who need extra help.
- Students who require support are fully involved in the plans and decisions made to address their individual needs and targets, and are asked to evaluate their progress during the semester.

### **College Guides Team**

- Spend extra time and pay extra attention to SEN students and assist with: transcripts, weak subject and test accommodation.
- Help researching and take advantage of any necessary testing accommodation for standardized test.

- Match their interest with available career options available to them despite their challenges.
- Discuss Colleges and Universities, noting their admission requirements and special needs accommodation.
- Assist in properly documenting their needs (i.e. evidence of their challenges/disability and need for accommodation).
- Look for scholarships specifically for students with special needs.

### Appendix 3. Referral Form

#### TIS Referral Form

Student's name (PLEASE PRINT)	
Grade	
Date of Referral	
Name of Referring Teacher	
Name of Homeroom advisor	
Signature of Homeroom advisor	Date

#### Areas of Concern of Referring Teacher – to be completed by initial referring teacher\*

#### Reasons for referral

Academic	Behaviour	Communication
_Listening Comprehension _Hearing _Written Expression _Vision _Basic Reading Skills _Fine motor _Reading Comprehension _Gross motor _Math Calculations _Math Reasoning _Homework Completion _Memory _Organisation _Understanding instructions	_Independent Activities _Group Activities _Non-compliance _Motivation _Attention Span _Self help skills _Peer relationships _Teacher relationships _Home relationships _Apathy/Lethargy _Passive/Shy _Withdrawn _Unresponsive to others _Overactive/ Disruptive _Orally or physically aggressive _Mood swings	_Articulation/ Voice _Fluency _Sentence structure/ Vocabulary _Expressive language
		<b>Health/Physical</b>
		_Hearing _Vision _Fine motor _Gross motor

Any Other concerns:

How long have you noticed these concerns?

Student Strengths:

What methods have been used to try to improve the student's performance and what effect, if any, have they had?

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Have parents been notified of any concerns – when and how?

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**Continue an additional sheets if space above is not adequate**

Meeting held Head of Department/Learning Support Team and the Learning Support Teacher (and other staff as necessary) to review evidence and Notes of meeting appended	Date:
Head of Department Signature Referral to be actioned Yes/No*	Date:
Learning Support Teacher Signature Referral to be actioned Yes/No*	Date:
*Where there is disagreement, refer to the Principal	
• ALL SUBJECT TEACHERS TO PROVIDE TWO WORK SAMPLES: 1 SAMPLE OF BEST WORK/1 UNDERPERFORMING SAMPLE	

### Appendix 4. Referral Flow Chart for Learning Support

**Step 1:** Teaching strategies and differentiation with training and consultation from Learning Support Team.

**Step 2:** Student performance identified by teachers or support staff and discussed with Homeroom Advisers in MYP, IGCSE and in DP.

**Step 3:** Concern referred by Home Adviser or Subject Teacher in MYP, IGCSE and DP by completing the Referral Form and submitting this to Head of Departments/Learning Support Team.

**Step 4:** Case meeting with the Head of Departments/Learning Support Team. If the referral is approved, parents are contacted by SLT/ Learning support team and advised on course of action. Parent consent needs to be given for further action.

**Step 5:** Learning Support Team devises strategies to facilitate support e.g. meeting with parent, Individual Education Plan, Student Profile, external agency. Outcomes review date set by SLT/ learning Support Team.

**Step 6:** Feedback session with SLT/Learning Support Team to outline strategies and implementation plan.

**Step 7:** Inform all stakeholders (teachers, parents and pupils), as appropriate, of strategies and implementation plan.

**Step 8:** Parents invited to case meeting to discuss allocation of learning support and implications with SLT/Learning Support Team, Home adviser (as appropriate).

**Step 9:** Scheduled reviews evaluate implemental plan and amend or close based on evidence presented.

## Review

This policy will be reviewed as part of the annual review cycle at the end of each academic year.

## References

International Baccalaureate Organization. *MYP: From Principles into Practice*. Cardiff: Peterson House, 2014.

International Baccalaureate Organization. *Learning Diversity in the International Baccalaureate programmes: Special Educational Needs within the International Baccalaureate programmes*. Cardiff: Peterson House, 2010.

International Baccalaureate Organization. *Meeting student learning diversity in the classroom*. Cardiff: Peterson House, 2013.

International Baccalaureate Organization. *Programme standards and practices*. Cardiff: Peterson House, 2013.