



**TEMA INTERNATIONAL SCHOOL**

**INCLUSION AND LEARNING DIVERSITY POLICY**

**2018**

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## **1. Policy**

Every student will have full access and participate in all the aspects of school life, where school resources and programs make this possible, and they can be accommodated within the school environment.

We will provide support for our students with any learning needs and provide support for their teachers.

We will implement appropriate strategies to meet the needs of each student in relation to their potential.

## **2. Implementation**

TIS believes that education encompasses the whole child and his or her wellbeing. Teachers care for the individual student in a wider meaning than just academic growth: the primary responsibility for wellbeing lies with the individuals who are directly with the student at any particular time during scheduled activities.

The wellbeing team will address a range of concerns; this means providing support for students who are unable to benefit fully from TIS programs and so are not fulfilling their potential. The team will also work with students who need support managing their behaviour or whose approach to learning may be detrimental to others. Parents will be informed of, and/or engaged with, all interventions of a significant nature. TIS promotes a collaborative working process and parents may request a meeting with the wellbeing team to discuss their child's progress at a time convenient for both parties.

Each student at TIS is a member of a homeroom. Each homeroom is monitored by the students' Homeroom Teacher who has day-to-day responsibility for the students in his or her group. Students who have a problem, either academic or personal, can bring it to the attention of their Homeroom Teacher, or their Program Coordinator, or another member of the Wellbeing Team. Students can also ask their Student Council representative to act on their behalf.

If students or parents have a concern about any issue concerning a member of staff, they should first try to resolve the problem with the individual concerned. If the matter is not brought to a satisfactory conclusion, then parents or students should bring it to the attention of the Homeroom Teacher, who will attempt to work with all those involved to find a solution.

## **3. Review**

This policy will be reviewed in June 2019.

## **4. Support Material**

### **4.1 Learning Diversity and Inclusion**

Learning Diversity refers to the many dimensions through which a student will learn including, learning through experiences which are cultural, ethnocentric, gender-related, previous educational experiences, through challenges of language, socio-economical, emotional and physical disabilities.

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

- Significantly greater difficulty, including talented students, in learning than their 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 learning diversity as provided by the school's language and assessment policies and school support programs.

## **4.2 Aims and Objectives of the TIS Well Being Team**

- Equip and empower all students, regardless of their challenges, to succeed in school.
- Adapt and provide an education beneficial to the individual learning styles.
- Integrate learning diversity in mainstream classrooms through effective differentiation.
- Seek and ensure continuous improvement for all students, including those who experience learning diversity.
- Develop the confidence and personality of all students, including those who experience learning diversity.

Students with diverse learning needs 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 learning needs at a later stage after enrolment may have their enrolment terminated. Students with diverse learning needs will be able to access all aspects of the school curriculum, where necessary and with assistance.

### **4.3 Roles**

#### **Program Coordinators**

- It is the responsibility of the program coordinators (MYP, IGCSE & DP) to request with the IB and CIE inclusive assessment arrangements for documented learning diversity.
- 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 learning diversity.
- Units of work across the curriculum will reflect whole school approaches to teaching and learning through differentiation and will take account of learning diversity.
- 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 at a more challenging level.

#### **Staff**

- Staff will be trained to implement teaching strategies for learning diversity at the classroom level.
- Student groupings are made flexible so that learning needs may be met in individual, small group, or whole class contexts.
- Staff discuss students who face challenges or need to be challenged on a regular basis in Guidance Meetings, per grade level, at different intervals during the year.
- In the case where a student appears to have significant learning requirements or academic difficulties, the classroom teacher refers the student to the Well Being Team with appropriate documentation using the Referral Form (Section 4.4) following the Referral Flow Chart (Section 4.5). 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 for the parents the concerns so they better understand the need to take action.
- Upon the professional judgment of the counselor and the 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 requirements. 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.

### **Wellbeing Team**

- Provides social and intellectual skill training during individual or group sessions for learning diversity to enable students 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.
- Initiate programs (such as psychoeducation) and activities geared towards empowering students to take reasonable initiatives to self-actualize.

### **Learning Support**

- Inform teachers of any learning diversity needs within their class.
- Consult with staff to inform about an appropriate IEP (Individualised Education Program) for learning diversity.
- Collaborate with teachers to develop a more effective support system and services for learning diversity.
- 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 learning diversity.
- Play major role in the assessment and intervention process for students.
- Use Approaches to Learning (ATLs) with realistic planning to suit the demanding nature of the school's curriculum.
- Create learning environments that celebrate and embrace diversity of all learners.
- Promote ATLs that develop effective skills.
- Create accessible assessments by design, content and medium.

### **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 learning diversity and assist with: transcripts, weak subject and test accommodation.
- Help researching and take advantage of any necessary testing accommodation for standardized testing.
- 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 which appreciate learning diversity.

### **CAS / ASA Department**

- Including students with learning challenges in collaborative projects that will help fraternize with other students.
- Provide extra attention in assisting students with the appropriate activity or after school activity to be involved in depending on their needs.
- Liaise with teachers on how CAS Projects and Experiences can promote effective classroom learning for all students.
- Categorize student's traits and modify activities that suit their various personalities.
- Students with learning difficulties will receive specific praise comments that links the activity directly with recognition in order to boost their self-esteem.

### **Arts Department**

- Identifies the strengths of all students and get them involved on the Annual School productions.
- Guide students' preferences in choosing the appropriate Arts subject that will suit their personality.
- Allow extra room for students to express their passions through the various avenues available at the Department, e.g. learning how to play an Instrument, Painting, Music, theatre, installation arts etc.
- Provide the appropriate opportunities for all students to excel in the area of the Arts.

### **Hostel Parents**

- Depending on the need of the student, hostel parents will ensure that available facilities are made accessible to students.
- Ensure students feel welcomed and see the hostel environment as a home away from home.

### **Nurses**

1. Depending on the documented need provided to the school, the nurses will ensure that any health-related issues are attended to.

### 4.4 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?

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

**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

#### **4.5 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.

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