

LWIS – Keserwan
Adma International School

Special Education
Needs Policy

Updated 29-10-19

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Development of Policies

LWIS-Adma International School IB DP policies have been developed by the IB DP coordinator in collaboration with the IB DP committee. The committee includes the school principal, IB DP coordinator, IB DP teachers, TOK teacher, EE coordinator and supervisors, CAS coordinator, Head of Teaching and Learning, librarian, and members of the parent committee and student council.

The IB DP policies will be reviewed periodically at the end of each academic year in June and whenever updates are made available by the IB organization. They will be communicated to the school community through the school website, portal system, notifications, parent teacher meetings at the end of each term, and orientation sessions at the beginning of each academic year. They will also be available as hard copies in the library.

Principles and Philosophy

According to the “Learning diversity and inclusion in IB programmes,” inclusion is “an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers” (1).

Established in 1995, LWIS –AIS believes all children have the right to learn and are capable of learning. LWIS-AIS was among the first schools back then to include children with additional needs in mainstream services; providing them with an opportunity to learn and develop alongside their typically developing peers.

At LWIS-AIS, Inclusive Education sharpens our focus on catering to the needs of special children and assisting them to be integrated with mainstream education. A multidisciplinary team of closely involved and dedicated special educators, speech therapists and occupational therapists create meaningful and equitable access to an accommodated curriculum, especially designed for the specific child. Enhancing a child’s motivation to learn from multiple perspectives leads to positive outcomes. Inclusion is an on-going process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Inclusion has always been a way of life at LWIS-AIS, where students are catered for their needs within the mainstream classes while accommodating, and /or modifying the curriculum and the environment to help them develop in a natural setting.

Utilizing the IB Standards and Practices and the beliefs set forth in our mission statements, the learning Support Department at LWIS – AIS School caters for students whose educational progress is being hindered by difficulties in the areas of learning, behavior, and/or emotional development.

Every student at LWIS-Adma International School has the right to learn and is capable of learning. We aim to provide quality individualized education to all students with special needs respecting each as a unique learner. We work with students in the least restrictive environment making every

effort to include every student in the mainstream classroom and prepare him/her for life outside the school.

The primary aim of the Learning Support Department is to promote the optimal development and achievements of children and young people, and to help to ensure that they receive learning opportunities appropriate to their individual needs. In particular, it concentrates on the needs of students with exceptional abilities or special educational needs that require adaptations or modifications to school practices in order to be able to participate and benefit fully from their educational program.

LWIS- AIS endorses such a philosophy and practice because we believe in children's right to be full members of the school community. The school management believes that education must be designed to meet the varying needs of individual learners rather than the learners needing to adapt to what is on offer in the classroom. Thus, all our students are helped to become productive members of society.

Learning Support Department

The Learning Support Program is available for students who have mild to moderate diagnosed learning disabilities. An IEP is created for each student who receives Learning Support. This plan is created in September and learning goals are set for the student. The Head of Learning Support and the Learning Support Team periodically reassess the IEP during the year. The student may receive support in the form of individual or small group instruction outside the classroom (pull-out), support in the classroom (shadowing –in) , instructional accommodations, alternative assessments and/ or modified learning objectives. Modified learning objectives are noted by adding the words “special program” to the report card.

Students applicants to LWIS- AIS who wish to receive learning support, need to be thoroughly assessed by the Learning Support Department, so that their needs and the resources and facilities required to meet those needs can be determined. Thus, the learning needs or special strengths are identified by:

- 1- the school placement test.
- 2- the learning support assessment.
- 3- weekly evaluation.
- 4- progress report.

The Learning Support Department addresses the learning needs of students by offering the following services and programs:

1. Development of clearly focused individualized Educational plans (IEP) for students, with identification of special teaching techniques which enable the students to learn more efficiently.
2. Individual and/or small group work, or support in class for students as necessary.
3. Other intervention strategies such as individual counseling, speech and language therapy, psychomotor therapy, and advice and guidance to parents based on the initial or follow-up assessment of students' needs.

In addition, individual and detailed psycho- educational assessments, with a close examination of the context in which learning takes place are required to start the services. The psycho- educational assessment is completed outside school by credible professionals and is used as a baseline to determine the student placement coupled with the Learning Support own formal and informal assessments. All these documents are evaluated in order to formulate a complete picture.

Consideration of students' preferred learning styles is given utmost importance. As such, diverse activities and strategies including technology, library and visual aids are utilized to accommodate each child's learning profile.

Learning Support Referral Procedure

If a teacher is concerned about a child's progress, he/she has to follow the Referral Procedure as to what steps to take.

- Screening:

Mainstream teacher will undergo a screening in order to ascertain any potential difficulties / giftedness, and the process may be repeated as required throughout the school.

- Stage 1

When teacher has concerns about the progress a student is making in his/her subject, this concern should be made apparent to the Head of Section and Head of Learning Support Department. A Pre-Referral Form (appendix A) should be completed and handed to the Head of Learning Support Department. At this stage, responsibility lies on the subject teacher to make adjustments to the work set and expected from the student involved in order to achieve success. The Head of Section should monitor the situation at this stage.

- Stage 2

If the subject teacher does not see improvement in the student's work, despite the refined program, the Head of Section should be made aware and the subject teacher should complete a Referral Form (Appendix B) with help from an assigned staff from the Learning Support and should be

forwarded to the Learning Support Head of Department. At this stage, a meeting will be set up with the Learning Support Head of Department, and an intervention team will start reviewing the file and any available assessment and documentation if applicable in order to decide on a plan of action. The monitoring of the student is now shared between the subject teacher and the Learning Support Team.

The parents are invited to a meeting with the Head of Learning Support Department and relevant staff members to discuss the student's difficulties. Once the parental consent is given, the screening procedure is followed through.

□ Stage 3

Following discussion with parents, relevant screening will be done by the assigned person from the intervention team to establish baseline levels in basic skills.

An IEP will be written by the learning support teacher with input from the class/subject teachers, and with the approval of the parent and the appropriate level of support will be determined. A copy of the IEP will be sent to parents and circulated to all relevant staff.

The IEP is reviewed annually and a progress report is sent at least once per term. The frequency of reports is decided for each individual case. Review meetings include the student, parents, a learning support member, and head of learning support whenever possible. Progress on existing targets will be assessed, and new targets will be set as appropriate.

Monitoring of IEP's is the responsibility of the Head of Learning Support Department who will at all times ensure that subject teachers and Head of Sections are kept informed of relevant information and adjustments.

Generally, children who have no specific needs or clear gaps in their learning but are finding it difficult to keep up with the pace of the class will be supported by Learning Support Team in class or out of class for extra support in the resource room (English, sciences ...) and through the differentiated work provided by subject/class teachers.

Children who need specific programs of study will be given in class or out of class support and where appropriate, a small group or one-on-one lessons will be offered. Every effort will be made to ensure the least possible disruption to the student's progress in relation to the curriculum.

The Head of Learning Support Department reviews on a regular basis all IEP's and monitors their progress with the ongoing input of all staff involved. Class/subject teachers are expected to differentiate both classwork and homework to ensure on appropriate level is mastered for each student.

Responsibilities

Mainstream teachers are responsible for providing a differentiated program of study appropriate to the mixed ability classes at LWIS –AIS.

When a student is not making the expected progress within this environment, the mainstream teacher is responsible for informing the Head of Section, the Head of Learning Support Department, and parents of their concerns. Additionally, the mainstream teacher in coordination with the relevant Learning Support teachers will devise strategies to enhance the student's progress and self-confidence. Furthermore, the responsibilities of the IB DP teachers include the following roles:

- Teachers should familiarize themselves with and implement any and all instructional and assessment practices included in a student's IEP.
- Teachers are required to report progress of students with IEP, at predetermined times, to the Head of Learning Support Department.
- Teachers may be required to attend workshops related to special education.
- Teachers are expected to communicate any and all assessment access requirements for IB students at the beginning of each academic year to the IB DP Coordinator for students in their courses.
- Teachers are expected to practice IB *Approaches to Learning*, particularly relevant to this policy which include differentiation of instruction to meet the needs of all learners in addition to teaching informed by assessment.
- Teachers are expected to assist in the identification of gifted or special needs students.
- Teachers are expected to differentiate IB course work to accommodate the accelerated needs of gifted learners.
- Teachers are required to maintain discretion and confidentiality.

The Head of Section should remain aware of the progress of every student in all subjects areas. The Head of Section should also ascertain whether issues are confined to an individual subject or are becoming obvious across more than one curriculum area.

Parents should be continually updated by IB DP Coordinator and Head of Section.

After the observation period, the Head of department should seek reassurance that the student has re-established appropriate progress. If concerns still persist, the mainstream teacher should complete a Referral Form and pass this to the Head of Learning Support Department. Following the Referral, a meeting will be set up with parents to discuss the child's needs.

Following the meeting, the Head of Learning Support Department and the relevant members of the interview are responsible for ensuring appropriate testing occurs, and that a suitable IEP is produced together with detailing learning targets strategies and support mechanisms. Teachers and parents will be kept informed of any adjustment made to the IEP.

The Head of Learning Support Department is responsible for ensuring timely reviews of the IEP's for individual students and for monitoring the progress of students supported by the Learning Support Team and their subject/class teachers.

In addition to the above, the Learning Support Team will:

- maintain the school's learning support students list and provide staff with up to date information.
- provide support and advice in the early stages of referral.
- oversee all records and ensure all documentation relating to a student's progress on the IEP is available.
- liaise with teachers, parents and outside organizations.
- contribute to and participate in in-service training within the school.
- attend appropriate training outside school in line with the school's policy on staff development.

Mainstream teachers will:

- provide a differentiated program of study to include all students' abilities and needs.
- inform Head of Section of any concerns by filling Pre-referral.
- setting appropriate strategies for improvement.
- monitor and give feedback progress.
- complete referral form if problem persists.

Head of Section will:

- monitor students' progress in all areas of concern.
- make sure that Referral form is completed if problem persists.
- liaise with Learning Support coordinator, parents, students, and mainstream teachers in monitoring progress.

Learning Support Head of Department will:

- ensure appropriate testing is provided.
- ensure IEP's are drawn up as required.
- ensure relevant information is circulated to all involved.
- ensure reviews are taking place.
- ensure progress of students with IEP's is monitored.

Gifted and Talented Children

If a child is gifted, the school may offer an adapted curriculum within the child's age group level. If a child is recognized as gifted by the teacher or parent, the Head of Learning Support Department should be notified, and a referral would take place.

Referral Procedure for Gifted and Talented

1. Gifted referral form is completed by referring source –teacher, parent, etc.
2. Completed referral form (appendix C) is to be forwarded to the Head of Section and the Head of Learning Support Department.
Once permission is received, the student's teacher will be asked to complete the Gifted Rating Scales (GRS) or Scales for Identifying gifted students (SIGS). These scales are used as a screening instrument to determine if further testing is warranted for the referred student.
4. If the referred student does not meet the screening criteria, the referral is terminated at this point, and no further evaluation is required. A letter will be sent to the parents by the learning support department reflecting the outcome of the evaluation.
5. If the referred student meets the screening criteria, then the learning support team will meet and decide what further steps will take place while informing the parents. The student afterwards will be sent to complete the final portions of the assessment (academic standardized assessment and cognitive testing).
6. When the assessment is completed, the learning support department will be notified as to whether or not the student has met the eligibility criteria for the gifted program. The parents of the student will then be contacted by Learning Support Department as to this status.

7. Lastly, the Learning Support Department will notify the Head of Section and the Principal as to the eligibility status of the referred student and will agree together on a suitable program provided by the learning support team.

IB Assessments and Access Requirements

The following is from “Candidates with Assessment Access Requirements:”

2.1.1 Students with learning support requirements may need support and arrangements for both teaching and learning. Once a student with learning support requirements is enrolled in the school, it is the responsibility of the school to meet the student’s learning needs, including suitable arrangements for teaching and assessment.

2.1.2 Although a number of inclusive assessment arrangements are available for students with learning support requirements, some subjects may pose difficulties for certain candidates. Careful consideration should be given to a candidate’s choice of subjects. The subjects chosen should allow them to demonstrate their strengths and empower them as learners. Schools may consult with the IB Global Centre, Cardiff before confirming a candidate’s subjects.

2.1.3 In order to plan the access arrangements for a candidate, for both teaching and assessment, it is essential that the coordinator consults all teachers concerned at an early stage in a candidate’s study of the Diploma Programme.

2.1.4 The inclusive assessment arrangements provided to a candidate must be planned in advance to give a candidate ample time to learn to use them effectively during classroom activities.

2.1.5 The inclusive assessment arrangements provided for a candidate must be carefully individualized, planned, evaluated and monitored. They should be based on current, and not past, requirements. The purpose is to take away the disadvantage, to the extent possible, due to the candidate’s challenge. Under no circumstances should it give the candidate an advantage. Decisions on the type of inclusive assessment arrangements to be provided for a candidate must be strictly based on individual requirements. They should not be based on administrative convenience or inconvenience or provided as a standard to all students with learning support requirements in the school/classroom.

2.1.6 The inclusive assessment arrangements that are requested should be a candidate’s usual way of working. The candidate must be familiar with any assistive equipment, including a computer and any software authorized for use in an examination. When candidates require access to reading on coloured paper, the colour paper chart on IBIS must be used to choose the appropriate colour. This would ensure that the request for coloured paper for their examinations is in line with their usual way of working. If support from a scribe, reader, prompter, practical assistant/aide or communicator is required, the candidate must practise with the person acting in this capacity in advance of the examination.

2.1.7 All requests for inclusive assessment arrangements submitted by a coordinator must have the support of the head of school. (All correspondence from the IB Global Centre, Cardiff concerning candidates with assessment access requirements will normally be addressed to the coordinator.)

2.1.8 Before submitting appropriate documentation to the IB Global Centre, Cardiff, the school must obtain consent from the candidate, provided he or she is at the age of consent in his or her country, or from the candidate’s parent(s) or legal guardian. The school must also inform all

individuals, who give consent for a school to submit documents to the IB, that if the candidate transfers to another school

for the examination, the online application for the request for inclusive assessment arrangements along with the supporting documents including authorization, if applicable, will be visible to the coordinator of the new school. Further, the school must also inform the candidate, parent(s) or legal guardian that if he or she wished to withdraw the request for inclusive assessment arrangements before a transfer, he or she must inform the school of this at the time of transfer. Then, the school IB coordinator must immediately inform the IB Global Centre, Cardiff of this request in writing.

2.1.9 If a candidate's registration has been deleted after approval of inclusive assessment arrangements, it is the responsibility of the school to re-apply for the arrangements as the original authorization will be invalid. If a candidate's subject/level registration has been changed after approval of modified papers, it is the responsibility of the school to inform the IB Global Centre, Cardiff about this immediately. Failure to do this will result in the candidate receiving modified papers for the original subject/level.

2.1.10 It is the responsibility of the school to request for examination re-scheduling for the candidate where required. 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. All regulations and procedures that normally apply to rescheduling examinations must be adhered to. Information on rescheduling can be found in *Diploma Programme Assessment procedures*. An application for inclusive assessment arrangements must be submitted on behalf of a candidate by the coordinator using the online request form. Although, a teacher who specializes in teaching students with learning support requirements may complete and save the online application, it is ultimately the coordinator's responsibility to submit the completed form.

2.1.11 The school is responsible for making all arrangements for approving and appointing a scribe, reader, prompter, practical assistant/aide or communicator. The person providing support must not be another candidate, a relative of the candidate, the subject teacher or a representative from an advisory service where a conflict of interest may be apparent or perceived. The IB does not pay a fee or expenses to a person providing support.

2.1.12 The school is responsible for making all arrangements for assistive technology that may be used for a candidate's learning and assessment including speech recognition and reading software. The IB does not pay for the hiring or purchasing of equipment.

2.1.13 The school is responsible for ensuring that all equipment authorized for a candidate with assessment access requirements functions correctly and that there is a member of staff who is familiar with its use (for example, a Braille machine, computer software). (6-7)

Appendix A
Learning Support Services
Pre-referral Form
Teacher's Note

Name of Student: _____

Date : _____

Grade : _____

Name of Teacher: _____

Please write down the areas of concern and your observations:

1. General Concern

2. Behavior Observed

3. Interaction with Students and Teachers

4. Academic Performance

5. Conduct / Behavior

6. Others Comments

Signature of Teacher

Appendix B

Learning Support Department

Referral Form

Observation Checklist Filled By the Department and the Teacher in Concern

Name of Student:

Age:

Grade:

Name of Referring Teacher:

Date:.....

Are Parents Aware From The Referral? Y / N

Do They Agree With It? Y / N

Reason for Referral:

.....
.....

Please complete the following checklist by ticking \checkmark next to the item that you think applies to the student concerned

1- Academic

- Doesn't do homework
- Has difficulties in math
- Is getting grades below what is expected
- Has difficulty remembering
- Has difficulty understanding concepts
- Leaves assignments unfinished
- Has difficulty in reading

- Has poor fine motor skills
- Has difficulty in writing
- Has poor gross motor skills
- Has a problem in spelling writing
- Inverts letters when reading
- Has difficulty solving word problems
- Inverts words when reading or writing

2- Emotional

- Gets upset easily
- Cries easily
- Shows limited self control
- Has poor self-confidence
- Gets angry easily
- Blames self excessively
- Worries excessively
- Lacks energy
- Gets sick often
- Seems sad
- Acts like he / she doesn't care
- Complains of stomach aches
- Moody
- Complains of headaches
- Gets frustrated by little things

3- Behavioral

- Bullies other students
- Does not show respect to teacher
- Is bullied by other students
- Often fidgets with hands or feet
- Breaks objects
- Often squirms in seat
- Talks out of turn in class
- Has difficulty waiting for turn in group
- Has limited attention / concentration situations
- Impulsive (doesn't seem to think before he /she acts)
- Blurts out answers to questions before they're completed
- Stares into space
- Takes a long time to finish a task

- Is easily distracted
- Shifts quickly from one activity to another
- Has difficulty following instructions
- Has difficulty playing quietly
- Plays / fiddles with objects
- Talks excessively
- Talks out of turn
- Interrupts others
- Gets out of chair often
- Loose items necessary for activities
- Throws objects at classmates
- Is easily bored

4- **Social**

- Uses inappropriate language
- Avoids social activities
- Seems to be withdrawn
- Does not participate in discussions or activities
- Has difficulty making friends
- Shows little interest in activities
- Appears to be shy
- Neglects her / his appearance
- Appears not to like group work
- Gets into fights with others
- Others students tease /him/ her
- Talks back to the teacher
- Other students call him / her names
- Tries to make classmates laugh
- Has difficulty speaking in front of a group
- Sits alone

5- **Physical Appearance**

- Messy hair
- Untidy clothes
- Slouching posture
- Visible injuries (cuts, bruises, etc,)
- Unclean appearance

Other Observations / Comments by Teacher

Action Taken

Comments by Head of Section

Signature of Teacher

Signature of Head of Section

Comments by Learning Support Department

Signature of L.S Department:

Recommendations

Refer to : counselor : upper campus lower campus

Speech therapist L.S Head of Department Psychomotor Therapist

Appendix C

Gifted Identification Referral Form

Child's Name:
 Date of Birth:
 Teacher:
 Grade:

Referred by: (name)-----
 Teacher
 Director
 Parent

This student is referred for possible identification as gifted in the following area(s):

Reason

Superior Cognitive Ability: -----

Specific Academic Ability:

- Mathematics: -----

- Science: -----

- Reading: -----

- Writing: -----

- Social Studies: -----

- -----

Creative Thinking Ability: -----

Visual or Performing Arts Ability (such as drawing, painting, sculpting, music, dance, drama)

Motivation :-----

References:

- *Candidates with Assessment Access Requirements*. International Baccalaureate Organization, 2017. ibo.org, https://resources.ibo.org/dp/topic/Examination-information/resource/11162-occ-file-d_x_senxx_csn_1105_2_e/data/d_x_senxx_csn_1105_3_e.pdf. Accessed 17 July 2018.
- *Learning diversity and inclusion in IB programmes*. International Baccalaureate Organization, 2016. ibo.org, https://resources.ibo.org/ib/topic/Inclusive-education/resource/11162-38434/data/d_x_senxx_csn_1601_1_e.pdf. Accessed 30 July 2018.