



Lancers International School

Inclusive Education Policy

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LIS Vision and Mission

Vision

Nature is the best educator. It is universal, absolute and constant. We believe Lancerians will inherit its completeness. They will be humanitarian in their approach, deft at adaptation, innovative and resourceful in times of crisis and international in their outlook, capable of carving a home for themselves in any global grid.

Mission

Our mission is to provide an environment in which all Lancerians will become lifelong learners, who are responsible, disciplined, and ethical young men and women. Lancerians are understanding and tolerant towards peoples of all races and cultures.

Objectives

1. To develop healthy, thoughtful, well rounded and complete human beings through academic, aesthetic and athletic activities.
2. To encourage a social climate in the school that creates international understanding amongst those represented within the school community.
3. To develop through community service, respect for the environment and concern for society.
4. To build self-esteem and leadership qualities.
5. To uphold an uncompromising commitment towards excellence.
6. To provide a safe and nurturing community where diversity is celebrated and mutual respect among children and adults is practiced.
7. To create an environment where children are exposed to challenging, educational opportunities.
8. To create a platform where teachers, parents and children evolve together to create a new social awakening.

The LIS mission statement is the foundation for our learning support handbook. With the increase of inclusive practices and a growing awareness of the rights of students and parents, perceptions of learning support are changing in the wider community and in education in particular. In line with current practice learning support most often occurs in an inclusive manner.

Inclusive Education at Lancers International School

Rationale

The Inclusive Education Policy aspires to fulfil each aspect of the mission statement as follows:

...become life-long learners

The learning support handbook is pivotal in ensuring the success of students with learning needs along their educational pathway. The transdisciplinary and ATL skills of thinking, communication, social, self-management and research are essential to the growth of all children. The learning support handbook ensures the development and reinforcement of these skills to provide a solid foundation for learning.

...who are responsible

The learning support handbook supports the shared responsibility of teachers, students and parents for all students learning.

...disciplined and ethical citizens of the world

The handbook supports our young learners to become disciplined as they are guided by the teachers to adhere to school policies. Becoming ethical citizens is the key to developing international mindedness. Our students are guided to be open-minded in accepting the diversity in all cultures.

...are understanding

The learning support handbook bolsters the idea of understanding, by and for, each individual for differentiated learning in order to reach their full potential.

...and respectful towards people of all races and culture

The learning support handbook validates the equal status of all learners and the context and cultures from which they have come. It endorses an awareness of the diversity of learning styles and educational needs of all our students within our international community. Our referral process ensures a collaborative approach where there is a sense of responsibility being shared by all who are part of a student's education. At LIS the classroom/subject teachers are collaboratively supported by specialists and the support services team, to ensure that students receive what is required to be successful in their learning environment.

Purpose

Lancers offers Learning Support in accordance with the aims of the International Baccalaureate, that: 'All students should be allowed to demonstrate their academic ability.'

The school seeks to enable every student to derive maximum benefit from the curriculum. It aims to adapt to different learning styles, interests and aptitudes and believes everyone can succeed.

Beliefs and Aims

We believe it is the responsibility of all those who interact with students to provide a supportive emotional, social and academic environment, focusing on the unique talents, abilities and needs of the whole child.

All elements of the learning support handbook aim to increase independent access to the curriculum. We believe effective learning support utilises a collaborative approach, supporting students, teachers and parents in developing an environment that results in optimum learning. It is the responsibility of all teachers to ensure that support is relevant, contextual and consistent with the school curriculum, occurring inclusively wherever possible.

In order to support learning for all students at LIS we have adopted the term ‘Learning Support’ to cater to the wide spectrum of need along a continuum and to include the gifted and talented.

LIS Environment

The environment at Lancers International School foster integrated learning that enthuse a balanced program to develop physical performance, general fitness, and health awareness of all learners.

Student Counseling at Lancers International School is developmental and preventive in nature and attempts to provide the necessary skills for coping with the continuously changing stages and experiences. The school counselor is an active member of the school team who provides services to students, staff members, parents and the community.

At LIS, the child is at the core of the curriculum. We aim to support the child’s education in whatever way possible.

Support at Lancers International School

Historically, learning support or special education was based on two assumptions:

- Not all curriculums are accessible to all students.
- A student who needs learning support should be withdrawn from certain classes to develop skills identified as lacking.

The role of the learning support teacher is different from the class/subject teachers, who were only consulted after a difficult situation or issue transpired into a problem.

It is now being recognised that commitment to inclusive learning is very important and is also essential to the successful development of all students.

Basic Ideas

- Enrichment - support of children with learning difficulties in small groups or 1:1. (may still be valid)
- Integration - the child is supported in the classroom but the barrier to learning is defined as belonging to the child, not the curriculum or the institution.
- Inclusion - holistic support for all (student, teachers, classmates, school) to produce more effective learning for all.

Learning Support Teachers

The Learning Support teacher is pivotal in ensuring the success of students with learning needs along their educational pathway. This role may change as a student progresses through the school and increases their independence in learning. However, communication to relevant class/subject teachers regarding a student's needs and background is an essential component of the Learning Support Teacher's role.

Collaborative planning between the Learning Support teacher and the class/subject teachers is essential. This includes designing and differentiating units of work, co-teaching, introducing specific learning skills and/or strategies and facilitating learning.

Wherever necessary Learning Support Staff will 'pull-out' a student individually to strengthen specific areas of weakness and to facilitate acquisition of skills required to function positively within a particular grade level.

All elements of support aim to increase independent access to the curriculum.

The transdisciplinary and ATL skills of thinking, communication, social, self-management and research are essential to the growth of all children. Learning Support team assists with the development and reinforcement of these skills to provide a solid foundation for learning.

Responsibilities of the Learning Support Teachers

- Learning Support teachers liaise closely with the class/subject teacher and the subject teachers, at each grade level.

- Learning Support teachers are responsible for assisting class/subject teachers to collaboratively develop an “In Class Support plan” for a student exhibiting learning difficulties.
- Learning Support teachers are further responsible for the creation of student files and of managing and sensitively informing those working with a student of confidential student data such as: Case History; in class support plan; **IEPs**; formal external assessments etc.
- Learning Support teachers ensure that students (dependant on age), parents and teachers are involved in the development of support programmes.
- Learning Support teachers regularly update Heads and Coordinators about the students’ teaching and learning.

Responsibilities of Other Teachers

Teachers at LIS work in collaboration with the Learning Support Team to differentiate the learning for students in their class, including those who may have learning support needs. In order to assist in appropriate differentiation strategies the teacher requires the knowledge and support of the Learning Support staff to develop an understanding of:

- The factors that affect student learning and how best to respond to them.
- How to differentiate and match teaching approaches to student needs.
- The use of technology to assist in alleviating and removing barriers to learning.
- The use of specific assessment in planning for students with learning needs.

Teachers’ thinking has shifted from “segregation” to “inclusion”, which is most positive for the learning of each child.

Responsibilities of Parents

Success in learning is based on the following parent empowerment ideals.

- Parent knows the rights of her/his child with disability
- Parent knows about existing facilities and services for his/her child
- Parent knows what is good and wrong for the child and is confident enough to say “No” to what is wrong
- Parent can guide and gain the goodwill of other parents and the local community
- Parent explores national laws and policies to find out how they protect and serve her/his own child and others
- Parent knows the channels whereby to seek justice for her/his child
- Parent understands that their child needs assistance and support to benefit from the same environment as others
- Parent has the courage to promote inclusion in the family, community and seek to enforce this in the local and national government
- Parent understands that a child with disability deserves the same dignity as other children
- Parent understands the concept of human rights and social justice

Learning Support in the Primary Years

Within the IB Primary Years Programme (IBPYP), the class/subject teacher is responsible for understanding the needs of each individual student and catering to his/her learning style within the class. The relationship between class/subject teachers and other support staff

within the IBPYP is seen as being collaborative and co-operative where all are actively involved in the planning processes that support teaching and learning.

Early intervention is a critical aspect in the development of effective learning for students. The development process of a child is influenced by a number of factors especially during the early years. Regular assessments of a student's development, both formal and informal, covering the cognitive, physical and social domains, are essential to successful planning for an effective intervention. Hence collaborative support of the class/subject teachers, parents and relevant professionals ensures every factor is taken into consideration before an intervention plan is implemented.

Interventions designed to decrease risk factors and strengthen resilience provide a firm basis for strong future development along the educational continuum. These mechanisms are age-appropriate, reflect the growth, interests and talents of the student and have a long-term impact on the final outcomes in the future years of a student's education.

Students in the Primary School are supported through an inclusive approach. Where it is deemed appropriate and necessary, students may be pulled out of the classroom environment for 1:1 support to work on specific learning goals.

The level of support is determined on a needs basis.

- All teachers are equipped to teach a developmental, differentiated, curriculum. In class support by homeroom, single subject and Learning Support teachers.
- Withdrawal for individual/small group support by Learning Support teacher.
- All teachers work collaboratively to develop appropriate programmes for teaching and learning for all students. The developmental scope and sequence and curriculum is continually evaluated, enabling each child to progress, with attainments and objectives reviewed regularly
- Individual Learning Plans for those students receiving additional Learning Support detail provision, goals, strategies and progress are developed by the learning support department
- Certain accommodations are made to a student's testing environment as approved by the Learning Support teacher

The range of teaching strategies and interventions used within the school include:

- Differentiated work and modifications, including extension work
- Accommodations e.g. use of resources such as specialist programs on computers, laptops, iPads etc.
- Extra time in assessments
- Curriculum-linked support and stand-alone recovery by Homeroom, EAL and Learning support teacher with the goal of increasing access to the curriculum.

Additional Support for Learning

However, there are some children who require a more extensive educational support. For this, we have the Additional Support for Learning Programme (ASLP) in place.

The ASL Programme aims to:

- Enable students to benefit from education
- Support the diverse needs of the child at school

- Improve social and emotional health
- Assist through periods of difficulty at school and home

Through assessment and reporting, Teachers will recommend students to the Additional Support for Learning Programme. Parents will be involved throughout the process. Specific details of this process are described in the Teacher’s Essential Agreements document.

Learning Support in the Middle and Senior School

Our Middle and Senior School offers the IB Middle Years Programme (IB MYP), IGCSE, and IB Diploma Programme (IBDP).

During these years it is the teaching and consolidation of good learning strategies that will enable all students to achieve successful outcomes. Through Grades 6 to 12, the focus on developing areas of integration across the curriculum helps class/subject teachers and students respond in a flexible way to facilitate learning.

It is important that procedures and processes are put in place to support students as they pass through Grades 6 to 12. This may involve differentiating the curriculum, using particular teaching strategies such as scaffolding to enable students to access the content in various subject areas, as well as the use of assistive technology as per the IB accommodations.

The IBDP has well-established support mechanisms for students in need of learning support outlined in the publication *Candidates with special assessment needs*. The identification of any student with a learning issue must be completed prior to starting the programme. Various professional assessments of the student may have been carried out over a number of years but the most recent, dated within three years of the exam, should be used as evidence on entering the programme to support an application for special arrangements during assessments and examinations.

There are two procedures in place to cater for special requirements at any time via the Diploma year 1 and Diploma year 2 application process, which coordinators are made aware of in the *Handbook of procedures for the Diploma Programme*. “Special arrangements” that can be authorised by IB Cardiff (using form D1) once the correct procedure has been followed include:

- Modifications to exam papers - size of font, coloured paper
- Extensions to deadlines
- Assistance with practical work
- Additional time
- Rest periods
- Information and communication technology
- Amanuenses/scribe and transcription readers
- Readers

These arrangements may be used for both internal and external assessments although the formal request is only required for the external arrangements. Students will not be given dispensations for internal assessments unless it is felt that IB, Cardiff, will accept any formal request for special arrangements.

The IBMYP and IBDP Coordinator have a particular role and responsibility towards students with learning support needs. It is important to bear in mind the following points when requesting special arrangements.

- Consultation must be done prior to a student beginning the programme.
- The history of the individual student's case must be well established; careful subject selection is required for the student.
- Documentation must be complete and up to date according to the guidelines given by the concerned examination authority.
- The IBMYP or IBDP Coordinator is the signatory for all documentation, even if others collate it.

Prior knowledge and understanding is paramount for teachers. All teachers should be fully informed about student's particular needs from the outset. LIS uses SIMS software to inform all teachers of students' background. The Learning Support team also ensure that Home Room Tutors have information and strategies for each of their tutees. This, in turn, is shared with subject teachers. If a teacher has concerns about a student's ability to learn effectively in a particular class, it is essential that the teacher discuss these concerns with the LS team immediately so that they may investigate, observe and add information/strategies to the system.

Processes and Procedures

Admissions Policy

LIS will consider if the programme offered can provide each student who applies, with the opportunity to succeed or progress. LIS will consider the need of the child and decide whether LIS can meet that need with current staffing and facilities. LIS will strive to work with parents and students to facilitate admission to the school. Admission to LIS is based upon these considerations only.

LIS requires all information related to a child's learning through the admissions process including past report cards, samples of student work and any additional learning reports (external assessments, participation in support programmes etc.)

As part of the admissions criteria LIS may place a student on academic or behavioural probation for a period to ensure a successful placement for the student. Upon admission parents would be requested to fund additional support if required.

Referral Process

The mandate of the Learning Support Services is to work with students and teachers to create programmes to fulfil the school's mission statement. If a teacher has specific concerns, or a parent has highlighted concerns to the teacher, the Learning Support Team will then intervene to assess and support the learning. In regards to all initial concerns, the Learning Support Team will be involved, with the time duration being determined by the needs of the student.

Preface

The Learning Support Services referral process is applied according to the needs of the individual student in a flexible manner that caters to his/her specific needs.

When the LS Team assess that support is no longer required or must be modified in some way, the LS Team will notify Heads/Coordinators, teachers and parents.

Step 1 (Informal Referral)

- Identify the student who needs additional support in the classroom.
- Consult the student's parents and ensure all the relevant information is known.
- Where appropriate, discuss with the student and understand from their perspective what the school could do to assist.

In the Primary School:

- The classroom/subject teacher must raise concerns in the first instance with the School Principal.
- The teacher will complete the Teacher Observation Form (See Appendices).
- The teacher will contact the Learning Support Team to discuss concerns and to determine course of action, which could be:
 - (a) Classroom observation with the appropriate Learning Support Services personnel.

- (b) The school counsellor to meet the parents to gather information about the student's home environment, his behaviour at home etc.
- The teacher along with the Learning Support Team to devise strategies to improve performance and to set targets which must be reviewed by the next reporting period to determine the success of the intervention.
 - Parents are informed by the teacher (Homeroom tutor) about the concerns and strategies to bring about the improvement that is outlined.
 - A trial period will take place where strategies are implemented and the progress recorded. These strategies may include a pull-out program where the student may work 1:1 with the Learning Support teacher.
 - Should the student need further intervention and has not shown expected level of progress, the student will then move to the "formal referral process". (Refer to step 3)
 - The teacher monitors and documents all records which are shared regularly with the parents.
 - These notes should be brief, informal and directly related to the results and/or strategies being implemented.

Data Protection and Sharing

A history of each student requiring learning support should be well documented and include the following:

- Background details of student (for e.g. Family situation, past educational experiences).
- Target Plans/IEPs.
- Samples of student work.
- Any psychometric testing/external assessment documentation will be kept in files in a locked cabinet in the learning support classroom or digitally on school system.

A list of students receiving Learning Support and those at risk is to be mailed to all class/subject teachers.

Relevant information is shared with teachers as required. Transfer of information out of the school is carried out at the request of the parents.

Policy Review

Lancers International School commits to policy review at least once a year, at the beginning of each academic session.

Whole School Policy Published: JULY 2014

MYP Review

Reviewed on: July 2015

Reviewed by: Head of School, MYP Coordinator, MYP Staff

DP Review

Reviewed on: August 2016

Reviewed by: Head of School, DP Coordinator, DP Staff

PYP Review

Reviewed on: October 2016

Reviewed by: Head of School, Primary Principal, PYP Coordinator, PYP Staff

Next Review Date: July 2017

References

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- Learning Diversity in the International Baccalaureate Programmes: Special Educational Needs within the International Baccalaureate Programmes*, International Baccalaureate, (2010)
- Special Educational Needs Code of Practice*, DfES:, Page 6 (2001)
- Inclusive assessment arrangements*, 'Handbook of procedures for the Diploma Programme 2015, International Baccalaureate, Section A9.1, (2014)
- The IB guide to inclusive education: a resource for whole school development*, International Baccalaureate (2015)
- Programme standards and practices*, International Baccalaureate (2014)
- What is an IB education?*, International Baccalaureate (2013)
- Continuum learning stories for inclusive education*, International Baccalaureate
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- Language and learning in IB programmes*, International Baccalaureate (2011)
- Candidates with assessment access requirements*, International Baccalaureate (2014)
- Candidates with assessment access requirements (Middle Years Programme)*, International Baccalaureate (2015)
- Learning diversity in the IB Programmes: Special educational needs within the International Baccalaureate programmes*, International Baccalaureate (2010)

Appendix

Teacher Observation Form



Lancers[®]
International School
An IB World School



CAMBRIDGE
International Examinations
Cambridge International School

TEACHER OBSERVATION FORM Behaviour & Learning Concerns

DETAILS	
Student Name	:
Class	:
Date	:

Student Checklist

1. Using your professional judgment, identify if your student is in need of Learning Support Services.
2. Observe the student for two weeks and use the checklist to record your observation.

BEHAVIOR CONCERNS

	Almost Never (0-2 times)	Occasionally (2-4 times)	Frequently (5 and more times)
Hyperactivity			
Out of seat			
Constant movement in class			
Cannot remain in line to and from class			
Constant verbal behavior			
Withdrawn Behavior			
Listless, tired			

	Almost Never (0-2 times)	Occasionally (2-4 times)	Frequently (5 and more times)
Seems generally unhappy			
Stares blankly into space			
Rarely asks for assistance even when work is too difficult			
Does not attempt work			
Apprehensive about committing self to a response			
Weeps or cries without provocation			
Avoids calling attention to self			
Engagement/Focus			
Does not follow oral lessons			
Does not follow lessons on board or visual materials			
Rarely completes assignments			
Daydreams			
Demands individual explanation of assignments			
Easily distracted from task by ordinary classroom stimuli (minor movement, noise, etc.)			
Aggression			
Attacks other children by hitting, shoving, etc			
Verbally attacks and provokes other children			
Steals			
Explosive or angry when things do not go own way			
Argues with the teacher over behavior			
Destructive of others' belongings and schoolwork			
Strikes back with angry behavior to teasing			
Disruptive Behaviour			

	Almost Never (0-2 times)	Occasionally (2-4 times)	Frequently (5 and more times)
Demands attention of any sort from teacher and peers			
Doesn't follow class or school rules (quiet, on time, etc			
Interrupts lessons by antics (verbal or physical			
Tells bizarre stories			
Does not conform to limits on own without control from others			
Uncooperative Behaviour			
Blames other for own mistakes			
Will not follow routine			
Works only when threatened with punishment			
Defiant of teacher's requests			
Argues with peers over minor situations			
Must have last word in arguments			
Social Behaviour			
Comments that no one likes him/her			
Has no friends at school			
Does not like to go out for recesses			
Does not initiate play or talk with peers			
Is avoided by peers at school			
Personal appearance is lacking in cleanliness, order			
Does not function in group or class discussions			
Ridicules peers, torments younger or smaller students			
Exhibits inappropriate behaviors in room (nose-picking, etc.)			

LEARNING CONCERNS

	Agree	Disagree
Reading Skills		
Poor reading fluency		
Can decipher the text being read , but does not understand the meaning		
Slow reading rate		
Lack of self-monitoring reading skills		
Poor comprehension and/or retention		
Difficulty identifying important ideas in context		
Extreme difficulty building ideas and images		
Difficulty integrating new ideas to existing knowledge		
Weak Vocabulary skills		
Extreme difficulty understanding words or grammar		
Oral comprehension is noticeably stronger than reading comprehension		
Spelling Skills		
Has difficulties with sounds		
Frequent spelling errors while taking dictation or writing freely		
Faces difficulty with age appropriate word pattern		
Written Expression Skills		
Poor writing fluency		
Unable to compose complete, grammatical sentences		
Difficulty organizing written information		
Poor /Illegible handwriting		
Extremely poor alignment		
Inability to take notes or copy information from a book or the board		
Oral expression is noticeably stronger than written expression		

Mathematical Skills		
Poor mathematical fluency		
Difficulty memorizing multiplication tables		
Difficulty understanding word or application problems		
Poor basic calculation skills		
Poor understanding of mathematical concepts		
Inability to transfer basic mathematical concepts to solve problems with unpredictable information		
Inability to use basic facts within more complex calculations		
Memory Skills		
Extremely weak ability to store and retrieve information efficiently		
Extremely weak ability to hold information for immediate use		
Reasoning Skills		
Extremely weak ability to solve problems, particularly when information or procedure is unfamiliar		
Extreme difficulty recognizing, transforming, or using specific information to reach general conclusions.		

What strategies did you follow as a result of your initial observation? (attach work samples if any)
Any other comments/observations:

Completed by:

Received by:

Date: _____

Follow-up:

- The teacher will then contact the Learning Support Team to discuss concerns and to determine course of action, which could be:
 - Classroom observation with the appropriate Learning Support Services personnel.
 - The school counsellor to meet the parents to gather information about the student's home environment, his behaviour at home etc.
 - Completion of Learning Support Services Referral Form.

PARENT ACKNOWLEDGEMENT

I acknowledge that my child needs support for learning and as parents, we will do everything we can to support the school in achieving our child’s full potential.

Acknowledged by:

Father
Date: _____

Mother

PARENT CONFIRMATION

We wish to participate in the school’s Learning Support Programme as recommended by the class teacher, Learning Support Team and/or the School Counselor.

We will commit to the required fees, additional shadow teacher (if needed) and assessments for this programme.

Confirmed by:

Father
Date: _____

Mother