



CEDAR
INTERNATIONAL
SCHOOL
BRITISH VIRGIN ISLANDS

Cedar International School

Special Education Needs Guidelines and Practises

The mission of Cedar International School, a non-profit private school, is to provide all students we serve the opportunity to achieve their academic best with an international curriculum within a culturally diverse environment; to encourage leadership, character, and creativity; to foster a culture of international mindedness and community service; and to nurture inquiring minds and caring personalities in all students.

Special Needs Provision in the School

All the students at Cedar International School are entitled to achieve their potential academically, socially, and emotionally, as well as experience the joy of learning as outlined in the school mission and objectives. We recognise that for certain students it will be necessary to make additional provisions in order for these aims to be met.

At Cedar International School, special educational needs is defined as an individual's need for a curriculum which is additional to, or otherwise different from the educational provision made for students of the same age, beyond the boundaries of expected levels of differentiation. The constraints may be any one or a combination of the following; physical, social, emotional, or intellectual.

It is our goal to serve all students but recognise the importance of meeting the needs of all students who are admitted to Cedar. As stated in the school's admissions policy, it is at the discretion of the administration to assess whether Cedar can meet an individuals needs.

A student must not be regarded as having a learning difficulty solely because the language or form of the language of the home is different from the language in which he/she will be taught.

We also recognise the needs of the more able, gifted and talented student; this is dealt with fully in the guidelines for the more able student.

The Solution Studio Inclusion model is an evidence-based practice ,which provides individualised support, through a range of interventions with a range of professionals based on the students needs.

The provision for special needs must inform planning, assessment, teaching and learning in the school and should therefore influence the whole curriculum and ethos of the school. It is understood that staff work collegially at Cedar International School to provide a range of services. In order to sustain a school wide inclusion model, The Solution Studio runs on the premise that no one programme nor one person provides a one stop fix for all learners. Rather, we employ a collaborative and flexible programme, whilst working with all stakeholders and building relationships with the learner to ensure the required support and care provides the solution at the point of time

intervention is required. We focus on practicing differentiation through identifying a student's learning style, scaffolding their learning and differentiating the curriculum in order to develop the student's potential. The amount of time devoted will depend on the needs of the individual. Learners will be able to access support at different times during their school years.

"The IB supports the premise that schools should be organised in such a way that student diversity of all kinds can be included as a resource, seeing individual differences not as problems to be fixed but as an opportunity for enriched learning. Diversity is a positive resource with regard to what it means to be internationally minded and interculturally aware."

(Special Educational Needs Within The International Baccalaureate Programmes 2010)

Aims

To ensure that there is a common understanding of and coherent approach to special educational needs by teachers, teaching assistants, students, parents and governors, and the wider community.

- To ensure access to the curriculum for all learners, from the beginning to conclusion of schooling at Cedar
- To plan and deliver a balanced, differentiated curriculum to meet the needs of all students
- To work in partnership with the student, parents, teachers, carers, and external allied health practitioners.
- Provide professional learning support to teachers, from individual sessions to whole group
- To ensure individual needs do not constrain any educational entitlement.
- To meet the requirements of the IB Curriculum, our accrediting agencies and SEN guidelines

Objectives

To enable students to:

- Access the curriculum appropriately to their needs
- Partake in the life of the school and wider community

To enable teachers and support staff to:

- Provide positive support to meet the diverse needs of learners, enabling them to meet their potential
- Remove barriers to learning and participation
- Provide a framework for establishing, maintaining and modifying procedures for the identification, provision, and assessment and monitoring of students with special educational needs.
- Collaborate with parents/guardians throughout the process.

Inclusion Arrangements

Students with special needs are considered full members of the class and school environment. We aspire to include all students in a broad and balanced curriculum whatever their needs. The inclusion of students with special needs is considered on a case-by-case basis, at the discretion of the administration of the school, based on the student's needs, the classroom environment and the resources available in order to meet their individual needs.

Within the school there are teaching assistants to work with all the students, including those with special needs. This support may take the form of small group work, individual support and support to work in a whole class situation. Students should remain in the classroom for any differentiated work unless there are specific reasons, which require an alternative place of work. There is also a team of specialised teaching assistants, counsellor and SENDCO

(Special Educational Needs and Disabilities Coordinator) who provide additional support where required. Suggested areas for alternative places of work:

- The Solution Studio classrooms
- Library Annex
- Free Classrooms
- Outdoor quiet areas
- Terrace

Roles and Responsibilities

A team of specialised and experienced staff lead The Solution Studio. The teaching and support staff provides a nurturing and challenging learning environment that caters to a wide range of individual needs.

The team works with teachers, students, parents and carers, and other stakeholders to design and implement programmes, which cater for the specific needs of each student.

Ongoing Professional Development for all staff further enriches the learning environment. Specialist teachers and professionals for all challenges beyond the skillsets of The Solution Studio team visit the school physically and through virtual assistance to provide extra support teachers with planning, equipment, and up-to-date disability specific information.

The SENDCO is responsible for provision and monitoring of special needs provision across the school. The role includes responsibility for;

- Assisting teachers in the identification and assessments of students with SEN
- Supporting teachers in planning appropriate provision, including working collaboratively to write IEPs as required
- Monitoring and reviewing progress with students, teachers and parents
- Managing the placement of TAs to support students with SEN at school action (Tier 2) or school action plus (Tier 3)
- Monitoring the content and effectiveness of IEPs through classroom observations
- Monitoring the effectiveness of intervention strategies through use of assessment data
- Liaising with parents to share assessments and provision
- Liaising with relevant health professionals regarding assessments and provision for students with SEN
- Maintaining the Special Needs register and overseeing class based SEN records
- Working alongside the administration team to plan strategic development of policy and provision for students with SEN
- Reviewing policy and practises
- Contributing to in-service training related to SEN
- Conducting and organising outreach work in the Cedar community to raise awareness of and education about SEN support

Class teachers, with support where necessary, are responsible for the progress and development of all students within their class, including those students who access support from The Solution Studio. The class teacher's responsibilities for SEN students include;

- Using assessment data to monitor students progress and alert SENDCO of any under-achievements which may indicate a special educational need
- Informing the SENDCO of any medical need which may make a student eligible to be considered as having a special educational need

- Ensuring that any program devised for a student with SEN is carried out and monitored regularly
- Differentiating tasks to accommodate learning differences
- Collaborating with the SENDCO and The Solution Studio team in the identification of targets for IEPs and assessments of targets at review stage

Identification, Assessment and Review Procedures

- i. Students who enter school with special needs already identified will have their needs addressed immediately.
- ii. Regular classroom formal and informal assessments and observations will identify students having difficulties and not achieving expected progress
- iii. At the school request, with parental support, outside agencies may carry out a range of screening tests to identify any further difficulties the students may have and offer suggestions to support learning. (Appendix 1)

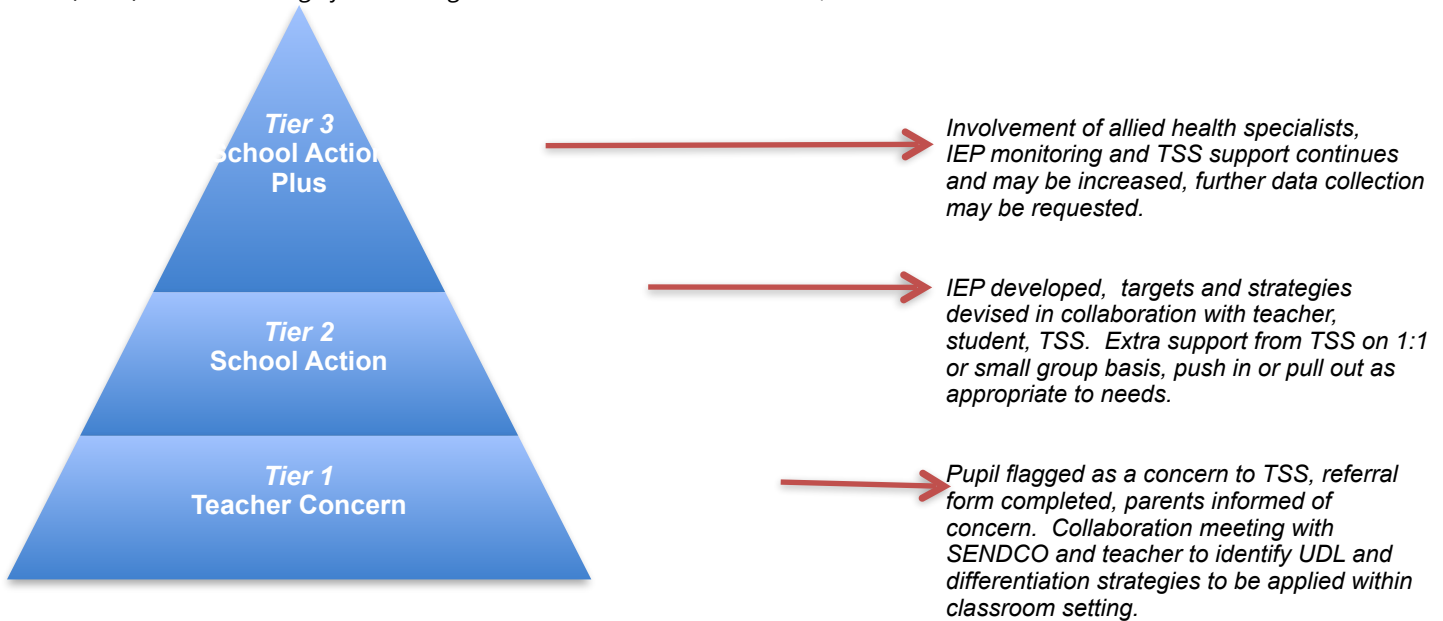
Under no circumstances should a diagnosis for the learner be identified or alluded to by members of staff.

Process

When a teacher has a concern about a student they will continue to closely monitor the student, appropriately differentiating the work within the class environment. Teachers may differentiate through content, process, product or environment according to the student's readiness, interests or learning profile.** At this point the student is not considered as having special needs.

1. If the student does not make satisfactory progress, then the SENDCO will be consulted and a referral form completed (Appendix 2). At this point the parents must also be consulted if not already informed of concerns and the student will be placed on the special needs register. This is referred to as **Teacher Concern** (Tier 1). Support from the SENDCO will be provided in the form of discussing and developing further strategies to try within the classroom setting, based on the student's strengths, learning styles and root causes of the difficulties, identified through collaborative discussion with the classroom teacher. This implements a Universal Design for Learning process *, where teaching benefits all students through flexible approaches that can be customised and adjusted for individual needs.
2. If progress remains below expectation after initial intervention (Tier 1) then an Individual Education Plan (IEP) (Appendix 3) will be devised to provide additional support and strategies in order to reach specific targets. (Tier 2). The IEP will identify strengths of the student, targets for the students to work towards and how we aim to support the student in achieving them. This may include extra support within the classroom, one-to-one or small group focused work to tackle specific needs. This will set out the difficulties of the student, focusing on identifying the root cause of the difficulties. It will allow room for contributions from all parties involved including the student. The targets will be short and focussed enabling success to promote a good self esteem. This is referred to as **School Action** (Tier 2).
3. If the student continues to make unsatisfactory progress further advice and evaluation may be requested from outside agencies in order to pinpoint the difficulties and needs of the student. This is referred to as **School Action Plus** (Tier 3). Further data collection may be requested for students entering at this level (Appendix 4).

* more information about Universal Design for Learning (UDL) can be found at <http://www.cast.org>



Student's progress will be reviewed informally as on-going assessment for learning by class teachers and the TSS team. Class teachers and SENDCO will review the IEP at least twice a year with the student and parents, including comments from all stakeholders and active support. At this point the next course of action will be decided. Students can also come off the register at any point if the class teacher is satisfied with their progress. The student's targets will be constantly reviewed and further updated when they have been achieved in order to develop targeted skills.

Resources

Many students with special educational needs will not need resources outside those normally found in the classroom. Differentiation of class work within a curriculum framework will help to meet the learning needs of all students. However, some students may need a particular piece of equipment, or additional teacher support to support their learning.

Teaching assistants and SENDCO will be assigned students on Tier 2 of the programme to run intervention to support progress. The class teachers will be provided with a timetable to show where the additional support is specifically assigned to students with special needs.

A range of support and resources can be located in the Solution Studio work spaces, from the SENDCO, online and through adaptive technologies. Also the school has links with allied health professionals to aid assessment and provision (Appendix list 1)

Partnership with Parents

Our school places high value on parental involvement and value their contributions, recognising the important role they play. Parents will be involved at every stage of the process and informed as and when the class teacher has any concerns.

Involvement of Students

At Cedar International School we believe it is of paramount importance that the students are involved at every stage of this process. This ensures they are aware of their preferred learning styles and allows them to take responsibility for their own learning.

Assessment Accommodations

For DP assessment accommodations, an application must be submitted to IB for approval prior to exams. At MYP accommodations may include extra time if entitled by the students IEP and medical evaluations. At PYP assessment activities should be modified and accommodations made to allow the pupil to demonstrate their knowledge and/or skill of the objective.

Confidentiality and Legal Protection

Student's cases are confidential and should only be discussed with stakeholders. All documentation related to cases is stored in locked office. Records of all procedures during sessions and of interviews and phone calls with parents, teachers and other parties concerned will be made. Parents must be consulted and requested to complete a disclosure form allowing access to information and assessments from allied health and external agencies. Any confidential documents will only be shared with personnel who are actively supporting the student in reaching learning targets.

Monitoring and Evaluation

Criteria for monitoring and evaluating the success of this special needs policy:

- The special educational needs of the students are systematically assessed and the teaching is carefully matched to their needs.
- Professional and material resources are effectively deployed to ensure all students are well integrated into the life and work of the school.
- Attitudes to those with learning difficulties are positive and constructive.
- There is judicious use of allied health professionals.
- Parents are consulted regularly.
- Learning intentions are clearly understood by teachers and students.
- High expectations are evident throughout the school.
- SEN student progress is tracked over grade levels
- Training needs are met.
- Staff expertise is used to the fullest.
- IEP's are relevant, specific and used as a working, flexible document to raise standards and achievement of SEN students.
- SEN register is up to date.

Special Needs provision will be monitored continually by Staff, SENDCO, Head teachers and Director and the Board of Directors.



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Appendix 1 – External Allied Health Professionals

Occupational Therapist

Meghan Cosgrove (284) 4958190 (284) 499-2598

Speech and Language

Student Services Centre

Cutlass Building, Road Town

Mrs Smith – (284) 494-3701 ext; 2758

Counselling, educational assessments – Dr Aleksander

Kathy Valentine

St Thomas (340) 7778804 (340) 643 2622 email; kathleen.Valentine@usvi-doh.org

Educational Psychologists

Insight Psychological Services

Foothills profession Building, Suite 204

St Thomas (340) 774-2228

insightvi@gmail.com

Dysguise. Tel: (+44) 131 629 8269 Email: admin@dysguise.com

3rd Floor , 44 Hanover Street Edinburgh EH2 2DR

Helen Arkell Dyslexia Centre, Arkell La, Farnham GU10 3BL, United Kingdom

(+44) 1252 792400

Community Mental Health Unit

Glanacia George Building, Road Town

Dr Samuels, Dr Rubaine

(284) 468-9273

(284) 494-3472

Counselling – Private

Dr Ron McAnany (284) 3230

Kelly Bos (284) 346-8174

Family Support Network

Road Town

Lauren Keil (284) 494-7622

The Solution Studio Student Referral Form

Submitted by:

Student's Name:

Date of Birth:

Grade:

Homeroom Teacher:

Reason for Referral: _____

Strengths: _____

Observations (consider academic, behaviour, social):

Steps Taken So Far to Support Student

- Contact Parents to share concern and plan for support at home
- In class strategies –*check ones used*
 - Changes to physical classroom environment
 - Visual aids
 - Allowing more time
 - Contract (behavior/homework/classwork)
 - Peer support
 - Differentiated instruction
 - Specialists notified if necessary
 - Specialist support
 - Other: _____

Data to be submitted with form (as relevant)

Current Writing Sample (K to Grade 12)

Most recent Reading Assessment (K to Grade 12)

Mathematics assessment or sample (Grade 1 to 12)

Copy of most recent progress report

Other pertinent information you feel may help to gain a better understanding of the whole child:

Items to bring to collaboration meeting; Anecdotal records; relevant parent Teacher Meeting Notes; Other relevant information.

Appendix 3 – IEP format

Cedar International School Individual Education Plan _____			Date set:
Name of student:	DOB:	Current Grade;	Intake date:
SEN Stage; Teacher concern Tier 1 School Action Tier 2 School Action Plus Tier 3			

SENCo _____ Parent / Carer _____

Strengths	Areas of concern		Targeted skills
	<u>Academic</u>	<u>Behavioural</u>	
Other relevant notes/information:			

Goal	Objective	Benchmark success criteria	Universal Design for Learning/in class modifications/ accommodations	Individual design for learning TSS	Student responsibilities	Parental / home support

Appendix 4 – Data required for SEN student (School Action Plus Tier 3)

Identifying data: Full name, DoB, current grade level, date of referral, parent /guardian contact details, reason for referral and by whom

Family history; Parents occupations, siblings and ages, family structure (intact, fractures, one parent) any known emotional trauma, history of neurodiversity

Medical history; Birth, progress through early years milestones, illness, hospitalization

School history; Pre-school attendance and progress, any changes in schools, repeated years and problems encountered, behavioural characteristics observed by parents, teachers, carers, relationship with teachers and carers, prolonged absences, social situation, specialist contact, most recent grades

Current assessments; Initial interview, name/type/edition/author of assessments carried out, date and results of tests, observations of behavior and application, suggestions for further referral if required

Programmes and Progress: tasks set, student's responses and results, opinions of SENDCO, further assessments if required, dates of contacts with teachers, specialists and parents