



Cedar International School

Additional Needs and Inclusion Guidelines and Practises

The mission of Cedar International School, a non-profit private school, is to provide each student we serve the opportunity to achieve his/her academic best with an international curriculum within a culturally diverse environment.

Additional Needs provision

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, Additional Needs are 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 individual's needs. A student must not be regarded as having an additional learning need or 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 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 student's needs.

The provision for additional 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 students learning style, scaffolding their learning and differentiating the curriculum in order to develop the students potential. 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.”

(SEN Within The International Baccalaureate Programmes 2010)

Aims

To ensure that there is a common understanding of and coherent approach to additional 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 an inclusive, 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 Additional Needs and Inclusion 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 additional needs.
- Collaborate with parents/guardians throughout the process.

Inclusion Arrangements

Students with additional needs are considered full members of the class and school environment. We aspire to include all students at in a broad and balanced curriculum whatever their needs. The inclusion of students with additional 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 educational assistants to work with students, including those with additional needs. There is also a team of specialised teaching assistants, a counsellor and Learning Support Coordinator who provide additional support where required. We aim to meet students needs through tailored support within an inclusive setting, through small group work or individual support. Students should remain in the classroom for any differentiated work unless there are specific reasons, which require an alternative place of work. Suggested areas for alternative places of work: The Solution Studio classrooms, the 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 within the Solution Studio team provide a nurturing and challenging learning environment that caters to a wide range of individual needs. The team works with students, teachers, parents and carers, and other stakeholders to design and implement personalised programmes, documented in Education Passports, which cater for the specific needs of each student. Ongoing Professional Development for all staff further enriches the learning environment. This may be provided utilising in- house expertise, or specialist teachers and professionals who visit the school physically and through virtual assistance to provide extra support with planning, resources, and up-to-date disability specific information.

The Learning Support Coordinator is responsible for provision and monitoring of additional needs provision across the school. The role includes responsibility for;

- Assisting teachers in the identification and assessments of students with Additional Needs
- Supporting teachers in planning appropriate provision, including working collaboratively with the student and teacher to write and monitor Education Passports
- Monitoring effectiveness of provision and progress towards agreed SMART targets on ongoing basis, altering strategies as required
- Formally reviewing provision and progress with students, teachers and parents a minimum of twice annually
- Managing the placement of learning support staff to support students with Additional Needs at tier 2 and tier 3
- Monitoring the effectiveness of intervention strategies through use of assessment data, teacher feedback, observation, student self assessments and reflection
- Liaising with relevant health professionals regarding referrals for assessment and provision for students with Additional Needs
- Maintaining the additional needs register and overseeing Additional Needs records

- Working alongside the administration team to plan strategic development of policy and provision for students with Additional Needs
- Reviewing policy and practises
- Contributing to in-service training related to Additional Needs
- Conducting and organising outreach work in the Cedar community to raise awareness of and education about Additional Needs support

Class and subject 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 Additional Needs Students include;

- Differentiating learning tasks to accommodate learning diversity and Additional Needs in the inclusive setting of the classroom
- Using assessment data to monitor student progress and alert of any under-achievements which may indicate Additional Needs
- Informing the Learning Support Coordinator of any medical need which may make a student eligible to be considered as having Additional Needs
- Ensuring that any program devised for a student with Additional Needs is carried out and monitored regularly, with feedback shared with TSS as requested. Secondary staff to utilise google monitoring document to share successful and non-successful strategies.
- Collaborating with the Learning Support Coordinator and The Solution Studio team in the identification of targets for Education Passports and reviewing progress towards these

Students play a leading role in developing and reviewing the support they receive. Their responsibilities include;

- Reflecting on their learning styles and progress to assist with the development of their Education Passports
- Being honest and knowledgeable about their needs and responsibilities as learners
- Being open-minded to different approaches to their learning, applying learning strategies and accepting support from members of staff
- Collaborate with TSS and their teachers to reflect on their needs and the support they receive

Identification, Assessment and Review Procedures

- i. Students who enter school with additional needs already identified will have their needs addressed immediately.
- ii. Regular formal and informal classroom assessments and observations will identify students having difficulties and not achieving expected progress
- iii. At the school request, and 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)

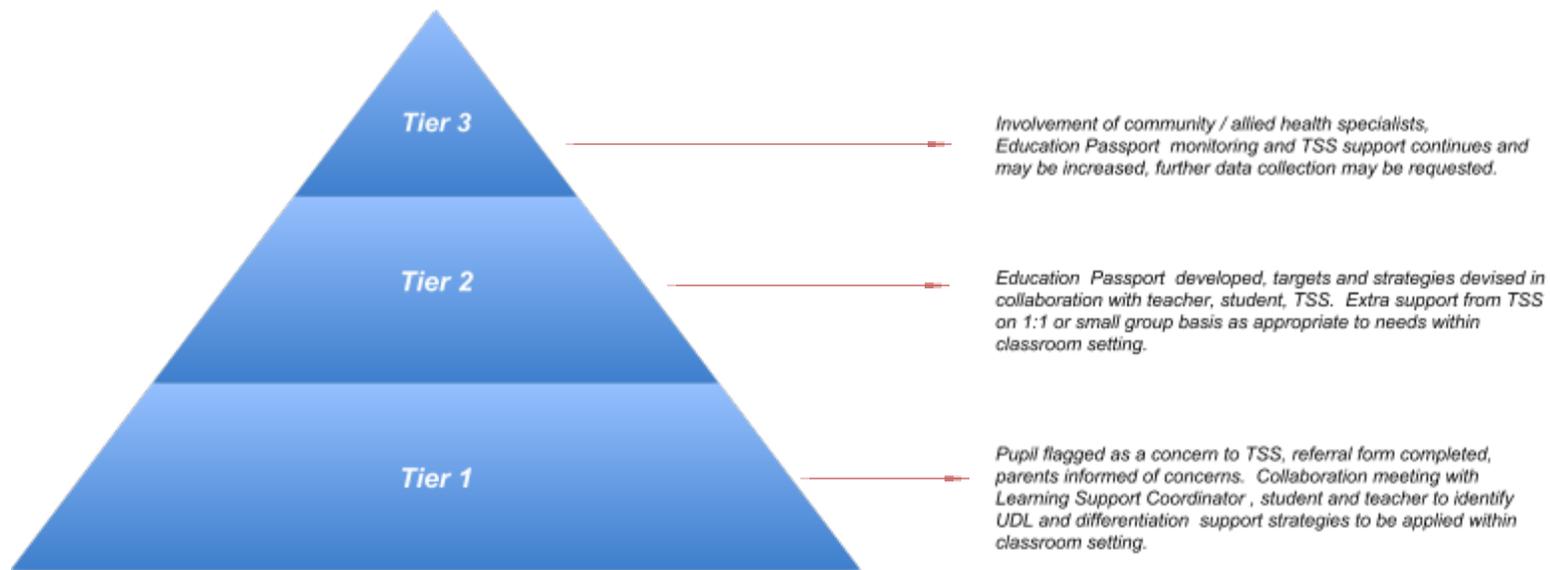
Under no circumstances should a diagnosis for the learner be identified by members of staff.

Process

When a teacher has a concern about a student they will 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 additional needs.

1. If the student does not make satisfactory progress despite differentiation, then the Learning Support Coordinator 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 Additional Needs register. Support from the Learning Support Coordinator 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 student's teacher/s. 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. At secondary a shared google document will be utilised to share information and observations across subjects in order to build a holistic view of the student's strengths and areas of need. This is referred to as Tier 1.
2. If progress remains below expectation after initial intervention then an Education Passport (Appendix 3) will be devised in collaboration with the student, referring teacher/s and parents. It's development will promote student agency, be student led and document the student's strengths, areas of difficulty, any formal diagnostic information, SMART goals and strategies. This will include inclusive support strategies for teachers to select from as appropriate to task and may include extra support within the classroom, one-to-one or small group focused work to tackle specific needs. It will allow room for contributions from all stakeholders, including the student who will drive the document contents with guidance from TSS and their teacher/s, taking into consideration parental views plus any external diagnostics and recommendations. This is referred to as Tier 2.
3. If the student continues to make unsatisfactory progress further advice and evaluation may be requested from outside agencies in order to help further pinpoint the root cause of the difficulties and needs of the student. This is referred to as 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>
CAST (2011). *Universal Design for Learning Guidelines version 2.0*. Wakefield, MA: Author



Student's progress will be reviewed informally as on-going assessment for learning by class teachers and the TSS team. Class teachers and the Learning Support Coordinator will review the Education Passport at least twice a year with the student and parents, with contributions from the students teacher/s. At this point the next course of action will be decided. Students can also come off the register at any point if satisfactory progress has been made and maintained. The student's targets will be reviewed and further updated as and when they have been achieved at any point throughout the year.

Resources

Many students with additional 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 support to support their learning.

Learning assistants and Learning Support Coordinator will be assigned to students to support progress. The class teachers will be provided with a timetable to show where the additional support is specifically assigned to students with additional needs. The amount of support and time devoted will depend on the needs of the individual.

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

Involvement of Students and Parents

At Cedar International School we believe it is of paramount importance that the students are involved at every stage of this process, including the setting of goals and monitoring of their progress. This ensures they are aware of their strengths, develop understanding of their preferred learning styles and allows them to take responsibility for their own learning. We place high value on parental involvement and value their contributions, recognising the important role they play. Parents will be informed as and when the class teacher has any concerns about their child's progress be involved in discussions regarding their child's strengths and how best to support their learning needs.

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 Education Passport accommodations 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 or skill being assessed.

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 their learning potential.

Monitoring and Evaluation

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

- The additional 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.
- Additional Needs student progress is tracked over grade levels
- Training needs are met.
- Staff expertise is used to the fullest.
- Education Passports are relevant, specific and used as a working, flexible document to raise standards and achievement of Additional Needs students.
- Additional Needs register is up to date.

Additional Needs provision will be monitored continually by Staff, Learning Support Coordinator, Head teachers and Director and the Board of Directors.

Gemma Restell, Learning Support Coordinator

Reviewed:
February 2018

Date of next review: February 2019

Appendix 1 – External Allied Health Professionals

Physiotherapist

Therapy Works - Jerry Smith
jsmith@therapyworksvi.com

Speech and Language

Speech Therapy Services
Sandi Boyce
speechtherapyservicesvi@gmail.com
(284) 540-0078 or (284) 442-2002

Therapy Services - Kerri-Ann D'Castro
(284) 499 2598 Therapy.services@hotmail.com

Student Services Centre
Cutlass Building, Road Town
Mrs Smith – (284) 494-3701 ext; 2758
Counselling, educational assessments – Dr Aleksander

Educational Psychologists

Dr Michael Turnbull
Pier Park
Road Town
284 496 0838 or 284 442 4357 info@twcbh.com

Insight Psychological Services
Foothills profession Building, Suite 204
St Thomas (340) 774-2228

insightvi@gmail.com

Island Therapy Solutions
(psychologists, psychiatrists, OT, S&L pathologist, behaviour analysis)

5030 Anchor Way, Suite 7
Christiansted
St Croix
VI 00820
(340) 719-7007

islandtherapypractice@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 Lane, Farnham GU10 3BL, United Kingdom
(+44) 1252 792400

Community Mental Health Unit

Glanacia George Building, Road Town
Dr Samuels, Dr Rubaine, Dr Torno
(284) 468-9273
(284) 494-3472

Counselling – Private

Ms. Sandra Mazurkewich Henley

(284) 541-5193

sandramazurkewichhenley@gmail.com

Family Support Network

Road Town, (284) 494-7622

Island Eye Care

Dr. Craig Friedenbeg OD

6500 Red Hook Plaza, suite 225, St Thomas, VI 00802, United States

Phone:+1 340-779-2019

Audiology

Contact switchboard at Peebles Hospital, Road Town

[+1 284-494-3497](tel:+12844943497) or (284) 852-7686

The Solution Studio Secondary Student Referral Form

Student's Name:

Date of Birth:

Grade:

Teacher referring:

Reason for Referral: _____

Strengths: _____

Observations/Concerns (consider academic, behaviour, social, executive functioning):

Steps Taken So Far to Support Student

- Parents contacted to share concern and plan for support at home
- In class strategies –*check those used*
 - Changes to physical classroom environment
 - Visual aids
 - Allowing more time
 - Contract (behavior/homework/classwork)
 - Peer support
 - Differentiated instruction (please state strategies and comment on effectiveness)

 - Specialists notified /strategies shared

 - Specialist support _____
 - Other: _____

Supporting data to be submitted with form

Current Writing Sample

Most recent Reading Assessment

Mathematics assessment or sample

Copy of most recent progress reports (semester reports can be accessed through managebac)

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

The Solution Studio Primary Student Referral Form

Student's Name:

Date of Birth:

Grade:

Teacher referring:

Main reason/s for referral: _____

Strengths: _____

Observations/Concerns (consider academic, behaviour, social skills, executive functioning):

Reading: (include reading level, comments on fluency, accuracy and comprehension)

Writing: (consider spelling, composition and effect, sentence level skills)

Math (consider number, problem solving, application of skills)

UoI trans skills:

Steps Taken So Far to Support Student (*check as appropriate*)

- Parents contacted to share concern and plan for support at home
- In class strategies –
 - Changes to physical classroom environment
 - Visual aids
 - Allowing more time
 - Contract (behavior/homework/classwork)
 - Peer support
 - Differentiated instruction (please state strategies and comment on effectiveness)

-
- Specialists notified /strategies shared
 - 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 (semester reports can be accessed through managebac)

Appendix 3 – Education Passport

	Education Passport	Date set:	Review date:
Name of student: _____ Grade: _____ DOB: _____		Additional Needs Stage; Tier ____	
Shared and agreed Pupil __ TSS __ Teacher __ Parent / Carer __			
I would like you to know that: <ul style="list-style-type: none"> • (strength) • A • A • A My learning preference/s are auditory visual kinesthetic social linguistic	I find it difficult to: <ul style="list-style-type: none"> • A • A • A • A 	Access accommodations	
It would help me if you could: <ul style="list-style-type: none"> • A • A • A 		I will help myself by: <ul style="list-style-type: none"> • A • A • A 	
My SMART goals for this term: <ul style="list-style-type: none"> • A • A • A 			
Additional support:			
Diagnostic info Strengths: Concerns			
Parent comments			

	Additional 1:1 provision (<i>Students at Tier 3/ as required</i>)
Goal	TSS Support strategies/provision

TSS Support Student Self monitoring and Assessment (<i>secondary only</i>)			
Criterion	Goals	Evidence (please date)	TSS Teacher feedback
Criterion A Application	To communicate my needs effectively in all academic settings		
	Apply skills, techniques and progress towards SMART goals in other academic settings		
		Evaluation of progress (please date)	
Criterion B Reflection and Evaluation	Reflect critically on my progress towards SMART goal/s		
	Evaluate my progress Use feedback to inform my progress towards my goals		
		Evidence of personal engagement (please date)	
Criterion C Personal Engagement	Show commitment in working towards my goals		
	Demonstrate self motivation, initiative and willingness to attempt new skills and use the support provided support, encourage and work with peers in a positive way		

Appendix 4 – Data required for Additional Needs 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 the Learning Support Coordinator, further assessments if required, dates of contacts with teachers, specialists and parents