



## **Additional Needs and Inclusion Guidelines and Practises**

### **The Solution Studio**

**A place of inclusion and assistance, where students, teachers and parents can seek support, advice and solutions for their academic, social and emotional needs**

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The IB Standards and Practises which pertain to additional needs and inclusion policy;

**Standard: Learning environments in IB World Schools support student success. (0202)**

**Practises**

**The school identifies and provides appropriate learning support.**

The school implements and reviews systems and processes to identify the needs of students.

The school supports the identified needs of students, and evidences this support through planning, policy, and practice.

The school provides staff, facilities and resources as outlined in their inclusion policy.

The school demonstrates a commitment to make the most effective use of learning spaces and learning environments in ways that meet the needs of all students.

**The school fosters the social, emotional, and physical well-being of its students and teachers.**

The school identifies and allocates spaces and resources to support the social, emotional, and physical wellbeing of its students and teachers.

The school demonstrates in its systems, processes and policies attention to the social, emotional, and physical well-being of its students and teachers.

The pedagogical leadership team and teachers support students' social, emotional and physical well-being.

The school promotes open communication based on understanding and respect.

**The school builds relationships with the wider community that are a source of wisdom and expertise to strengthen the implementation of its IB programmes.**

The school identifies and uses a variety of human, virtual and physical resources in the wider community that aid and extend student learning.

The school provides meaningful opportunities for legal guardians to contribute to the development and support of its programme(s).

**Standard : Learning environments in IB World Schools support and empower teachers. (0203)**

**Practises**

**The school provides time and other resources for teachers to collaborate effectively in the implementation of IB programme(s).**

The school allocates dedicated and scheduled and/or timetabled time for teachers' collaborative planning and reflection.

**Standard : Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive. (0301)**

**Practises**

**The school secures access to an IB education to the broadest possible range of students.**

The school provides relevant support materials, resources and structures to promote access to the school's programme(s) for as many students as reasonable.

The school provides opportunities for all students to access the programme(s).

PYP: The school articulates and demonstrates that the PYP is accessible to interested students, regardless of learner variability.

PYP: The school implements the PYP across all early years and/or primary grade levels offered at the school.

**The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential.**

The school implements and reviews an inclusion policy that meets IB guidelines.

The school identifies in its inclusion policy all its legal requirements and outlines the school's structures and processes for compliance.

The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes.

***The school implements, communicates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language (0301-04)***

The school implements and reviews a language policy that is aligned with IB language policy guidelines.

The school describes in its language policy the way that the school recognizes multilingualism as a fact, a right and a resource for learning.

The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development.

The school clearly describes in its language policy the rights and responsibilities of all members of the school community and what constitutes good practice within the school context.

PYP: The school ensures that students learn a language in addition to the language of instruction, at least from the age of seven; multilingual programmes where students are learning at least two languages can but are not required to offer additional languages.

**Standard: Learning in IB World Schools is based on a coherent curriculum.**

**Practises**

**Teachers collaborate to design, plan and deliver the school's IB programme(s).**

Teachers use human, physical and virtual resources to aid and extend their collaboration.

Teachers use collaborative planning and reflection to address the elements of an IB education.

**Standard: Learning in IB schools aims to develop students ready for further education and life beyond the classroom. (0402)**

**Practises**

**Students take ownership of their learning by setting challenging goals and pursuing personal inquiries.**

Students take opportunities to develop personal learning goals.

Students take opportunities to ask questions and pursue personal inquiries and actions.

PYP: Students participate in the exhibition in the final year of the PYP, except in schools that exclusively offer the early years.

Students pursue opportunities to explore and develop their personal and cultural identities.

**Students pursue opportunities to explore and develop their personal and cultural identities.**

The school provides opportunities for students to explore and develop their personal and cultural identities.

The school community affirms individual student identity through learning and teaching.

Students take opportunities to develop their language profiles.

**Standard : IB programmes encourage approaches to teaching that create learning experiences that are shown to be meaningful to the school community (0403)**

**Practises**

**Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals.**

Teachers consider learner variability when planning students' personal learning goals.

Teachers integrate prior knowledge into the curriculum to aid and extend learning for all students.

Teachers support language development with consideration for the language profiles of students.

Teachers use multiple technologies to aid and extend learning and teaching.

**Standard: Learning, teaching, and assessment effectively inform and influence one another. (0404)**

**Practises**

**The school adminstrates assessment consistently, fairly, inclusively and transparently.**

The school adminstrates assessment in accordance with IB rules, regulations, and/or relevant programme documentation. The school regularly reviews and ensures compliance with all access arrangements.

## **Cedar International School**

### **Additional Needs and Inclusion 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.*

The Solution Studio is a place of inclusion and assistance, where students, teachers and parents can seek support, advice and solutions for their academic, social and emotional needs

#### **Additional Needs Provision**

All 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.

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. 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, Cedar reserves the right to deny admission based on an assessment of whether the school can meet an individual'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 practising differentiation through identifying a student's learning style, scaffolding their learning and differentiating the curriculum in order to develop the student's potential. Learners will be able to access support at different times during their school years.

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. Language Acquisition Support will be provided for any students entering the school whose mother tongue is not English. Any such student will be assessed to gauge their proficiency in English and then a tailor-made programme will be implemented. This will include collaborative planning with and support for the class/subject teachers to enable the English learner to access the curriculum effectively. It may also include some in-class support from a tutor, and/or one-on-one or small group teaching and learning, in order to focus specifically on building proficiency in English. Language Acquisition Support also encompasses making the most of the student's background, including cultural knowledge and academic skills acquired through his/her mother tongue. Families will be

encouraged to support the maintenance and development of the mother tongue at home, and support at school might include helping identify resources, asking for information about and contributions in class in the mother tongue, and providing extension for any language in which the school has a current capacity.

We also recognise the unique needs of the gifted and talented and twice exceptional student. When planning to meet the needs of these students, we aim to support teachers in providing learning extension in areas in which the student's exceptional ability is demonstrated, ensuring students are challenged to go deeper with the content taking into account pace, depth and complexity, as opposed to providing more of the same and to allow students to undertake studies in different and additional areas of interest. Additional support on appropriate learning and teaching strategies can be sought from The Solution Studio team following the referral process outlined above.

*"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 create a common understanding of and coherent approach to additional needs by teachers, teaching assistants, students, parents and governors, and the wider learning 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
- To 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 according 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 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 language acquisition specialist, 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 are The Solution Studio classrooms, the library annex, free classrooms, outdoor quiet areas, the terrace, student work room or ELL office.

### **Roles and Responsibilities**

A team of specialised and experienced staff lead The Solution Studio, including a Learning Support Coordinator, Primary and Secondary Learning Support assistants, School Counsellor and a Language Acquisition coordinator. 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 and access arrangements, including working collaboratively with the student and teacher to write and monitor Education Passports and applying for access arrangements for assessments
- 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 in-class placement of learning support staff to support students with Additional Needs in specific areas
- Allocating TSS support to assist teachers in planning for inclusive teaching practises and applying accommodations from EP into daily teaching and learning
- 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, including working with Primary head to allocate Education Assistants
- Reviewing policy and practices in line with IBs Access and Inclusion guidance
- 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

Learning support assistants work collaboratively with the coordinator and the teachers and students to;

- Provide targeted support for students identified with Additional Needs in an inclusive setting
- Collaborate with teachers to differentiate learning experiences and apply inclusive access arrangements including those outlined on Education Passports
- Provide feedback to student, class/subject teachers and TSS on progress, attainment and effectiveness of access arrangements

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 are required to utilise monitoring document shared via Google Drive to share successful and non-successful strategies.
- Collaborating with the Learning Support Coordinator and The Solution Studio team on the identification of targets for Education Passports and reviewing progress towards these
- Engaging in collaborative planning meetings with TSS to increase inclusive teaching practices and application of accommodations included in Education Passports

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
- Collaborating 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.

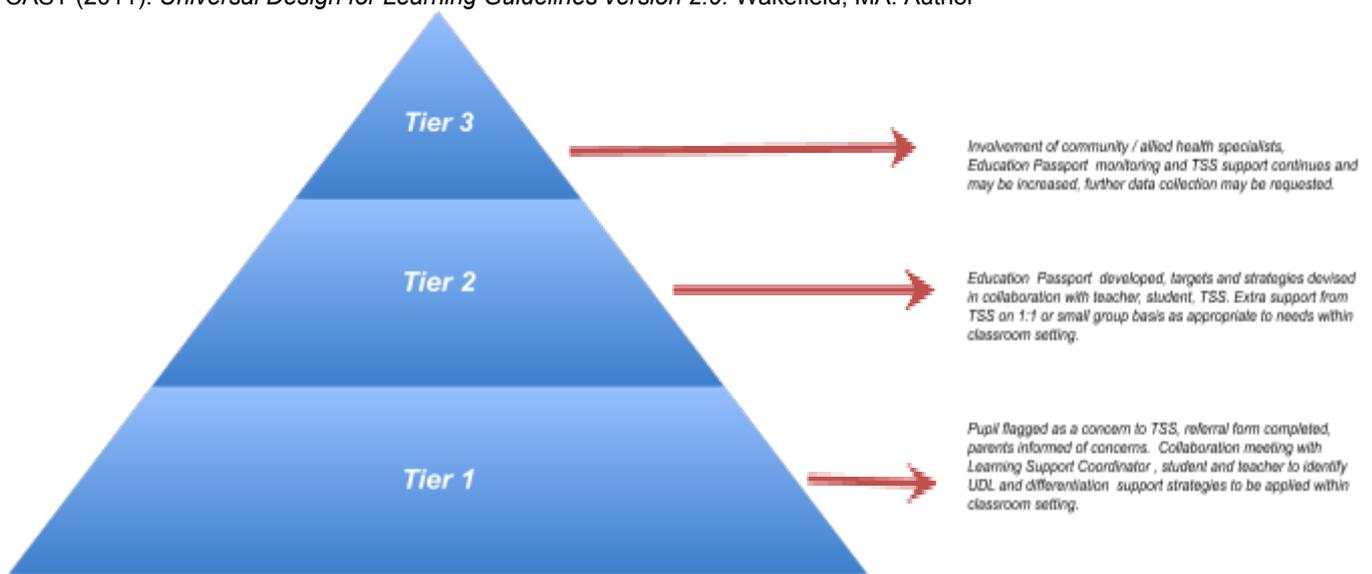
1. If the student does not make satisfactory progress despite differentiation, then the Learning Support Coordinator will be consulted and a referral form completed (Appendix 2). At this point the parents must also be consulted if not already informed of concerns and the student will be placed on

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, 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 his/her 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 ongoing 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 Support Assistants and Learning Support Coordinator may be assigned to students to support progress within the classroom. 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 goals, accommodations and support strategies 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:

Team review February 2018, February 2019, Committee review March 19

Next review: February 2020

## Appendix 1 – External Allied Health Professionals

### Physiotherapist

Therapy Works - Jerry Smith  
[jsmith@therapyworksvi.com](mailto:jsmith@therapyworksvi.com)

### Speech and Language

#### Speech Therapy Services

Sandi Boyce  
[speechtherapyservicesvi@gmail.com](mailto:speechtherapyservicesvi@gmail.com)  
(284) 540-0078 or (284) 442-2002  
(Can also assess in Spanish)

Therapy Services - Kerri-Ann D'Castro  
(284) 499 2598

[Therapy.services@hotmail.com](mailto:Therapy.services@hotmail.com)

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

### Educational Psychologists

Dr Michael Turnbull  
The Wellness Centre,  
Pier Park  
Road Town  
284 496 0838 or 284 442 4357  
[info@twcbh.com](mailto:info@twcbh.com)

### Therapy 2 Thrive

Dr Michelle Martin, Clinical Psychologist  
Road Reef Plaza, Tortola  
(284) 542 9277  
[michelle.martin@thrivepds.com](mailto:michelle.martin@thrivepds.com)

### Insight Psychological Services

Foothills Profession Building, Suite 204  
St Thomas (340) 774-2228  
[insightvi@gmail.com](mailto: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](mailto:islandtherapypractice@gmail.com)

### Dysguise

Tel: (+44) 131 629 8269 Email:  
[admin@dysguise.com](mailto: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](mailto: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

Penn Medical has visiting ophthalmologist every Thursday; Dr. Assefa call 495-3288

B&F has visiting Optician: 494-4139 Dr. Edhaani-  
(no fixed schedule, call to find out when she is visiting)

### 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**

 <p><b>CEDAR</b> INTERNATIONAL <b>SCHOOL</b> <small>BRITISH VIRGIN ISLANDS</small></p>	<p><b>Education Passport</b></p>	<p><b>Date set:</b></p>	<p><b>Review date:</b></p>
<p>Parent / Carer</p>	<p>Name of student:      Grade:      DOB:</p> <p>Shared and agreed    Student      TSS      Teacher</p>		<p>TSS Stage:</p>
<p><b>I would like you to know that:</b></p> <ul style="list-style-type: none"> <li>• (strength)</li> <li>• A</li> <li>• A</li> <li>• A</li> </ul> <p><b>My learning preference/s are</b> auditory visual kinesthetic social linguistic</p>	<p><b>I find it difficult to:</b></p> <ul style="list-style-type: none"> <li>• A</li> <li>• A</li> <li>• A</li> <li>• A</li> </ul>	<p><b>Inclusive Access accommodations</b></p>	
<p><b>It would help me if you could:</b></p> <ul style="list-style-type: none"> <li>• A</li> <li>• A</li> <li>• A</li> </ul>		<p><b>I will help myself by:</b></p> <ul style="list-style-type: none"> <li>• A</li> <li>• A</li> <li>• A</li> </ul>	
<p><b>My SMART goals for this semester:</b></p> <ul style="list-style-type: none"> <li>• A</li> <li>• A</li> <li>• A</li> </ul>			
<p><b>Additional support:</b></p>			
<p><b>Diagnostic info</b> <b>Strengths:</b> <b>Concerns</b></p>			
<p><b>Parent comments</b></p>			

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

TSS Support    Student Self monitoring and Assessment <i>(secondary)</i>			
Criterion	Goals	Evidence (please date)	TSS Teacher feedback
<p>Criterion A Application</p>	<p>To communicate my needs effectively in all academic settings</p> <p>Apply skills, techniques and progress towards SMART goals in other academic settings</p>		

		Evaluation of progress (please date)	
Criterion B Reflection and Evaluation	<p>Reflect critically on my progress towards SMART goal/s</p> <p>Evaluate my progress</p> <p>Use feedback to inform my progress towards my goals</p>		
		Evidence of personal engagement (please date)	
Criterion C Personal Engagement	<p>Show commitment in working towards my goals</p> <p>Demonstrate self motivation, initiative and willingness to attempt new skills and use the support provided</p> <p>support, encourage and work with peers in a positive way</p>		



**Cedar International School**  
**Review of Education Passport (Primary)**

*Date:*

*Student:*

*TSS stage:*

Review of SMART goals/progress made
Goal 1:
Student comment:
Goal 2:
Student comment:
Teacher Comment:
Parent/guardian comment:
Next steps:

*Signed*

*Student:*

*Teacher:*

*Parent/guardian*

*TSS:*

## **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