

# NORTH ZEALAND INTERNATIONAL SCHOOL

## PRIMARY INCLUSION POLICY

### Shared Vision:

'NIS learners actively engage in shaping their own learning, continually aiming to be respectful, responsible, globally-minded lifelong learners.' This is supported by the IPC Personal Goals in the Primary School and the IB Learner Profile in the Secondary School.

*Our aim, through this policy, is to address equal access and fairness to learning and teaching and in addition, validity and meaningfulness to assessment for all learners at North Zealand International School. At NIS we firmly believe that all children are entitled to an education that allows them to make progress in their learning.*

Equal access to learning may be provided through:

- changes to teaching
- changes to learning
- changes to assessment
- removal of or reduction of barriers

We aim to provide optimal support to address challenges and to enable the learner to access all learning.

### Admission of learners with identified challenges

1. Before accepting a learner with identified challenges to the primary school, the admissions team and leaders evaluate whether the learner has the possibility, with the support we are able to provide in school, to meet all curriculum requirements. The family/applicant are responsible for ensuring all relevant documentation is provided, in line with our admissions policy.
2. Before accepting a learner with identified challenges, the admissions team and leaders are responsible for ensuring the collection of necessary documentation from the family and/or relevant support agencies in order to secure any necessary external support. It is the responsibility of the learner's parents to ensure the documentation provided meets any identified criteria.
3. The Wellbeing Counsellor and Support Services coordinator review all new files of students in preparation for their arrival at NIS *before* the start of the school year, to ensure any extra provision that is needed is in place.

### Identifying challenges with current learners

When challenges are observed, either at school or at home, the following steps are taken;

1. Class and Subject teachers ensure high-quality differentiation and provision is in place to support all learners. This is a standard expectation for inclusive practice.
2. Communication between teachers and parents regarding any challenges observed is vital before any referrals are made to Learning Support.
3. If the challenges continue, despite the differentiation put in place by the teachers, an internal referral is made to the LS team. Parents are informed by the referring teacher.

4. Any possible past information will be gathered from the child's file and through communication with the parents. Where helpful, in-house screenings or referrals to the Speech and Language Therapist can be made to outline strengths and weaknesses in the learner's profile. This can help inform future action.
5. Through a child study, information is gathered about the challenges faced. Information may include classroom observations, assessment records, etc. Agreements are made by the team for how to provide inclusive learning arrangements for the learner to ensure consistency of practice. If it is acknowledged that in-house intervention can be activated and can accommodate the learner's needs, then this is the next steps suggested. An action plan is made in liaison with the teachers and the Learning Support Team.
6. Any agreements made are shared with parents and learners.
7. If the challenges are determined to be significant or ongoing, despite interventions in place, a referral is made to external services.
8. Once PPR is activated, an internal conference is held, including the parents, learner if appropriate, and any relevant external agencies. This includes a representative from PPR and other relevant professionals. The Well-being coordinator, together with the Head of the referring department, are responsible for facilitating this process. The learner's strengths and challenges will be discussed. The barriers needing to be removed during teaching and learning will be identified and access arrangements already tried will be discussed and their success evaluated. A decision will often be made as to whether the learner should be referred for medical or psychological assessment.

### **Need for inclusive education**

At NIS, learners need inclusive education if he/she has the:

- Autism spectrum disorders/Asperger's syndrome
- ADHD
- learning challenges, such as dyslexia or dyscalculia
- speech, communication, and/ or language delays
- physical and sensory challenges
- social, emotional, and behavioural difficulties
- medical and mental health challenges

### **Inclusion in the classroom and intervention pathways**

Learners with one or more of the needs listed above may have learning support requirements. In these cases, a support programme (action plan/Individual Learning Programme) for the candidate must be established and agreed to by the candidate as well as by any supporting agencies.

All learners with a diagnosed need for inclusive education have an ILP that is regularly updated and outlines specific targets for the learner and differentiation/modifications to be made by the teaching team. The ILP is created collaboratively with the staff team working with the learner, under the guidance of the Support Services Coordinator and Well-Being Counsellor.

### **Possible interventions:**

1. Individual or group learning support pull-out sessions for Language or Maths support. These are aimed at providing extra support for an individual or small group of learners. Learners may be invited to join a study group on a short- or longer-term basis.
2. In-class learning support with a Learning Assistant. These are aimed at providing support for learners who would have difficulty in accessing the curriculum without support. Learning assistant support can be full or part-time and long or short-term.
3. Action Plan Target setting or a Focus Card (latter for more behavioural and motivational issues)

4. Learner counselling. The Well Being counsellor may be able to work with the learner on a one-to-one basis and assist the learner in achieving their targets regarding self-regulation, organisation, and other social-emotional areas of difficulty.
5. Learner workshops of a preventative nature on subjects such as conflict resolution, self-management, and collaboration.
6. In-house diagnostic testing and screenings for language or numeracy difficulties by the Support Services Teacher and coordinator.
7. Speech articulation screening in-house.
8. Speech and Language support can be arranged privately by parents to happen during school time or at the learner's home. The contact can be shared by any staff member but in discussion with the Support Services Team.
9. Professional Development opportunities for staff to encourage inclusive attitudes and planning for neurodiversity.

Additional language learners may receive learning support to bridge and develop their language although language learning is not defined as a learning difficulty in the sense of inclusive education. (See ELL policy)

### **Responsibilities**

The Support Services Coordinator and Wellbeing Counsellor are responsible for>

- Coordinating support for learners with inclusion needs
- Meeting and coordinating with parents, teachers, psychologists, speech and language therapists, or other external services to facilitate the support for inclusive learning
- Ensuring the school and staff have the appropriate tools to promote inclusive practice
- Supporting the creation of ILPs and action plans in liaison with the teaching team
- Facilitating the regular review of ILPs to ensure learning is moving forward
- Providing information and relevant documentation to access any external support services

### **Costs**

Costs of low-level learning support needs (up to 2-3 times per week) are covered by the school. Medium-level learning support needs may incur an additional parental payment. High-level learning support needs require an SU application for funding to cover the additional costs incurred.

### **Confidentiality**

All documentation regarding learning support at NIS is confidential and only shared with the relevant staff members, learners and parents. Any documentation that needs to be shared with external services will only be shared once permission has been granted.

Edited January 2023 by NIS Learning Support Team