



**HAMILTON**  
International School

## **Inclusion Policy**

## Attendance Policy

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## Vision

Igniting  
passi♥n, purp🎯se  
and p🔑ential

## Mission

We are committed to developing the spirit of excellence and sound character in our students, through an innovative, well-balanced education.

## Core Values

- ☆ I am getting better
- ☆ I am respectful
- ☆ I am resilient
- ☆ I am a global citizen
- ☆ I am a communicator
- ☆ I am emotionally intelligent
- ☆ I am emotionally intelligent
- ☆ I am a collaborator

## Rationale

As an Inclusive school we have recognized the need for a dedicated Department to cater for the wide interest in SEN provision at the Hamilton International School. Such interest is regularly received through the Admissions Team either as a family enrolment or on an individual basis. These students require substantial support to access the curriculum and to reach personal learning goals.

## Policy Statement

It is our aim to develop and devise an individualized plan focusing on a customized and modified curriculum. This program is tailored to the student's needs targeting the specific areas that are most important for appropriate development and progression.

We believe these students are at times, best placed in a dedicated Inclusion Department to support integration allowing our students to reach their full potential.

## Policy Guidelines

It is our plan that students with the greatest levels of need will have access to the greatest level of support and these students will be supported by teachers with relevant expertise who can provide for their specific learning needs.

The Inclusion Department will have dedicated *self-contained classrooms\** for students deemed as being on Tier 3 (as outlined below), Intervention classrooms for students on Tier 2 (also below) and Learning Support classrooms for those requiring support for English, Maths, Occupational Health and Speech, Language & communication.

### **Self-contained Classrooms (Hamilton Hub/ Tier 3)**

Some students will make more progress in a setting that is only for students receiving special education services. These self-contained classrooms are taught by special education teachers and will have far fewer students than the typical mainstream classroom. With a lower ratio of students to teachers, these rooms will offer more one-on-one teaching which will be tailored to each student's goals and objectives on their Individual Education Plans (IEP).

### **Inclusion classroom (Mainstream Classrooms)**

This type of classroom includes a mix of students who do and do not receive special education services. The special education teacher and the mainstream education teacher involved in the student's IEP will share equal responsibility for teaching the student. Together, they will weave in lots of learning supports to help students with different learning styles and skill levels.

The following outlines the procedure and services we provide for students with Special Educational Needs (SEN).

## 1. Procedure

Guiding Principles:

- All our children have a right to an education, which is appropriate to them as individuals. We believe all our students will feel they are a valued part of our school community.
- Supports provided to students with special educational needs will be based on identified needs and be informed by regular reviews of progress (in consultation with parents and students) as outlined in the Continuum of Support Guidelines.

It is our aim to support every student in reaching their full potential. We aim to achieve this by adopting three principles that are essential to developing an inclusive curriculum.

### **Inclusion:**

We are fully committed to the principle of inclusion and the good practice which makes it possible. Our policy, aims to enable students with SEN to become fully integrated members of our school community. This will be achieved by careful consideration of the needs of each student. We modify lessons and activities or provide support, that will allow the student to participate in them.

- **Three principles for inclusion**

### **Setting Suitable Learning Challenges**

We aim to give every student the opportunity to experience success in learning. (Related documents Gifted & Talented Policy/EAL Policy) To do this, The Hamilton International School use the 'Continuum of Support Process' as outlined in Table 1 below to identify educational needs. Identification of educational needs is central to setting suitable learning challenges for our SEN students. Using the continuum of support framework, our school identifies students' educational needs to include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties. We believe that it is important to look at a student's needs in context, and to use our resources to support this (for example, An Individual Education Plan specific to the student's needs – academics, speech, language and communication, occupational health, behavioral goals, social skills, independence skills etc, customized and modified curriculum).

Note: There is a register for students with SEN which the Head of Inclusion will review and liaise with teachers to update. Students on the register are leveled in Tiers.

## 2. SEN Register (Tiers 1, 2 & 3)

Tier 1: Classroom differentiation/interventions. Learning Support/Accessing therapy Team.

Example: Students who are well below grade level expectations.

Tier 2: Learning Support. Intervention Class.

Example: Students diagnosed with a learning difficulty such as Dyslexia, Dyspraxia, Dyscalculia.

Tier 3: Specialist Intervention from the SEN Department. Hamilton Hub.

Example: Students with Autism, Downs Syndrome etc.

**Table 1: Identification of Educational Needs through the Continuum of Support Process**

**Classroom  
Support**

At classroom support level, students are flagged as having possible SEN and are monitored closely. The class teacher considers how to differentiate the learning program effectively to accommodate the needs of all students in the class.

Should the teacher's concerns continue for those students who do not respond appropriately to the differentiated program then a pre referral checklist is developed.

This is informed by:

- Parental consultation
- Student's history
- Teacher observation records
- Teacher-designed measures/assessments
- Student consultation
- Literacy and numeracy tests
- Tests of language skills
- GL assessment consultation
- Develop & implement Strategies.

A pre referral checklist is in place for two weeks.

If SEN concerns remain, the teacher will consult with the Head of Inclusion to make a consideration of moving student to the level of School Support.

<b>School Support</b>	<p>At this level a Referral Statement is devised and informed by:</p> <ul style="list-style-type: none"> <li>• Teacher observation records</li> <li>• Inclusion Team observations / assessments</li> <li>• Teacher-designed measures/assessments</li> <li>• Parent and student meetings</li> <li>• Diagnostic assessments in literacy/numeracy</li> <li>• Observation of behavior/social skills</li> </ul> <p>If the Inclusion Team agrees with the teachers concerns, he/she will receive support suitable to his/her needs. This may include the student transitioning to Tier 2 on the register (Intervention class).</p> <p>An IEP at this level may detail suitable teaching approaches and targets for development.</p> <p>A group learning plan/individual education learning plan operates for an agreed period of time and is subject to review. Students at tier 2 will usually get support from the therapy team, will have an IEP, a modified curriculum in certain subjects and will integrate into the larger mainstream class according to their areas of strength. Areas for development are supported by the special educator. If students make the expected progress and no longer require support, they can be removed from the register (see below).</p>
<b>School Support Plus</b>	<p>Students requiring Support at this level access services/therapies from the Hamilton Hub. This level of the continuum would be informed by a detailed, systematic approach to information gathering and assessment using a broad range of formal and informal assessment tools, reports from outside professionals (as appropriate) and may include:</p> <ul style="list-style-type: none"> <li>• Assessments/observations during the Admissions Process</li> <li>• Teacher observations and teacher-designed measures</li> <li>• Parent and student interviews</li> <li>• Functional assessment</li> <li>• Results of standardized testing such as measures of cognitive ability, social, emotional and behavioral functioning, adaptive functioning etc..</li> </ul> <p>Data generated from this process is used to plan an appropriate individualized intervention and can serve as a baseline against which to map progress.</p> <p>An individual education plan at this level is highly detailed, specific to the needs of the student and includes longer term planning and consultation.</p> <p>Through this plan we aim to provide a complete wrap around approach to equip our students with the tools and skills required to become independent individuals of the community. In conjunction with the academics, we aim to develop: expressive and receptive language skills, appropriate social skills and interactions, development of self-help skills and independence.</p>

### 3. Services Offered

Area of need:	Services offered:
Learning difficulties	Intervention class
Speech & Language difficulties	Speech & language therapy
Poor motor skills & motor difficulties	Occupational therapy
Autism Spectrum Disorder	Therapies and modified curriculum
Developmental Delay	Modified Curriculum
Downs Syndrome	Modified Curriculum & therapies
Behavioral needs	Behavioral therapy
Auditory difficulties	Modified Curriculum
Visual impairments	Modified Curriculum
Moderate learning difficulties	Modified Curriculum

### 4. Roles and Responsibilities

#### The Role of the Principal

*The principal has overall responsibility for the day-to-day management of provision. He will work closely with the Head of Inclusion (Hol). It will be the role of the principal in collaboration with the Hol to:*

- Develop inclusive whole-school policies and monitor their implementation
- Assign staff strategically to teaching roles, including special education roles
- Co-ordinate teachers' work to ensure continuity of provision for all students
- Ensure that whole-school procedures are established to facilitate the effective involvement of parents, students, and external professional/agencies
- Ensure that effective systems are implemented to identify students' needs and that progress is monitored methodically
- Facilitate the continuing professional development of all teachers in relation to education of students with special educational needs, and ensure that all school staff (class teachers, special education teachers and inclusion assistants) are clear regarding their roles and responsibilities in this area.

#### The Role of the Head of Inclusion:

The Head of Inclusion will be responsible for:

- Overseeing the day-to-day operation of the Inclusion policy.
- Co-ordinating provision for students with special educational needs.
- Organizing the timetable for support teaching.
- Liaising with and advising fellow teachers and contributing to in-service training of staff.
- Liaising with and advising Inclusion Assistants (IAs) with regard to supporting students with special needs.

- Liaising with parents of students with special needs.
- Monitoring and evaluating SEN provision.
- Keeping a SEN register of students who are receiving supplementary teaching.
- Facilitating planning for class teacher with support teacher.
- Supporting the implementation of a tracking system at a whole-school level to monitor the progress of students who require additional support.
- Keeping teachers informed about the external assessment services that are available and the procedures to be followed for initial referrals.
- Advising parents on procedures for availing of special needs services.
- Selecting students for psychological assessment in consultation with class and support teachers.
- Liaising with external agencies to arrange assessments of students with SEN.
- Liaising with Principal regarding all aspects of special education provision.
- Storing confidential information (Psychological Assessment Reports etc.) regarding SEN students and sharing same with principal, class teachers, support teachers, IAs, other agencies where appropriate.
- Participating in and or overseeing the drafting of IEPs/GLPs (Group Learning Plans).

### **The Role of the Class Teacher**

Effective teaching and learning is critically important for all students, and especially for those with special educational needs. Meaningful inclusion implies that all students are taught in stimulating and supportive classroom environments where they are respected and valued. Teachers have first line responsibility for the education of all students in their classes. Accordingly, teachers should ensure they plan their lessons carefully to address the diverse needs within the classroom. This will include adapting their teaching approaches for some students whose individual progress, application, motivation, communication, behavior or interaction with peers are causes for concern. This may require targeted interventions to develop relevant adaptive skills related to these needs. All mainstream class teachers will implement teaching approaches and methodologies that facilitate the meaningful inclusion of students with special educational needs.

These include:

- Co-operative teaching and learning within mainstream classrooms
- Collaborative problem-solving activities
- Heterogeneous group work
- Differentiation
- Interventions to promote social and emotional competence
- Embedding ICT in teaching, learning and assessment

Every student needs to be taught a broad and balanced curriculum that is appropriate to his/her developmental level. Students' levels of interest, attention, concentration, and persistence should be gradually developed, extended and rewarded, using appropriate teaching strategies. To cater for the

range of learning needs in any class, teachers will regularly need to differentiate their lessons. This can be achieved by:

- Varying the level, structure, mode of instruction and pace of lessons to meet individual needs
- Adapting lessons to take account of students' interests
- Matching tasks to students' abilities and needs
- Adapting and utilizing resources, including the use of technology
- Aspiring towards suitably challenging learning outcomes and assessing accordingly

Teachers can make lessons accessible to a broad range of students using a variety of appropriate teaching approaches and methodologies, including active learning, small-group tuition, individual teaching, and scaffolded instruction. This may also require environmental adaptations to promote curricular access.

### **The Role of the Special Education Teacher**

Special education teachers should be familiar with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of needs. Teaching approaches will include a combination of team-teaching initiatives, co-operative teaching, early intervention and small group or individual support. Depending on the learning needs identified, a student with special educational needs may be supported at classroom level, or through mainstream classroom placement with additional teaching delivered through in-class or withdrawal support models.

At Tier 3, some students with more complex and enduring needs may require specific methodologies, teaching approaches and/or learning activities. Such interventions will be based on careful identification of strengths and needs.

The type of support offered depends on the student's individual needs and will take the form of:

- Curriculum support
- Life and/or social skills training
- Physical training/gross motor development
- Speech training/communication and/or language development
- Behavior modification program
- Assistance with sensory modulation
- Development of anger management strategies
- A combination of some/all of the above

Special education teachers, in consultation with class teachers, should plan their interventions carefully to address students' priority learning needs and to achieve the targets identified in the relevant

continuum of support plan. Short-term planning should reflect the support plan targets and should break down the development of skills and content into small incremental steps to address each student's specific needs on an ongoing basis. Outcomes for students should be routinely assessed, recorded and used to review progress. These outcomes will also be used to inform the targets for the next phase of intervention.

## **Parental Involvement**

Good parental engagement is a critical factor in enhancing outcomes for students with special educational needs. Parental engagement is enhanced when parents are consulted in relation to their children's needs and strengths, on the supports and strategies being developed to support their children, and when they are involved in regular reviews of progress. The Continuum of Support process and use of the Referral process provide valuable opportunities to engage with parents and to build a collaborative approach to identifying and responding to the needs of students with special educational needs.

In addition to consultation around the individual needs of their child, parents also value receiving good information on the nature and type of the special educational needs provision available in the school. This helps to ensure that parents understand the school's approaches and better enables them to support their children in transitioning through the school. Every student will receive an interim and end of year progress report in conjunction with their IEPs which are reviewed periodically.

The Parents/Guardians of the students of The Hamilton International School can prepare for and support the work of the school by:

- Supervising, assisting with, showing interest in homework.
- Reading and telling stories to their child/children.
- Listening to and giving supportive feedback on oral reading.
- Signing consent forms regarding withdrawal for support teaching.
- Talking positively about school and school work.
- Keeping the class teacher informed of any home factors which may be affecting their child's progress.
- Participating in activities organized by the school that are designed to increase the involvement of parents in their children's learning.
- Helping their children to develop their organizational skills.
- Helping their children to look after school books and other resources.
- Supporting programs and initiatives implemented by the school.
- Attending workshops provided by school.
- Ensuring that students attend school on time every day.
- Ensuring that students have all relevant equipment with them.

## 5. Admission to The Hamilton International School

### Enrolment

The school aims to meet the needs of any child whom the parent wishes to register at the school as long as a place is available, and the admission criteria are fulfilled.

Parents are required to notify the school of their child's special needs in advance of enrolment.

Students with Special Educational needs have the opportunity to apply to THIS through the admissions process who will request a copy of the child's medical or psychological report. Students will be accepted to THIS if the Inclusion provision available is suited to their additional needs. Currently we can accept SEN students with the following specific needs: high functioning students with learning needs, with no behavioral issues, and high functioning students with autism with no behavioral needs. We can also admit students with greater overall needs who are suited to the dedicated SEN Department.

- School Capacity: 2,301
- Percentage of Tier 3 SEN students: 5%
- Maximum number of Tier 3 SEN students: 115

## 6. Whole School Strategies to Minimize Learning Difficulties

Our strategies for preventing learning difficulties include:

- **Early Intervention**

We believe it is very important to identify and assess children with special needs as early as possible so that effective interventions can be put in place. Screening tests are administered. The parents of these students are invited to attend meetings to discuss educational planning for their child. These meetings are facilitated by the Inclusion department.

- **Developing Listening Skills:**

Promoting a classroom environment where students listen to others, do not interrupt the speaker, and wait their turn; circle time, listening games/activities; listening programs; listening to music.

- **Observation and/or assessment:**

Observation: Methods in use - personal checklists, Classroom Monitor, Tapestry, Class Dojo, shared observations (2<sup>nd</sup> opinion from colleague), listening to reading, general correction of work.

Recording observation - Checklists, Personal records, reading records, paired reading, Teachers own observations, use of Engage: record of incidents.

Share concerns with: - Last year's/ next year's teacher, additional grade level teacher, parents, special educator, Hol, Inclusion team meetings.

## 7 (a). Target Curriculum and Progression

At the Hamilton International School, we follow the American Curriculum. For students on Tier 3 we make modifications and accommodations to support them in accessing the curriculum which we have outlined below in section 7 (b). It is our aim to provide these students with the opportunity to reach their full potential from Pre-Kg – Grade 9.

Depending on the level of need we will give our students the opportunity to choose the path which is best suited to their skills and abilities:

The US High School Diploma (Elective Curriculum) supports students with additional needs.

We also aim to instill functional life skills to equip our students with the necessary skills to live independently amongst the greater community.

## 7 (b). Accommodation & Modification of Curriculum for SEN Students

### (i) Accommodations:

At The Hamilton International School, we believe Accommodations are a key component of special education. Much like a wheelchair ramp allows more people to access a building, our classroom accommodations will allow more students to access the mainstream curriculum. For example, if a student has dyslexia, text-to-speech software that reads aloud the words on a computer screen may help to access material that is at a higher level.

We also make accommodations for exams. Some students will be expected to learn the same material but they can celebrate their learning in an alternative way. For example, if a student has a reading disability, the teacher might ask exam questions aloud.

Some students may receive accommodations on standardized tests as well as classroom tests. Getting extra time to complete tests may be a common accommodation. We have outlined further accommodations below.

### (ii) Modifications:

While accommodations refer to how a student learns, modifications refer to how much a student is expected to do or learn.

For example, some students may be given shorter writing assignments or fewer math problems. Other students may be provided books with a lower reading level than the ones that are assigned to their peers.

It's common for a student to receive both modifications and accommodations. Some students may receive one type of support but not the other and some students might not need either.

For example, a child who has dysgraphia or dyspraxia may need one-on-one sessions with an occupational therapist to improve handwriting skills or from a speech therapist to improve communication skills that affect learning.

### **(iii) Supplementary aids and services:**

These include adapted equipment, such as a sensory cushion that supports students with attention or sensory processing issues stay seated and focused for longer periods of time. Other examples of supplementary support include assistive technology and training for staff, students, and parents.

As per the Access Arrangements and Reasonable Adjustments (Joint Council for Qualifications) <https://www.icq.org.uk/wp-content/uploads/2020/08/AA-regs-2020-2021-version-for-website.pdf>

The following are examples of adjustments and modifications which can be made to the curriculum to support students with SEN/requiring learning support.

Students may require for example:

- Adaptation of assessment materials;
- Adaptation of the physical environment for access purposes;
- Adaptation to equipment;
- Assessment material in an enlarged format or Braille;
- Assessment material on coloured paper or in audio format;
- Sign Language;
- Changing or adapting the assessment method;
- Changing usual assessment arrangements;
- Extra time, e.g. assignment extensions;
- Modified language assessment material;
- Practical assistant;
- Prompter;
- Providing assistance during assessment;
- Reader;
- Scribe;
- Use of assistive software/technology;
- Use of CCTV, colored overlays, low vision aids;
- Use of a different assessment location;
- Use of ICT/responses using electronic devices.

Students with communication and interaction difficulties, sensory, physical, social, mental and emotional needs may require for example:

- Supervised rest breaks
- Extra time
- A computer reader or a reader
- Read aloud or an examination reading pen
- A scribe
- A word processor

- A prompter
- A practical assistant
- Colored overlays
- Colored/enlarged papers
- Modified language papers.

It is important to note that not all the adjustments (as above) will be reasonable, permissible, or practical in some situations. The learner may not need, nor be allowed, the same adjustment for all assessments. Adjustments will be made on a case by case basis depending on the student's level of need.

## 8 (a). Assessment Policy for SEN Students

The needs of individual students are at the center of all teaching, learning, and assessing. At The Hamilton International School, students are encouraged to acquire the knowledge, skills and understanding of the curriculum statements as well as with attitudes.

Assessment of student progress and recording of achievement information will be used:

1. to obtain useful, ongoing information to assist teachers to review progress.
2. to enable teachers to further plan and review progress.
3. to provide a basis for reporting to parents/caregivers about student's learning and development.
4. to provide information for school review.
5. to provide data profiling student achievement and learning barriers which will be the basis for individual, group and cohort program planning.

### Our Approach to Assessment

At THIS, formative assessment is a continuous process and part of the teaching and learning cycle. The purpose is to inform teachers of what students have learned and the gaps in their knowledge, thus informing future planning. All assessment should be sensitive, constructive and foster motivation. Where appropriate, students should be active partners in the process, promoting metacognition and an understanding of what they need to do to improve.

The most common forms of formative assessment used are:

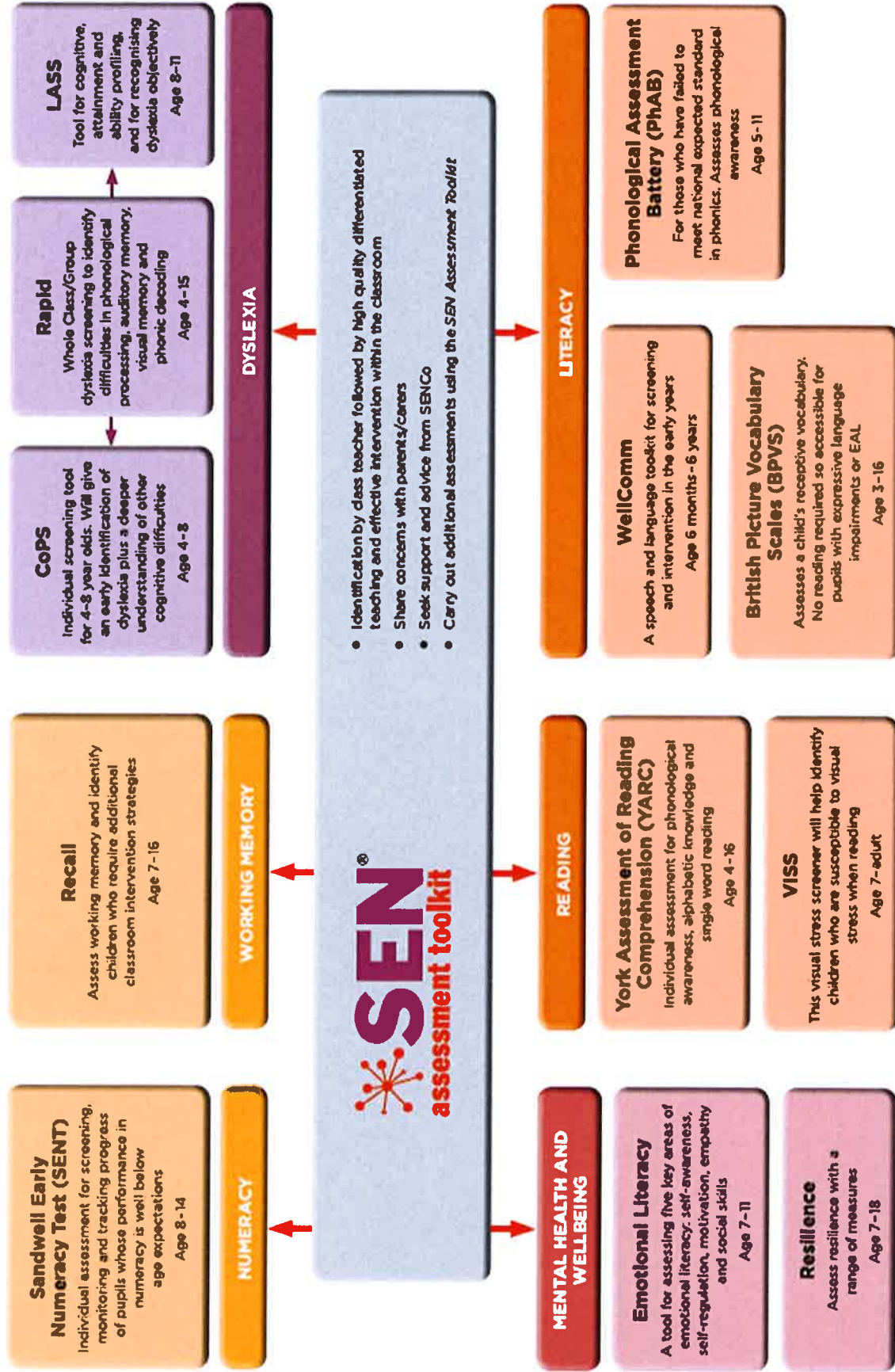
- Questions and answers in class
- Observing students at work and intervening where appropriate
- Quick fire pop quizzes (at the start of the lesson to assess prior knowledge or in the plenary to assess learning during the lesson), with answers on a white board shown to the teacher
- 'What I know/ want to find out' grids which are used at the beginning of many new topics and revisited at the end
- Intervention marking, which may be scanning of work to more detailed marking with responses required from the children, in line with our policy.
- Recording assessment against objectives taught within each curriculum area
- Book looks to assess progress over a given period of time
- Termly assessments.

Summative Assessment may take place at the end of a particular unit of work, or at the end of a school year and informs teachers of how well students have understood, retained learning and the progress they have made over a period of time. It can be used to inform the following year's teacher, to inform parents of their child's progress and attainment, or to inform school improvement.

For children who the school identifies as having additional learning needs, students may complete:

- Lucid Dyslexia Screening Test (LDST)
- GL Assessment Toolkit (SEN)

What is it?	What does it assess?	Age range	How long does it take?	Individual/group
DYSLEXIA	Rapid	<ul style="list-style-type: none"> <li>Phonological skills</li> <li>Working memory</li> </ul>	<ul style="list-style-type: none"> <li>Phonic decoding</li> <li>Visual-verbal integration memory</li> </ul>	Group
	CoPS	<ul style="list-style-type: none"> <li>Phonological awareness</li> <li>Phoneme discrimination</li> <li>Verbal short-term memory</li> </ul>	<ul style="list-style-type: none"> <li>Visual short-term memory</li> <li>Visual and verbal sequencing</li> </ul>	Either
	LASS	<ul style="list-style-type: none"> <li>Visual memory</li> <li>Auditory-verbal memory</li> <li>Phonic reading skills</li> <li>Phonological processing</li> </ul>	<ul style="list-style-type: none"> <li>Single word reading</li> <li>Sentence reading</li> <li>Spelling</li> <li>Reasoning</li> </ul>	Either
READING	York Assessment of Reading for Comprehension (YARC)	<ul style="list-style-type: none"> <li>Phonological skills</li> <li>Letter sound knowledge</li> <li>Word reading</li> </ul>	<ul style="list-style-type: none"> <li>Decoding skills (including accuracy and rate of reading)</li> <li>Comprehension</li> </ul>	Individual
	VISS	Susceptibility to visual stress		Either
	British Picture Vocabulary Scale (BPVS)	Receptive vocabulary		Individual
LITERACY	Phonological Assessment Battery (PhAB)	<ul style="list-style-type: none"> <li>Ability to isolate sounds in single syllable words</li> <li>Speed of phonological production</li> <li>Ability to identify rhyme</li> <li>Segmentation of single syllable words</li> <li>Retrieval of phonological information from long-term memory</li> </ul>	<ul style="list-style-type: none"> <li>Ability to decode letter strings</li> <li>Combining sounds to make spoken words</li> <li>Ability to use short-term memory for phonological segments</li> <li>Separation of spoken words into their constituent phonemes</li> <li>Ability to anticipate how a word would sound if one phoneme is deleted</li> </ul>	Individual
	We llComm	Speech and language		Individual
	Sandwell Early Numeracy Test (SENT)	Five strands of basic number skills: <ul style="list-style-type: none"> <li>Identification of numbers</li> <li>Oral counting</li> <li>Value/computation</li> </ul>	<ul style="list-style-type: none"> <li>Object counting</li> <li>Language</li> </ul>	Individual
NUMERACY	Recall	<ul style="list-style-type: none"> <li>Phonological loop</li> <li>Visuospatial Sketchpad</li> </ul>	<ul style="list-style-type: none"> <li>Central Executive Function</li> <li>Processing speed</li> </ul>	Either
WORKING MEMORY	Emotional Literacy	<ul style="list-style-type: none"> <li>Self-awareness</li> <li>Self-regulation</li> <li>Motivation</li> </ul>	<ul style="list-style-type: none"> <li>Empathy</li> <li>Social skills</li> </ul>	Group
	Resilience	<ul style="list-style-type: none"> <li>Learned helplessness</li> <li>Hopefulness</li> <li>Cognitive and behavioural coping strategies</li> <li>Control of personal outcomes in life (external versus internal perceptions)</li> </ul>	<ul style="list-style-type: none"> <li>Coping strategies</li> <li>Belief in ability to handle challenging situations</li> </ul>	Group



At The Hamilton International School, we do not envisage failing SEN students as we will target their areas of strength and areas for development. These areas are recognized, targeted, and are encompassed into an Individual Education Plan which all involved professionals will work towards.

Our assessments will be carried out at fixed points in the year. These have been set to ensure:

- Students have enough time to demonstrate progress.
- Teachers have enough curriculum time to teach content and measure impact.
- Parents have access the information in line with Parent Conferences.

#### School Reports:

Students recognized as having SEN (at Tier 3) will benefit from a modified school report which will be tailored to their academic level. It will recognize and report upon their achievements and areas for development and will be based upon the IEP targets set for them throughout that Academic year.

## **8 (b). Stages of Assessment and Provision**

Access to the school's broad and balanced curriculum is achieved for most students by differentiation of class work by the class teacher. When a mainstream teacher identifies a student with potential additional needs the class teacher consults with the HoI and provides interventions that are ADDITIONAL TO or DIFFERENT FROM those provided as part of the school's usual differentiated curriculum. The first line of responsibility for the progress of all students in the class lies with the class teacher. Where our support is in-class the stages are less defined than in situations where learning support is delivered by withdrawal.

### **Stage One**

**Teachers initially discuss their concerns with the child's parents.**

The triggers for this intervention could be;

- The student makes little or no progress even when teaching approaches are directed at an identified area of weakness.
- The student shows signs of difficulty in developing literacy and numeracy skills, which result in poor attainment.
- Persistent emotional or behavioral difficulties which do not respond to behavior management techniques used by the school.
- Has sensory or physical difficulties.
- Has communication and/ or relationship difficulties.

The class teacher completes a Pre referral form and monitors the record of Differentiated Support for two weeks. If this strategy does not work then the teacher will continue to the next stage, Referral Statement.

Teachers inform Parents that their child's needs would be better served in a small group with a support teacher. Parents will need to sign their consent.

### **Stage Two**

In cases where the Pre referral checklist indicates that progress has not been made, or if the results of tests and teacher observation indicate this to be the case, intervention in the form of a support teacher will be accessed. Again, teachers will discuss their concerns with the child's parents. The action taken will be as follows:

- The class teacher and special educator will differentiate the curriculum in specific areas with achievable goals to be implemented by them both.
- If there are others in the class with similar difficulties in one or more of the specific areas, then a group learning plan will be considered and implemented.
- These programs will be reviewed and updated at regular intervals.
- While every effort will be made to allow the student to remain included in class, there may be a need to work part of the program in a dedicated Inclusion room with the SEN teacher.
- Where progress is such that the student is no longer giving cause for concern, the student will revert to the usual differentiated curriculum available to all students.

### **Stage Three**

When it has been identified that a student is still struggling and performing well below their grade level expectations despite School Action the mainstream teacher with the SEN teacher and Hol, in consultation with the child's parents, may consider the following actions:

1. A psychological assessment may be arranged.
2. Other outside agencies may need to be contacted, who will advise on a range of provision including IEP targets and strategies.
3. The triggers for extra intervention could be that, despite receiving an individualized learning plan the student:
  - Makes little or no progress over a long period of time.
  - Continues to work at Elementary Curriculum levels substantially below that of students of a similar age.
  - Continues to have literacy and numeracy difficulties.
  - Has emotional or behavioral difficulties which substantially and regularly interfere with the student's learning, or that of other students, despite an appropriate behavior management intervention and IEP.
  - Has sensory and/or physical needs, and requires additional specialist equipment or support from an advisory service such as Hamed, Sidra etc.
  - Has an ongoing communication or relationship difficulty that prevents social development, and act as a barrier to learning.
4. If it is felt by the school that a student has care needs, a 1:1 inclusion assistant may be required to shadow the student in the Inclusion Department.
5. In circumstances where a student uses specialized equipment, consultants will be required to demonstrate to staff how the equipment is to be used.

## 9 (a). Individual Education Plan (IEP)

### Individual Education Plan

Based on Psychologist's report, tests, and record of differentiation, both the mainstream teacher with the SEN teacher, IA (if assigned), the HoI, the parents and representatives of outside agencies (if necessary) formulate an IEP.

These IEPs, which employ a SMART (Specific, Measurable, Achievable, Realistic, Timely) approach, feature significantly in the provision that we make in school. By breaking down the existing levels of attainment into achievable targets, we ensure the students experience success.

This plan includes:

- the nature and degree of the student's abilities and skills
- the degree of the student's special needs,
- the present level of performance,
- services to be provided,
- the goals, which the student is to achieve over a period set by SEN teacher/therapy team.

The management of the IEP strategies will be the responsibility of the SEN teacher, mainstream teacher (if applicable) therapists, and the HoI.

## 9 (b). Review of Individual Educational Plans

The Head of Inclusion will ensure that the review is conducted termly. The SEN teacher consults with the mainstream teacher, the student (and IA if appointed). They agree on the expected outcomes of the IEP. The parents are invited to attend a meeting to discuss the student's needs or make recommendations to inform the IEP, if they so wish. Again, outside agencies may play a part in formulating the final copy. The creation of IEPs is supported through the use of Provision Map by Edukey. Parents and staff involved in the student's plan have access to Provision Map and can view/amend any set targets.

Where progress is unsatisfactory it may be decided that the students continues to receive additional supports. Where progress is satisfactory, and where the student is consistently achieving targets over the stated time, a decision will be made to revert to Stage 2.

The review in Term 3 will be to formulate an IEP, which will be part of the plan for the next teacher in the next academic year. It will be carried out as outlined above.

IEPs for students moving to Secondary School will be referred to at the consultation meetings with the Secondary staff.

## Monitoring and Reviewing

Students' progress in relation to achieving their targets will be regularly and carefully monitored. This stage of the process is informed by effective measurement of baseline performance, including the use of criterion-referenced tests and other methods of assessment (for example, teacher-designed tests, checklists, samples of work, observation) that allow students to demonstrate their progress. This will lead to the establishment of specific targets to be achieved within a defined timeframe as outlined below.



Monitoring outcomes is part of a dynamic process of identification, target-setting, intervention and review, which in turn should lead to adjustments in support plans.

In addition to monitoring outcomes at the individual level, it is also important to review outcomes at group, class and whole-school level. This review will include some of the following measures: attainment, communication, independence, attendance, social inclusion and well-being (for example, sense of belonging and connectedness to school) for students with special educational needs.

We will ensure that SEN provision is an integral part of the school improvement plan and will evaluate the effectiveness and success of this policy by monitoring:

- The standards obtained by students with special needs.
- The number of children at each of the three stages: Differentiation within Class, School Support and School Support Plus.
- The level and pattern of help (i.e. average time allocated and the balance of in-class and withdrawal support).
- Views of parents.


As discussed, students at stage three, who have severe and profound learning difficulties and SEND such as Autism and Downs syndrome, (certified medically and assessed externally by an authorized body) will sit modified exams and may be provided with special access arrangements such as extra time and smaller group setting.

## 10. Accreditation

The Hamilton International school is part of the International Schools Partnership which has 48 schools in 13 different countries around the World (Park House is our sister school in Qatar). We are well supported with the best international practices. It is the aim to be accredited from different international bodies

Since The Hamilton International School is currently in its second year of operation, we will apply to QNSA at the end of this academic year, expecting the accreditation visit in the 21/22 academic year.

We are currently in the process of applying to N.EASC and IPC accreditations.

Reviewed and approved by			
Name	Position	Signature	Date
Terry Senior	Principal		Oct 2021

