



Special Educational Needs and Inclusion Policy Pudong Campus

Aims and Philosophy

SCIS is committed to supporting the individual needs of students in an academic environment, to the greatest extent possible. We believe that students should have the opportunity to grow and develop—emotionally, physically and intellectually—in order to recognize their full potential for success. Through an academically rigorous, yet nurturing educational setting, all SCIS students receive meaningful and equitable access to the curriculum and are encouraged to become independent, lifelong learners in a global society.

To this aim, SCIS believes the following to be true:

- All actions go to supporting the school in achieving the mission statement.
- All students are valued equally, regardless of their ability, and have their needs met through an appropriate level of support provision.
- An SCIS classroom is a space of open inquiry, tempered with a sense of order and consideration for others.
- SCIS strives to foster appreciation of diversity, and the opportunity to learn from the multitude of backgrounds.
- Teachers have the opportunity to stimulate the love of learning, which we believe is in every child.

Inclusion Definition

Every effort is made to provide a learning environment that appropriately matches the needs of each student. Therefore, inclusion is implemented differently, depending on the following factors: the skill level of the student, previous learning experiences, and the unit of study. Available provisions to support a more inclusive environment may include one or more of the following:

- Accommodations are changes to the environment, or supports added, that enable the student to access instruction. When accommodations are provided, children are still expected to master the same expectations or assessment criteria as their peers. For example, accommodations in writing may include speech to text software, allowing an oral response rather than a written one, or allowing extra time for written responses. Accommodations are not documented on report cards.
- Modifications are alterations to change, lower, and/or reduce expectations of the assessment criteria. Modifications may include removing a rubric section from an assessment, or offering a similar book with a lower reading skill level. These modifications are noted on report cards.



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- **Interventions** are supplemental instruction to increase or build a skill. Interventions are not provided during the subject area of concern, but are supplemental to the existing curriculum. They are to be targeted and provided over time. Intervention data may be systematically analyzed for decision-making.

Admissions

At SCIS, we believe that student success starts with open communication between the school and families. To this end, parents are required to inform SCIS if there is a history of learning support and provide current supporting documents.

Our application process balances the principles of inclusion with the need to ensure appropriate support is available. A variety of measures guide admissions to SCIS, including a review of learning support documents by a school psychologist.

For families needing support through the Learning Support Program¹, additional application information is required; those measures include (but are not limited to): school questionnaire completed by the current school, parent questionnaire, review of previous evaluations and student learning plans, and a family interview with the student. At present, the Learning Support Program is only available at the Pudong campus.

All admissions decisions are informed by and contingent upon a match between the student's needs and the level of services available at SCIS.

Identifying Student Need

Students who are observed to have limited progress toward the course criteria may be referred to the Student Success Team (SST). The purpose of this team is to provide a confidential, structured forum for teachers, specialists, and administrators to discuss students who are experiencing challenges with learning. The participants may change depending on the purpose of the meeting and the concerns for the child. This meeting occurs after various interventions in the classroom have proven to be unsuccessful, and are designed to discuss additional intervention and differentiation strategies for the classroom. The SST consists of the following potential members, as determined by area of need: director of student support, principal, teacher/advisor, school counselor, learning support teacher, EAL teacher, speech language pathologist, parent, and student.

A follow-up SST meeting will take place if interventions and strategies recommended at the meeting did not demonstrate student growth. This meeting is scheduled with the student's parent/guardian to discuss student progress and potential next steps, which may include, but are not limited to, additional interventions, tutoring, counseling, or an evaluation. The recommendation for an evaluation would be done by referral to a qualified specialist in the community.

¹ Please see the Learning Support Program addendum at the end of this policy for more information.



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If students need additional supports that can't be addressed through differentiation and classroom accommodations, the SST will discuss potential qualification to the Learning Support Program(LSP)², or a referral to a community-based program. An evaluation demonstrating need will be required in order to qualify for the LSP.

At present, the LSP is only available at the Pudong campus. For students at the Hongqiao campus requiring the LSP, the SCIS Transfer Policy will be enacted.

Teachers will receive annual training regarding the SST process. Additional trainings may occur as a result of teacher feedback and analysis of school needs. These trainings will be conducted by the Director of Student Support, a Learning Support Teacher, or the School Principal.

Confidentiality

Only the professionals who work with the child are permitted to view within the student's school file. These files are to remain at school and to be stored and locked in a cabinet/drawer when not in use. In PowerSchool and ManageBac, student information is only accessible to administrators, current teachers, and advisors.

In regards to confidential reports, school staff not involved with the SST process will be provided student information on a need-to-know basis. Non-SST members may include other grade level teachers, specialist teachers, and classroom aides.

The parents or legal guardians can view their student's school file upon request. Copies of evaluation reports and other school created documents will be provided to parents. Any test protocols can be reviewed, but not photocopied.

We encourage parents to share school reports and evaluations with the appropriate professionals outside of the school who are working with the student, including physician, psychologists/counselors, occupational therapists, behavior therapists, etc. We also encourage parents to provide the school with consent to exchange information with these outside professionals, to continue helping the student through a multi-disciplinary lens. Only with written parental consent will the school share educationally relevant documents with outside professionals.

IB Primary and Middle Years Programs (IB PYP & MYP)

The PYP and MYP are inherently inclusive programs. All students Kindergarten to Grade 10 are automatically included in these programs. Students with identified needs may receive accommodations or modifications within these programs, as documented through the Learning Support Program.

² Please see the Learning Support Program addendum at the end of this policy for more information.



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IB Diploma Program (IB DP)

Students with identified needs should inform the DP Coordinator—prior to their enrollment and from the outset of the application process—and provide supporting documentation. To ensure compliance with IBO requirements, if supporting documents, (such as psycho-educational assessment reports) are outdated or are incomplete, families will be asked to update the needed documentation. This will be done by referral to a qualified specialist in the community.

If it is agreed that the school is able to manage the student’s needs successfully and admission to the IB DP is granted, the DP coordinator will set a meeting to gain insight into the specific learning difficulties and how best to accommodate the student. This meeting may include the following people: class advisor, school counselor, learning support teacher, parents, and the student. Following the meeting, the DP coordinator or the learning support teacher will notify the student’s teachers and provide them with relevant information.

SCIS teachers employ inclusive teaching techniques and strategies, and design learning experiences and opportunities that allow all students to meet rigorous standards of the IBDP. Students are exposed to a variety of differentiated teaching strategies designed to maximize students’ potential, and to access the curriculum and demonstrate mastery in different ways aligned with IB DP requirements.

Students facing difficulties with the IB DP curriculum after their registration will be referred to either the school counselor or learning support teacher for follow up.

DP Assessments

In accordance with IB policy, SCIS believes that all students should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Where standard assessment conditions may put candidates with learning support requirements at a disadvantage by preventing them from demonstrating their level of attainment, inclusive assessment arrangements may be authorized by the IBO. Such arrangements follow the principles and guidelines set forth in the IB publication titled “Candidates with Assessment Access Requirements” (IBO, Updated July 2014).

The IB DP Coordinator will inform the IBO using the appropriate procedures and providing the necessary documentation for students requiring assessment adjustments. Once the IB Coordinator learns of the decision of the IBO, the student, parents, and teachers involved will be informed. Similarly, if an IB DP candidate has difficulties meeting the requirements for creativity, activity, service (CAS), IBO will be consulted.

Graduation Requirements

Students will have the option of obtaining an IB Diploma or an accredited SCIS Diploma. SCIS has published graduation requirements; please refer to the SCIS Upper School Handbook for more information.



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Professional Development

Teachers will receive annual training regarding the SST process, conducted by either the Director of Student Support or the School Principal.

Policy Creation

The SEN/Inclusion Policy was created by a committee in December 2014. The work of that committee was informed by publications from the IBO, and examples of SEN/Inclusion Policies from other IB World Schools. The policy was revised in February 2017 to include supports for all levels of the IB program, including PYP, MYP, and DP. This updated policy was reviewed by building administrators and teachers, prior to its final adoption by the SCIS Board of Directors.



LEARNING SUPPORT PROGRAM ADDENDUM

Purpose and Mission

Within the Pudong Campus of SCIS, a Learning Support Program (LSP) is available. The purpose of the LSP is to provide children with needs and disabilities with a positive learning experience that builds on their strengths and supports self-advocacy.

The mission of the LSP is to provide support services to students who have identified academic, social and developmental needs and disabilities that impact learning and need specialized instruction. We do not have the necessary therapeutic supports for children with emotional or behavioral disorders at this time.

The SCIS Learning Support Program is based on six foundational characteristics:

1. A **collaborative team approach** is essential given the variety and complexity of student cognitive, academic, social/emotional, and behavioral needs.
2. **Differentiated instruction**, which is at the heart of all proactive and effective learning support.
3. Teaching students skills in learning how to learn, or **meta-cognition**. The LSP team and the student set meaningful goals to monitor progress, and refine appropriate learning strategies.
4. **Providing appropriate levels of challenge** allows students to achieve without feeling frustrated or bored.
5. Levels of **supports are flexible in structure** and allow the focus to be on the child's needs.
6. Students with disabilities can gain confidence to move forward in school and life with a **supportive school culture**.

Specialists

There are four professional categories that comprise the LSP: Director of Student Support, Counselor, Speech and Language Pathologist, and Learning Support Teachers. They are all important members of a multi-disciplinary team that work in close collaboration with teachers and administrators. One of these professionals are assigned to being a child's Case Manager once a student is found eligible for learning support.

The role of the **Director of Student Support (DSS)** is twofold. First, the DSS is responsible for the implementation and integrity of the LSP and overall student advocacy. This person is also responsible for:

- Managing new referrals to the Learning Support Program
- Assigning Case Managers to students receiving learning support
- Ensuring that data-based decisions are being made for students in the program
- Gathering survey data from students, teachers, administrators, and parents to further develop the LSP



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- Maintaining an inventory of appropriate resources, supplies, (e.g., assessments, manipulatives, reading programs)
- Sharing community resources with parents

The DSS is also trained as a school psychologist and is responsible for consulting and evaluating students being considered for the LSP. Consultation is aimed to support student learning and development and may occur with, but is not limited to other members of the multidisciplinary team. Where outside evaluations are not possible, psychoeducational evaluations are completed by the school to gather more information on a child's learning, guide eligibility decisions, and develop ILPs.

The **Learning Support Teacher (LST)** works with students who have primarily learning and diagnosed disabilities, and have been identified for the LSP. The LST modifies the regular curriculum to support students with mild to moderate disabilities. He/she is the lead participant when developing and monitoring progress of ILP goals and objectives. The LST typically provides learning support in both the resource room and regular classroom settings. The areas provided for children requiring learning support may include:

- Literacy support
- Mathematics support
- Study and organizational skills
- Behavioral support
- Social skills support

The **Speech and Language Pathologist (SLP)** has specific knowledge in speech and communication. The role of the SLP is to enable children to communicate to the best of their ability; this is done by identifying, evaluating, and providing skill training with speech/language and communication disorders.

- Speech difficulties include the production of certain sounds, pronunciation of specific words, the use of alternative communication systems, and vocal fluency.
- Language difficulties include understanding spoken language, expressing self through spoken language, auditory memory, and understanding written language.
- Social Communication includes the understanding and use of nonverbal language, communicating in social settings, and cognitive communication.

The **Counselor** primarily focuses on providing counseling support and college counseling. The counselor consults with teachers when initial concerns are expressed by a teacher and/or parent about student learning. The counselor also supports accommodations students may need and ensures that accommodations are provided for formal tests required to graduate HS with an IB diploma and for college admissions. If adequate progress is not made in the area of concern and/or there is a suspicion of a disability, the counselor will be an important team member in referring a student for an evaluation.



Referral Process

The referral process begins with the Student Success Team, a multidisciplinary team designed to discuss and track attempted strategies and interventions to support student progress. Please see “Identifying Student Need” listed in the Special Educational Needs Policy.

Evaluation

The purpose of an evaluation referral is to define student strengths and concerns, establish appropriate interventions and resources, and determine eligibility to the LSP, if required. The team must gather relevant psychoeducational information about the student, based on the presenting concern. This evaluation may occur at the school, or as a referral to a community agency. For school evaluations, the following must occur:

- Consent must be agreed to and signed by at least one parent.
- Must include a variety of assessment tools. More specifically, information should be gathered through a combination of both formal and informal assessments, from a variety of sources, and in different settings.
- Conduct an evaluation results meeting, to review the assessment with the family and discuss appropriate strategies and next steps for student progress. Next steps may or may not include acceptance to the LSP.
- A written evaluation report is completed and given to parents. It is written in terms that are understandable to parents and other LSP team members.

All children will need to meet eligibility requirements to receive support through the LSP at SCIS-Pudong. In order to qualify for the LSP, the LSP team must then consider the information provided in the evaluation report, the current educational progress of the child, the impact/severity of the disability, and the need for learning support services.

Individual Learning Plan (ILP)

If determined to be eligible for the LSP, an Individualized Learning Program (ILP) will be created by a team of school professionals, and include the student and parent. This document is designed to meet a child’s needs by emphasizing strengths to remediate weaknesses, providing access to the curriculum, and fostering self-advocacy skills. The ILP documents identified needs to ensure common understanding of his/her learning profile, to identify modifications and/or accommodations, and to set expectations about a common approach amongst teachers, parents, therapists, administrators, and students as they work toward common goals.

The ILP team will review and revise each ILP annually to make sure it currently reflects the current performance and that the goals and objects are appropriate. The assigned case manager will generally have responsibility for updating the ILP and distributing it to families and appropriate teachers.



Should a new student enter the school with a previous learning plan, it will be honored until the learning support teacher and grade level teachers have gotten to know the student well enough to determine eligibility to the LSP. Determining eligibility for incoming students with previous ILPs may or may not require an evaluation. If eligible for the LSP, the team will meet with the parents to collectively develop an ILP plan for the child. In some instances, the team may determine that the child may not need the services provided by the LSP.

An ILP will be drafted and an ILP meeting will be held a maximum of four weeks from the day the child was made eligible for the LSP. At the ILP meeting, the ILP team collectively agrees upon the goals and objectives, the appropriate level of support, and how the support is delivered. The trained professional provides the learning support in his/her respective field (e.g., Speech Language Pathologist provides speech therapy) and is responsible for collecting data on progress made toward reaching goals and objectives.

Levels of Support

The LSP provides interventions, for students with mild to moderate levels of need. They are broken down into four levels of intervention support Level 1 – Time Limited/Monitor to Level 4 – Extensive. The level of support depends on information provided in the evaluation reports, previous school supports provided, and information provided by the parents and current teacher. The level selected determines the amount of time spent preparing and providing accommodations and modification to the curriculum.

Level 1 – Time Limited/Monitor. Students receive support mainly through check-ins and teacher collaboration. They may also receive support through accommodations. The classroom teacher and/or the Learning Support Specialist may provide interventions.

Level 2 – Mild. Students receive support mainly through interventions. They may also receive support through accommodations. Students typically receive one to two weekly sessions of interventions. Classroom modifications and accommodations may also be provided to the student, based on need. The learning support teacher and grade level teachers work together to provide modifications to the curriculum.

Level 3 – Moderate & Level 4 – Extensive. Students receive support through regular and consistent interventions and accommodations to the curriculum. These students receive direct support three to five times a week. The learning support teacher typically provides modifications to the curriculum.

Also under the umbrella of the LSP are services for children who need speech therapy, language therapy, and/or social communication therapy. The level of support depends on the amount of time the child needs therapy. These services are provided by a trained Speech Language Pathologist.



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The delivery of services for both learning support and speech and language therapy depends on individual student's needs. Service delivery may include one or a combination of the following:

- Consultation/Collaboration
- In-class support
- Small group instruction
- Individualized instruction

Case Management

The purpose of case management is to have a learning support professional who knows the student very well and who insures that the student's needs are met and documented.

The case manager is expected to:

- Know and understand the student's learning profile
- Advocate for student needs to teachers, parents, and other professionals
- Make recommendations for, and coordinates support services
- Monitor student progress
- Work collaboratively with parents to insure that they are an informed, participating part of the support process, goals, and responsibilities
- Draft an ILP for each student
- Hold and facilitate ILP meetings
- Communicate and get feedback on goals with classroom teachers
- Offer appropriate differentiation strategies based on student profile

Graduation Requirements

For students with learning needs identified through the LSP, any modifications of the standard graduation requirements will be discussed with the student and parents, and documented in the Individual Learning Plan (ILP). In the case of modified graduation requirements, school records and the SCIS diploma will document this modification.

Withdrawing From the LSP

If a student is making appropriate academic progress, they may be exited from the LSP, based on team decisions. Questions the ILP team should consider include:

- Is the student performing at grade level standards for a sustained period?
- Does the student use learning strategies effectively to support their needs?
- Does the student demonstrate effective self-advocacy skills?

Parents may choose to withdraw their children from the LSP. However, if the ILP team believes that they are unable to appropriately support a child in the classroom without the interventions and provisions of the LSP, it may mean exiting from the school. The family will be informed of this potential action prior to their request for removal from the LSP; this will be identified in any conditions of enrollment.