



Sandnes International School

# Sandnes International School

## **Inclusion Policy**

### **Inclusion Statement**

**We recognize that inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.**

**We acknowledge our responsibility in identifying and providing support for students who have Learning Support Needs which cannot be met within the parameters of the taught curriculum.**

**We endeavour to articulate specific practices essential to an inclusive curriculum and inclusion classrooms**

**The procedures contained in this policy apply to all staff, volunteers, and students at Sandnes International School.**

To be reviewed: May, 2021

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## **Inclusion Philosophy**

As a school practising non-discriminatory admissions, we recognise that all students have the right to reach their potential in education, in a safe environment that supports their emotional and academic needs. We recognise the IB principles (IBO 2016, pg. 10) where:

- education for *all* is considered a human right
- every educator is an educator of *all* students
- *all* learners belong and experience equal opportunities to participate and engage in quality learning
- *all* students in the school community fully participate in an IB education and are empowered to exercise their rights and accept their responsibilities as citizens
- *all* students in the school community have a voice and are listened to so that their input and insights are taken into account
- *all* students experience success as a key component of learning

The PYP and MYP are inclusive IB programmes intended for all students in this age cohort. Therefore, teachers have a duty to use reasonable endeavours to make reasonable adjustments for students with identified disabilities or behaviours that hinder their ability to learn effectively.

## **Beliefs and Values**

Sandnes International School aims to create a better world by providing students with a rigorous international education and opportunities to take meaningful action and lead change in a safe and positive learning environment in which learners' needs are supported, differences are respected, and their unique qualities are valued and nurtured.

We aim to create positive learning environments which build self-esteem as well as valuing students' prior knowledge.

We focus on scaffolding and extending students' learning and celebrating their strengths.

We believe strongly in demonstrating an inclusive approach to education. Teachers adjust expectations and class management according to the needs of each individual student as well as the group.

We strive to accommodate students with diagnoses and a need for support. At the same time, we must be diligent in ensuring that we have the resources and skills necessary to meet the educational needs of all of the students we admit.

## **Learning Support Needs**

Learner variability is a term that embraces all students and does not exclude on the grounds of strengths, challenges, age, social status, economic status, language, gender, race, ethnicity or sexuality. Taking into account changing histories, circumstances and contexts, learner variability represents the shifting combination of strengths and challenges that learners experience (IBO, 2016, p. 3).

## **Referrals**

Where a student is not making progress as expected in class, the relevant teacher will inform the class teacher/homeroom teacher. The class teacher will inform the Special Education Coordinator and/or the Principal.

It is essential that parents are informed of the concerns and have input in the subsequent steps that are taken. With consent from the parents, a referral to the Educational and Psychological Counselling Service (PPT) will be filled out.

## **Educational and Psychological Counselling Service**

Educational and Psychological Counselling Service is a public service agency that provides advice and guidance to schools, municipalities, and county municipalities on the establishment of measures and initiatives for children and adolescents with needs. It is translated from Pedagogisk-Psykologisk Tjeneste (PPT).

An application to PPT for appropriate screening and assessment can only be submitted jointly by the school and parents. The school and the parents need to complete the relevant sections of the application (Henvisning til PPT).

Following a response from PPT, a meeting is organized with the parents, PPT representatives and school representatives, including the school principal or designee. The purpose of the meeting is to present the school's and parent's concerns as well as the measure that have been implemented to date and justify the need for further support.

After the meeting PPT may commission additional assessment. When all results are available, another meeting is called, in which PPT representatives present the results to the parents and school representatives, and further steps are discussed.

Subsequently, PPT issues an expert assessment (sakkyndig vurdering) that identifies the child's challenges and outlines measures that the school should implement in order to support the student. If the expert assessment recommends that the child have assistance, the nature of the assistance is specified and the case is forwarded to the School Office (Skolekontoret), which allocates appropriate funds for the school to be able to provide support as outlined in the expert assessment.

## **Promoting Inclusive Education**

The IB has identified four principles of teaching that promote equal access to the curriculum for all learners across the continuum of IB learning (IBO, 2016, pg. 11). They are as follows:

- Affirming identity and building self esteem
- Valuing prior knowledge
- Scaffolding
- Extending learning

## **Making Provision for LSN students**

The following classroom strategies generally support students with a range of LSN:

- Be organized - clean orderly environment, well-planned and prepared
- Help students with planners, timetables, checklists, models of well-presented work, schedules, visual aids and flow charts
- Simplify, break up instructions, modify/adapt tasks
- Vary teaching strategies in a lesson – movement, group work, individual work, etc.
- Personalise approaches: logbooks, open-ended tasks
- Be flexible if students genuinely need more time, or rest (e.g. physical impairment).
- Scaffold tasks
- Use appropriate time modifications
- Provision of a special assistant, as determined by PPT.
- Partnership with other agencies/professional bodies that can provide appropriate therapeutic or behavioural intervention or recommend specific courses of action.

Such provisions require an extensive process of negotiation and transparent discussion, including with the school principal, and will be documented in the LSN students' Individual Education Plan (IEP), which is reviewed annually. As required by Norwegian law, input is sought from parents.

## **Testing accommodations**

Students who receive support from the Learning Support department and who have specific testing accommodations on their Individual Education Plan (IEP), will receive these accommodations according to the testing being given. The Learning Support team will determine, along with the classroom teacher, how, when and where the accommodations will be done.

## **Inclusive Community**

Successful inclusive schools are characterized (Hehir 2012) by the involvement of the whole school community in the inclusion process. Learning communities should:

- be dynamic
- respond to the learning needs of the whole community
- include all stakeholders
- listen to the voices of all learners, their parents and caregivers, support staff and non-teaching staff.

Policy development involving all members of the school community is crucial to the development of common understandings, which underpin successful inclusion (IBO 2016, pg. 18).

## Documenting Individual Education Plans (IEP)

Individual Education Plans celebrate learning success, build on strengths and circumvent difficulties to develop the whole student. They describe the individual reasonable adjustments (accommodations and modifications) required to achieve expected learning outcomes (IBO 2016, pg. 17)

IEPs are reviewed annually by their teachers and the students' families, and the records are kept with each students' file. Another copy is sent to PPT. Additionally, the school provides PPT with the student's report cards. Student work, e.g. writing samples, may be submitted too. IEPs and/or report cards may be submitted to the Child Protection Agency (Barnevernet) as appropriate.

## Confidentiality

Students' educational records are private. They are kept in a locked cabinet in the main school office. Parents can ask to have only copies of their child's records. School employees involved with a particular student may see a child's records and do not require a parent's permission. Nonetheless, they are obligated to keep a child's records confidential to parties that are not involved with that particular student. Names must not be revealed in email communication with external agencies, e.g. PPT. A child's initials and date of birth must be used instead. Full names can be used in communication through regular mail. School employees may use a child's full name in internal communication. Parental consent is required in writing for the school to be allowed to pass a child's records on to the next school.

## Available Resources

Our Learning Support Department consists of staff who are available to our Learning Support students. There is a Learning Support Coordinator, as head of the department, as well as an Deputy Learning Support Coordinator, who are available for advice and guidance on any student at our school, at any time.

Our Learning Support staff participate in collaborative planning meetings, and are available to assist in identifying areas to modify and/or accommodate LSN students and identifying which IEP goals can be incorporated so that the LSN students can participate at the highest possible level. LSN assistants may help classroom teachers with the process of making materials used to differentiate instruction for these students.

The main role of the special education teacher in inclusive settings is to provide the necessary support to the general education teacher in order for them to meet the needs of LSN students throughout the day.

This may include:

- co-teaching lessons,
- providing one-on-one and/or small group instruction
- observing and providing feedback,
- meeting to discuss areas of need and problem solve together,

and generally becoming a coach for the general education teacher as they learn to effectively include students with special needs in the classroom.

Learning support staff can and should assist with the other students in the classroom to enable the teacher to provide necessary support to the LSN students.

## Implementation and Evaluation

The policy will be implemented and revised collaboratively upon reflection annually by all teachers and staff. A schedule for revision of our policies is drafted in another document.

Multi-tiered System of Supports (MTSS) can be visualized through these tiers:

**Tier 1: Primary Prevention (Universal)** includes behavioral and academic supports used for all students to prevent challenging behavior and optimize learning.

- School-wide Positive Behavioral Supports (PBS)
- Classroom Behavior Management
- Professional Development

**Tier 2: Secondary Prevention (Targeted Interventions)** includes additional interventions and supports for students who have academic or behavioral challenges.

- Check in/Check out
- Self-Monitoring
- Contingent Breaks
- Social Emotional Teaching Strategies

**Tier 3: Tertiary Prevention (Individualized Interventions)** includes the most intensive and individualized assessments and intervention supports for students who continue to have challenges.

- Individual behavioral interventions
- Functional Behavior Assessment
- Function-Based Behavior Support plan
- Changes to environment
- Changes to teacher and/or peer behavior
- Goals that may serve as replacement behaviors or new skills
- Adaptation to curriculum and instructional delivery

## References

- Teaching students with particular special educational and learning needs—a resource for schools, IBO 2004
- Learning diversity and inclusion in IB programmes - removing barriers to learning, IBO, January 2016 (updated December 2018, March 2019)



## **A. Learning Support Expectations Regarding Collaboration**

(In Reference to, *IB Standards and Practices, 2014*)

Standard B2: Resources and support	4. The school provides dedicated time for teachers' collaborative planning and reflection.
Standard B2: Resources and support	8. The school provides support for its students with learning and/or special educational needs and support for their teachers.
Standard C1: Collaborative planning	1a. The programme of inquiry and all corresponding Unit planners are the product of sustained collaborative work involving all the appropriate staff.
Standard C1: Collaborative planning	4. Collaborative planning and reflection ensures that all teachers have an overview of students' learning experiences.
Standard C1: Collaborative planning	5. Collaborative planning and reflection is based on agreed expectations for student learning.
Standard C1: Collaborative planning	6. Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.
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Sandnes International School believes that the classroom teacher is ultimately responsible for the well-being and learning of all students in their class.

As per IB Standards and Practices, 2014, (see above), it is expected that all staff who work with children and teach or support the school's curriculum, meet regularly with classroom teachers in a collaborative setting to support all students' learning.

This includes, but is not limited to:

- Classroom Learning Assistants
- Learning Support Assistants
- EAL Support Teacher
- PYP Coordinator

These collaborative planning meetings should occur at a minimum of 1 time per week but can be more regularly as needs arise.

The purpose of the meetings are many and should include:

- Updates on student progress, including skills and assessments, in particular LSN & EAL students
- Forward planning for all students including focus on differentiation for all students, in particular EAL and LSN students.
- Differentiation strategies and resources for all students to support them to be able to access the curriculum at their level.
- Assessment strategies and methods for all students, in particular EAL and LSN students.
- Problem solve issues regarding interactions and specific needs to EAL and LSN students.

These meetings should be led by the classroom teacher and be viewed as a way to collaboratively plan forward.