Scots College

Middle School

Inclusion Policy (SEN)

June 2016

Contents

Rationale

The Scots College mission statement, purpose and values outline the foundation for the Scots College inclusion policy. The identification and support of students with special educational needs is critical in enabling all students to Learn. For life.

Mission Statement

To provide our students with an excellent and holistic education that allows them to contribute as global citizens who think creatively, reason critically, communicate effectively and develop the necessary skills to Learn. For life.

Purpose

Scots College was established by the Presbyterian Church and remains affiliated to the Church. Its purpose is to give each young man a life-long commitment to learning and to provide the environment in which he can achieve his academic, spiritual, physical, cultural and social potential for the greater good and in service to others.

Values

We believe Scots College should:

- provide a caring and supportive school environment which involves students, families and staff;
- welcome applications from students of all faiths and none, value ethnic diversity, and recognise a wide range of interests, talents and abilities;
- enjoy strong relationships with its communities and with the Presbytery of Wellington;
- Create learners who strive to be
    - Inquirers
    - Knowledgeable
    - Thinkers
    - Communicators
    - Principled
    - Open-minded
    - Caring
    - Risk-takers
    - Balanced
    - Reflective

Inclusion in the MYP

As an IBO Middle Years Programme school we recognize and respect that our students come from a variety of backgrounds, cultures and levels of life experiences. The diversity of student backgrounds contributes to our school community and inspire teachers and students to be caring and open minded. Multiple teaching strategies are employed to differentiate instructions so that all students have equal access to the curriculum.

MYP Programme Requirements for Inclusion

From *IB continuum: Learning diversity and inclusion in IB programmes* (IBO, 2016, p. 1)

> Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.
>
> Inclusion is an organisational paradigm that involves change. It is a continual process of increasing learning and participation for all students. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment. It is an educational approach to which all schools should aspire.
>
> Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community.

IB programme standards and practices (2014):

The following practices require schools to demonstrate their support for learning diversity.

- A9 The school supports access for students to the IB programme(s) and philosophy.
- B1:5 The school develops and implements policies and procedures that support the programme(s).
- B2:8 The school provides support for its students with learning and/or special educational needs and support for their teachers.
- C1:6 Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.
- C3:10 Teaching and learning differentiates instruction to meet students' learning needs and styles.

Who are our students with Special Educational Needs (SEN)?

Here at Scots we recognise that a number of our boys will require extra support if they are to achieve to their academic potential.

- **Students with SLDs** or Specific Learning Difficulties, language and communication disorders; including students with significant issues in reading, writing, spelling or manipulating numbers associated with issues in processing symbolic language (for example, problems interpreting music notation, dyslexia, dyscalculia). Students may also present with speech and language issues characterized by communication problems (for example, aphasia, dysphasia, articulation problems).
- **GATE.** Gifted and talented student may or may not possess high intelligence, but will demonstrate, or have the potential to demonstrate, exceptionality in relation to their peers of the same age, culture or circumstances. A student may be gifted in one or more areas and his gifts and talents will emerge at times and in circumstances that are unique to that student.
- **Emotional and behavioural issues (EBD)**. Includes: attention deficit disorder (ADD)/attention deficit hyperactivity disorder (ADHD); withdrawn, depressive or suicidal attitudes; obsessive preoccupation with eating habits; school phobia; substance abuse; disruptive antisocial and uncooperative behaviour; and anger, frustration and violence.
- **ESOL students**. Boys whose first language is not English. These boys may be international students or NZ born.
- **Students with physical disabilities or sensory impairment.** Physical disabilities include a wide range of conditions that are not always immediately obvious, but affect mobility. Sensory issues: hearing—embraces an extensive range of hearing loss from mild to profound and can present communication difficulties; visual—includes difficulties with either the structure or function of the eye, affecting vision.
- **Students with Medical conditions**. The most common being: congenital heart disease, epilepsy, asthma, cystic fibrosis, haemophilia, sickle cell anaemia, diabetes, renal failure, eczema, rheumatoid disorders, allergies, leukaemia and other cancers.
- **Mental health issues.** A wide range of conditions that can affect a person's state of mind, ranging from psychotic conditions, such as schizophrenia and manic depression, to eating disorders, anxieties and emotional distress caused by circumstances in a candidate's life.

Identification of SEN students

Students entering into the Middle School with an existing SLD

1. Students with special educational needs are identified by the college and supported by the college's Learning Support Department. These students will be included on the college's learning support register.
2. Psychological reports on these students are obtained throughout their school career, and an up-to-date report is required at the start of the Diploma.
3. The HOD Learning Support meets with the student and caregivers prior to the start of the school year to prepare an Individual support plan.
4. At the start of the school year the HOD Learning Support meets with all teaching staff to discuss these support plans.
5. Staff are expected to use the strategies outlined in the support plans and feedback progress to the Learning Support Department.
6. Staff can request support from the Learning Support Department e.g. classroom observations, teacher aides, one to one mentoring, additional testing.
7. Learning support will regularly review each individual support plan with students and caregivers.

Students identifying as GATE or already enrolled in the Middle School

1. Staff are expected to use the strategies outlined in the individual support plans of students who are not on the learning support register but require an individualised programme. Staff should feedback progress to the Assistant Principal, Teaching and Learning.
2. Teachers observe and monitor student performance data, emotional and behavioural patterns, classroom and assessment conditions etc. to gather information on students' needs. Any concerns should be raised with the Deans or HoD Learning Support.
3. Students needing a differentiated programme as a result of medical, behavioural or mental health issues should be raised by the Chaplain and/or Deans then referred to the Assistant Principal Curriculum and/or the Assistant Principal, Teaching and Learning and/or the HOD Learning Support
4. The Assistant Principal, Teaching and Learning, Teaching Staff, parents and carers and the GATE student themselves can all nominate boys for the GATE register.
5. Boys needing ESOL support are to be identified by the International Students team as part of the enrolment process. NZ born boys needing ESOL support can be referred by Teaching Staff to the Assistant Principal, Teaching and Learning
6. When new students are to be added to either the GATE register or the LED register the Assistant Principal, Teaching and Learning and/or the HOD Learning Support will meet with students and caregivers.
7. In any of the cases where a boy is thought to have an unidentified SEN the HOD Learning Support and/or the Assistant Principal, Teaching and Learning will conduct an investigation and make a recommendation of a course of action to caregivers and teaching staff.

Advice on Differentiation

A key College Goal for 2016 is to promote and support excellent teaching and learning practices. A key to excellent teaching and learning is for teachers to differentiate their programmes. Differentiation is also necessary for SEN students to reach their potential. Successful differentiation usually includes teachers modifying or adapting one or more of the following areas:

- **Content (what students learn)**
    - Includes curriculum topics, concepts, or themes
    - Presents essential facts and skills
    - Differentiates by pretesting student skills and understandings, then matching learners with appropriate activities
    - Provides students with choices in order to add depth to learning
    - Provides students with additional resources that match their levels of understanding
- **Process (how students learn)**
    - Refers to how students make sense or understand the information, ideas, and skills being studied
    - Reflects student learning styles and preferences
    - Varies the learning process depending upon how students learn
- **Product (the end result of student learning)**
    - Tends to be tangible: reports, tests, brochures, speeches, skits
    - Reflects student understanding
    - Differentiates by providing challenge, variety, and choice

Examples of differentiation for SEN students:

- Teacher aide support
- Reasonable Adjustments (see explanation below)
- Choosing a range of texts at different reading levels on the same theme
- Providing modifications to tasks to allow SEN to show their learning in different ways from those expected of the majority of students
- The use of computer to type student answers
- Allowing students to choose how to present what they have learned
- Providing vocabulary lists or glossaries
- Using graphic organizers or sentence starters to support extending writing
- Allowing GATE students to choose/refine areas of learning or exempt them from common testing
- Marking assessments in other subjects with Language Acquisition criteria for ESOL students
- Modifying student's timetable to reduce stress and promote success
- Allowing use of technology to support learning needs in class

Reasonable adjustments to make MYP Assessments inclusive for SEN students on the Learning Support Register

The Middle School supports the principle of "Reasonable Adjustments" for students on our Learning Support Register. Students with learning support requirements may require reasonable adjustments to access the MYP curriculum framework, including internal assessments. A reasonable adjustment is an action taken to remove or decrease a disadvantage faced by students with learning support requirements. A reasonable adjustment could be unique to a specific student and may include changes in the presentation of the test or method of response. Where reasonable adjustments involve changes to specific aspects or specific criteria of the assessment, the overall learning outcome must remain the same.[1]

The Reasonable Adjustments we currently provide include but are not limited to;

- Extra time
- Separate accommodation
- Reader-writer
- The use of computer to type student answers
- Additional teacher support in separate venue
- Teacher voiced audio recordings of texts and questions
- The recording of student answers
- Spoken PDFs

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[1] From Principles into Practice p94

Further support

1. Scots College Middle School Assessment Policy
2. Scots College GATE Policy
3. Scots College Priority Learners Policy
4. Timetable and Curriculum Committee
5. HoD Learning Support
6. Learning Support Department
7. Assistant Principal, Teaching and Learning

References

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