



INTERNATIONAL SCHOOL SUVA
World Class Citizens ~ Lifelong Learners

Inclusion Policy

International School Suva

ISS Inclusion (Learning Diversity) Policy

Philosophy

At International School Suva we take a collaborative approach to meeting the needs of our students in order to create an equitable learning situation and access to the different curricula in the school. It is recognised that learners have a diverse range of needs which must be supported. ISS is committed to development of a high quality curriculum which allows each student to excel. We value diversity and strive to meet the needs of individual learners. It is important that students feel that they are given the capacity to become learners who understand that other people, with their differences, can also be right.

Our Learning Support teachers work collaboratively with the classroom teachers, specialist subject teachers and parents, to ensure that we are providing a high quality education and that our students have the support they need.

Quality differentiated instruction can include (but is not limited to)

- Adjustment to instruction and delivery of lessons
- Scaffolding of tasks
- Adjustments to tasks and / or expectations
- Use of assistive technology
- Involvement in small group targeted activities
- Personalised literacy or numeracy programs
- Assistance / accommodations in external examinations (guided by course regulations)

Adjustment may be supplementary, substantial or extensive depending on individual student needs and program regulations.

Assessment and placement

At enrolment students who require Learning Support are identified through the enrolment form, by requests or recommendations from their parents or guardians, or through previous school's reports or specialist reports.

ISS will consider each application on an individual basis, through interviews and the review of all academic and medical documentation. Acceptance of students with learning needs will be dependent upon the ability of ISS to provide the appropriate specialised assistance, resources and environment.

Declaration of known individualised support needs is required as part of the enrolment process and failure to disclose on the enrolment form or upon diagnosis may result in a cancelled enrolment.

In addition, students currently enrolled at ISS can be referred to the Learning Support Team by their classroom teacher at any time. Once the referral is reviewed, the Learning Support Team will make a recommendation that can include formal Learning Support services. Students accepted into the Learning Support program will have their needs addressed and documented in an Individual Learning Plan (ILP). The school reserves the right to request a child undergo educational assessment by a relevant specialist and once the request has been made, it is expected the child will undergo assessment. Once completed, continued enrolment may depend on disclosure of the report to the school.

Learning Support services are delivered within the regular classroom setting to the greatest extent possible, although in some cases a Learning Support assistant is required to assist in the delivery of services. Alternatively, students may be withdrawn for a small number of specialised lessons however this is reviewed regularly and withdrawal should be on a short term basis. Where a student requires extensive adjustment (an alternate learning program); the ability of the school to provide such services must be determined prior to enrolment. There is a supplementary charge for some of ISS's Learning Support Services or resources. ISS may request for a parent to pay an additional fee to employ a 1:1 teacher aide where needs cannot be met through the school resources.

Overview of levels of support at ISS

The Learning Support Department at International School Suva coordinates programs and services for students with learning needs. The model is based on the belief that students vary in their level of ability, achievement, motivation and interest, and that individuals respond best to educational programs that provide appropriate challenges and meet their individual needs. All teachers are required to plan for differentiated instruction and assessment to suit individual student learning needs where relevant and allow equity in each student's ability to attain success.

Currently ISS offers three levels of support ranging in spectrum and intensity.

- **Level 1**

Level 1 support is for students who are able to access the curriculum through differentiation, adaptations or accommodations.

- **Level 2**

Level 2 support is for students who require some accommodations to the content in order to be able to access the curriculum. This may include differentiation in class, in-class support, or individual or small group pull-out instruction.

- **Level 3**

Level 3 support is for students who require significant accommodations and/or modifications to the content of the curriculum. Students who require this level of support will usually require documentation from a qualified professional educational provider which states accommodations are needed for a student to access the

mainstream curriculum. A Learning Support teacher will ensure that accommodations are available to the student in the mainstream classrooms. A student who requires Level 3 support will have an ILP and may require an individual (Learning Support) teacher aide to assist the teacher in curriculum delivery. The cost of this service and other necessary resources will be borne by the parents and/or guardians.

Individual Learning Plans

An individual learning plan (ILP) is developed for students identified as requiring high modification of learning instruction (Level 3). It is a means of providing information to teachers of particular strategies, modifications or adjustment needed beyond regular class instruction or assessment. The ILP identifies background information as to individual learning needs, sets short and long term SMART goals, sets a timeframe for review and includes an essential agreement. The ILP is developed collaboratively between the teachers and parents / guardians and where a child is of an appropriate age, the student.

Gifted and Talented Students

Gifted and talented students are also entitled to equity. Their programs should be rigorous and highly differentiated to ensure student learning experiences are sufficiently challenging. Students whose abilities exceed that of their peers may have an ILP if they are unable to be catered for within a differentiated program, however, recognition of a child as being 'gifted' should be firmly based on assessment from an external educational expert and supported with school based data.

Enrichment opportunities should be provided within regular learning experiences. These might include

- Differentiated curriculum in class.
- Teaching that allows and promotes higher order thinking and inquiry, including ethical dilemmas, critical thinking.
- Greater use of open ended tasks.

Extension may include

- Individualised project based learning and / or time allowed to pursue individual areas of engagement to greater depth and breadth.
- Acceleration in an area of interest.

External Services and Assessments

ISS works with a number of external experts who can provide assessment and expert information on a wide range of learning needs. If applicable, the ISS Learning Support team will recommend an external assessment, and provide relevant contact details and information. Parents and guardians then correspond directly with these experts.

For those students completing IBDP and ACT programs, it is important that students have evidence of an external professional assessment / documentation of any learning support need(s) that may qualify them for special consideration in assessment. Accommodation is made only after careful consideration of existing regulations and requirements for each program. Inclusive arrangements may / may not require permission from each program and will be assessed on a case by case basis and in line with program specifications and regulations. Provision for additional support for students in assessment will be in line with policy and regulations set by the IBO and BSSS.

Students of Concern (SOC)

Students may be placed on SOC status if an academic concern is noted in the admissions process or in mainstream classes at ISS. Parents and guardians will be notified if their child is placed on SOC status, and a Learning Support teacher may monitor their progress through reports and contact with mainstream teachers and the student themselves.

Evaluation and Reporting

The report documentation for each student will reflect current reporting practices of the school and may include additional / alternative written reports for those students who have an ILP in place.

Links to other policies

- ISS Admissions Policy
- ISS Language Policy
- ISS Academic Progress Policy
- ISS Assessment Policy

Definitions for the purpose of this document

Disability – a condition that affects a student’s ability to access curricula or school facilities

Learning Difficulty – a diagnosed learning difficulty such as dyslexia

Adjustments – changes made by teachers in line with an ILP or professional judgement e.g, oral assessment, scaffolding etc

Modifications – changes made to a student learning experience that alter common learning experiences for a student e.g. removal from study of a particular subject, altering criteria for assessment

Gifted and Talented – outstanding potential in one or more domains (intellectual, socio-affective, creative, sensorimotor).

Extension – opportunities for students to stretch learning beyond the curriculum of their year level in a particular subject

Acceleration –provide opportunities for learning at a curriculum level beyond their peers

Enrichment –provide opportunities to further and deepen learning experiences for students through unique learning experiences.

Bibliography

The IB guide to inclusive education:a resource for whole school development.

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BSSS, 2020. ACT BSSS Policy and Procedures Manual (p69).