

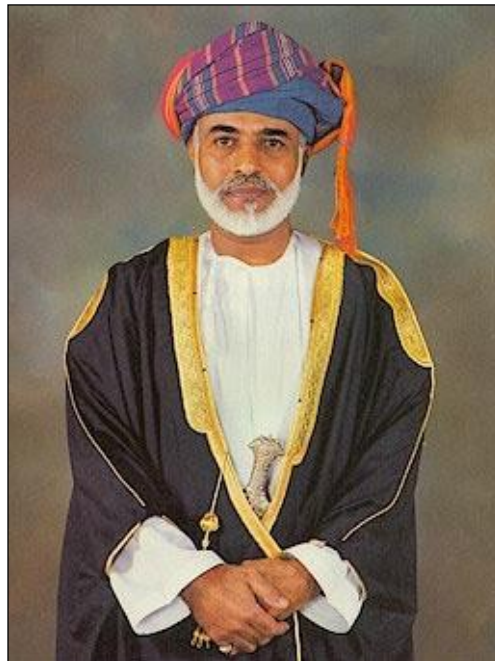
Additional Support Policy - 002223

October 2019



Mission Statement

“The Sultan's School is a co-educational school offering a bilingual Arabic-English education from early childhood to pre-university. The school seeks to provide a broad and balanced education to the highest quality which reflects and strengthens the Omani and Islamic culture while encouraging an international perspective and developing critical, creative thinking in its students”



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Overview of Additional Support

Philosophy

At The Sultan's School we value students as individuals and recognise their diversity. To give some context, the vast majority of students stay with us from ages 4-18. We are committed to offering an inclusive curriculum to ensure the best possible progress for all students whatever their needs, abilities or aspirations. We believe students have a common entitlement to a broad, balanced and differentiated academic and social curriculum. We aim to engender a sense of community and belonging. Generally, students with additional support needs should be educated within their own year group. The guiding principles for additional support are:

- Teaching and learning is approached with active awareness of learning difficulties and learning differences.
- Classrooms should offer a safe, supportive base where students can take up the challenge of learning.
- There is a focus on the development of self-esteem, as a fundamental contributor to achievement.
- Language and literacy is vital to successful learning and emotional well-being.
- Transition is significant in the lives of students.

Aims of the Additional Support Policy

- To identify students with additional support needs as early as possible through observation, diagnostic tests and admission procedures.
- To ensure that students with additional support needs have a broad, balanced curriculum, with equal access to activities designed for students without special needs, so far as is reasonably practicable.
- To work with management in formulating an accessible curriculum for all students.
- To collaborate with homeroom and class teachers to ensure that for students with additional support needs, lessons are modified and differentiated.
- To provide information to class teachers about students with additional needs, their difficulties and recommend strategies for their educational provision, sharing examples of good practice.
- To use Student Profiles, Individual and Group Education Plans (IEPs/GEPs) to break down learning into specific targets in a child friendly language.
- To continually monitor the progress of all students with additional needs.
- To advise on areas of under-achievement by monitoring referral patterns.
- To communicate regularly with parents so they are involved in the educational provision for their child, including outside testing.
- To involve students in formulating their targets.
- To work with outside agencies, using reports, resources and suggested strategies as applicable.
- To provide on-going training and support to all staff regarding specific areas of additional support, enabling them to build strategies for classroom support.
- To provide information as requested by management.

- To ease transitions by having staff who teach across different phases of the school.

Definition of Additional Needs

Students have additional needs if they have a learning difficulty which calls for additional educational provision to be made for them.

A student has an additional learning need if he or she:

- Has a significantly greater difficulty in learning than the majority of students of the same age.
- Has a disability which either prevents or hinders the student from making use of educational facilities of a kind provided for students of the same age.

Additional educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age.

Admissions

When a student is admitted to the School, it is an opportunity to screen them for any learning, language, sensory or behavioural difficulties. This would include medical needs which may not need a differentiated curriculum but can result in attendance issues and safety concerns.

Assessments will be completed online using GL Assessment CAT4 tests or other age appropriate tests. These will be administered by the Admissions department and reports passed on to the relevant Head of School.

Information from parents or previous schools will be shared and entered on MIS, academic reports from previous schools will also be made available, in English.

IB candidates will be asked to supply details of IGCSE results, or will be required to take CAT4 assessments prior to admission.

All this information will be passed to the relevant Head of School before a final decision on admission is made.

**Note: With its current accommodation and staffing, TSS can only support limited numbers of students in additional needs categories. This is particularly the case at IBDP level where resources are limited.*

Referrals

Teachers are able to make a referral to the Additional Support department at any time using the following process:

- The teacher must complete a referral form and pass this to the Head of the Additional Support department. Completing all the required information, including what strategies have already been tried in class.
- The referral will be discussed at the weekly Additional Support department meeting.
- The Additional Support department will have 2 weeks to gather information from classroom observations, assessments and discussions with relevant staff, for discussion at the next available support meeting.
- The student will be discussed and a decision taken whether she/he meets the criteria for support (see below). For those students who do not meet the criteria, the outcome will be discussed with relevant staff and appropriate advice given.
- Parents of accepted students will be invited to discuss the findings from the results along with both the classroom and the Additional Support teacher and give consent for additional support services.
- Students whose main problem is English will be referred for support. It is difficult to assess the learning needs of students until their English is functional.
- Once a student has been identified as having additional learning needs, the Additional Support department will continue to support, monitor and evaluate the child until she/he no longer needs support.
- Once students have shown steady progress through performance based assessments, diagnostic tests and/or changes in behaviour, a plan will be drafted to have them removed from receiving additional support. In most cases this will involve scores in the average range. There will be discussion with class teachers and/or parents before action is taken.

Additional Support Procedures

Criteria for Support

The criteria for accessing Additional Support is as follows:

Primary: Students in Years 1-2 who score less than or equal to 85 in 4 PhAB2 batteries, Students in Years 3-6 who score less than or equal to 85 in 2 CAT4 batteries and are not meeting grade level benchmarks, students on the probation list, students referred by teachers or those with an Educational Psychologist or Medical report will be considered for Additional Support.

Secondary: Students in Years 7-11 who score less than or equal to 85 in 2 CAT4 batteries and are not meeting grade level benchmarks, students on the probation list, students referred by teachers or those with an Educational Psychologist or Medical report will be considered for Additional Support.

Support Given

The arrangements for students on the Additional Support register is as follows:

Primary and Secondary: Identified strategies to support students within the normal classroom, differentiation within class, targeted group interventions, intensive individualized targeted intervention, access arrangements and accommodations.

IDPB: Identified strategies to support students within the normal classroom, differentiation within class, access arrangements and accommodations

Documentation

Student Profiles: These are written by the Additional Support department for all students on the Additional Support register. They include information on identified needs, recommended in class strategies, targets and latest assessment data.

Group Education Plans: These are written by the Additional Support department (with additional support from the classroom teacher, parent and student) for those students receiving targeted group interventions.

Individual Education Plans: These are written by the Additional Support department (with additional support from the classroom teacher, parent and student) for those students receiving intensive individualized targeted intervention.

- Both Group and Individual Education Plans are the responsibility of all staff, not just additional support staff.
- They consist of "SMART" targets to help the child to achieve academic, physical and emotional success. There should be *no more than 2* targets per term.
- They consist of identified targets, support strategies, possible strategies in the class, list of resources and success criteria.
- The GEP/ IEP will form the basis of any discussions about students between relevant staff.
- Assessment data will be updated termly, prior to writing new targets. It should still be possible to track students' progress even if specific barriers exist to learning, e.g. through the use of p scales, or standardised scores.
- IEP targets may include independence skills, or social and relationship skills. In these cases a qualitative judgement would be made after consulting class teachers.
- IEPs must be written in a child-friendly language so that they understand them.

Student Reviews

Students who have been identified with additional learning needs may require an additional assessment from an outside agency detailing the nature of the difficulties and strategies and advice for teachers.

In house 'Case Conferences' will be held to discuss individual students prior to meeting with parents. The IEP will form the basis of the meeting.

Staff Development

Additional Support staff can contribute to the enhancement of colleagues' professional development, either through written or verbal advice, or through occasional INSET days. The aim is to develop confidence and competence in meeting special needs in children in their classrooms. Information is available to staff as follows:

- Face-to-face communication at planning meetings, giving information about students and advising on differentiated activities for the classroom.
- Information on MIS about individual students as it relates to their current academic status.
- Student Profiles, GEPs and IEPs in the Additional Support folder (on the staff share drive).
- General strategies for dealing with aspects of many additional needs are in the Additional Support folder (on the staff share drive).
- INSET sessions to address specific areas of additional need.
- Resource bank of ideas to include websites, books, articles etc for differentiation and to improve understanding of additional support (planned).
- Sessions for teaching staff about access arrangements for examinations, i.e. what is allowed and what is not.

Parents

It is vital that parents are actively involved in decisions about their child's education as strong school-home links help to reinforce our efforts in school. Some parents may find it difficult to accept that their child has a learning difficulty and will need advice and guidance in seeking confirmation or further assessments outside school. Once parents are working with staff, their help will be invaluable in formulating IEPs, giving them a better understanding of what school is aiming to achieve.

Parents seeking information and reassurance are always welcome to discuss their child's problems with a member of the team but should remember that staff's first priority is teaching and they should contact the school reception office in the first instance.

Access Arrangements

For those students in Secondary and the IBDP who are on the Additional Support register access arrangements may be made, please see below for full details.

Additional Support Needs and Access Arrangements in Secondary School

Access Arrangements will be based on a student's normal way of working to remove barriers caused by illness or disability. TSS will consider the full range of arrangements allowed by JCQ and Cambridge International at KS4, and any reasonable adjustments in middle school. Students who would like to word process their work in examinations will have their request considered if it is their usual way of working and their subject teachers support the arrangement.

The Head of Additional Support (HoAS) and IGCSE Coordinator will ensure that the appropriate arrangements are put in place for external and (where possible) internal exams. The HoAS will ensure that all documentation is up to date and on file and the IGCSE Coordinator will process the on-line applications. This should be done prior to the start of IGCSE courses and, where issues arise during the school year, these should be completed immediately once all paperwork from parents and outside agencies has been received.

The access arrangements should be logged onto the Additional Support register and Learner Profiles, held on the school's shared drive.

Copies of approved access arrangements for each year group are held in the AS department and the examinations office and are updated annually. It is the responsibility of the ASC and IGCSE Coordinator to ensure that all arrangements are approved prior to the JCQ and Cambridge International set deadlines for each examination series.

Additional Support Needs and Access Arrangements in the IBDP

The following arrangements apply to candidates who have the intellectual and cognitive capacity to meet all IB curriculum and assessment criteria, but need additional access and inclusion arrangements, whether it a short term condition or permanent disability, to demonstrate their level of achievement. Careful consideration should be given before accepting students, with additional needs, into the IB program owing to resource issues.

All applications for additional access and inclusion arrangements, must be submitted by the IB Coordinator on IBIS. However, the forms can be filled out by the Additional Support department. Consent must be obtained from the candidate and/or guardian before submitting any documentation. The documentation must include a psychological evaluation that was completed no earlier than the previous school year. The students IEP should also be included to complete the application process.

It is necessary with all accommodations and additional access and inclusion arrangements, that there is a documented history of accommodations and special arrangements in the candidate's file. It will be very difficult to get any accommodations not on this list approved. Please see below for more information.

Applications for Access and Inclusion in the IBDP

The IB Coordinator is responsible for processing all online applications through IBIS.

The purpose of inclusive access arrangements is to remove or reduce, as far as possible, any disadvantage that may occur due to the student's learning support requirements.¹

The information detailed below is a segment from the IBO Access and Inclusion Policy, November 2018. A full copy of this is available on request.

¹ 2.1.4 IBO Access and Inclusion Policy - November 2018

Deadline for Submission of Request for Inclusive Access Arrangements

Requests for inclusive access arrangements must be submitted six months prior to an examination session, that is, by 15 November for candidates registering for the May examinations session and by 15 May for candidates registering for the November examinations session.

2.5 Evidence required (supporting documentation)²

2.5.1 To submit requests for inclusive access arrangements the following two forms of supporting documentation are required to be uploaded to the online application “Request for inclusive access arrangements”.

- A psychological/psycho-educational/medical report or evidence from a language test for additional language learners.
- Educational evidence from the school.

2.5.2 A psychological/psycho-educational/medical report must be written by medical, educational or psychological professionals with appropriate qualifications and/or professional licences in their country of residence.

2.5.3 The IB reserves the right to query or reject a report if it considers that the signatory (or signatories) may not be suitably qualified to undertake the evaluation and identification. It is not permitted for a relative of the candidate to write or be involved in the writing of the report.

2.5.4 All supporting documentation must:

- Be legible, on a document with a letterhead, signed and dated.
- State the title, name and professional credentials of the person(s) who has undertaken the testing.
- State specifically the tests or techniques used.
- Be consistent with the coordinator’s request for access arrangements.
- Be accompanied by a translation into English, French or Spanish, if it is not written in one of these IB working languages.

Furthermore, all psychological/psycho-educational reports must:

- State the candidate’s performance on nationally standardized psychological tests (where available and published, recent editions of standardized tests should be employed).
- Report results as standard scores, which have a mean of 100 and a standard deviation of 15, and not percentiles or age/grade equivalents.

² IBO Access and Inclusion Policy – November 2018

2.5.5 All language test reports for additional language learners must:

- State the standardized language test used.
- State the language proficiency and performance benchmark results from the testing and the alignment with the proficiency criteria stated in section 5.2 and 5.3 of this document.

Examples of Inclusive Arrangements

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| Flexibility in duration of examination, course or deadline | Authorization required? |
| Access to additional time | Yes |
| Extra time (for additional language learners) | Yes |
| Rest breaks | No |
| Deferral | Yes |
| Extensions | Yes |
| Extra opportunities to retake examinations | Yes |
| Flexibility in examination location | Authorization required? |
| Separate room | No |
| Seating | No |
| Alternative venue | Yes |
| Flexibility in presentation of the examination or input | Authorization required? |
| Access to modification in presentation | Yes |
| Access to reading | Yes |
| Reader (for additional language learners) | Yes |
| Communicators | No |
| Sign language interpreters | Yes |
| Aids | No |
| Clarification of examination directions | No |
| Colour naming (for students with colour blindness) | No |
| Flexibility in method of response | Authorization required? |
| Word processor (for additional language learners) | Yes |
| Access to writing | Yes |
| Access to speech and communication | Yes |
| Access to a calculator | Yes |
| Use of human assistance | Authorization required? |
| Care assistant | No |
| Prompter | No |
| Communicator | No |