



Inclusion Policy Peak School

April 2018

This document serves to outline our philosophy, provision and procedures for students with individual needs across the school.



Introduction

Peak School is a community school that values each individual student and supports their needs within an inclusive environment. As an IB World school, our practise reflects the IB statement of inclusion :

'Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.'

Within our inclusive model of provision we embrace the diversity of our learners and encourage each student to feel confident in their own ability and to develop a positive approach and relationship with their learning journey.

At Peak School, we recognise that our students have a range of learning needs and as a school we aim to provide rich learning engagements, so that each child maximises their full potential.

Parents as Partners

Parents are a key component in the child's learning. They are encouraged to play an active role in their child's learning journey and are given regular feedback on their child's progress. This takes place to enable the child to be the best they can be.

Parents of students with **individual needs** in Peak School are encouraged to be actively involved in their child's education.

As a school:

We value their role in their child's education and acknowledge and draw on their parental knowledge and expertise.

We inform them of their child's entitlement, as outlined in the ESF Inclusion Policy and ensure that parents understand procedures of SEN provision within ESF.

We believe in regular ongoing communication between parents and the school, ensuring it is effective, efficient and manageable, and in line with the school's policies on communication and information sharing.

ESF's Principles of Inclusion 2018

Personalising Approaches to Learning

We believe that inclusion is engaging with all students as unique individuals with their own interests, identities, abilities, strengths and needs. Therefore we strive to:

- use a strengths based, holistic approach to understand and support every student
- collaboratively design authentic and dynamic curricular and co-curricular experiences that are differentiated, modified and build upon prior learning
- use assessments to create individualised goals and ensure high expectations of achievement for every student
- provide a range of curriculum experiences and learning pathways so that learning is suitably structured, challenging and achievable
- provide a range of learning environments and provision to include all learners across the continuum of individual educational need

Exceptional Teachers

We believe that a culture of inclusion is constructed by a community of exceptional leaders and teachers, including suitably qualified and experienced special educational needs teachers and support staff. Therefore we strive to:

- develop a shared understanding and commitment to inclusion as part of an ongoing process of community engagement and professional development
- encourage and support all staff in ongoing professional learning and application to improve teaching practice
- provide a range of professional learning opportunities, including those specifically related to special educational needs
- collaboratively engage with colleagues around best practice for the diverse needs of students which may include co-teaching, collaborative planning, direct instruction, evidence based interventions

Nurturing

We believe that inclusion is valuing and welcoming every member of our community, and supporting their capacity to flourish. Therefore we strive to :

- foster a sense of belonging and strong relationships through warm acceptance and an interest in every student and family
- embed student wellbeing through all aspects of teaching, learning and school life
- create social and learning environments that are safe and encourage risk-taking and student voice and choice
- support students to develop a sense of autonomy, leadership and a willingness to take initiative
- recognise contributions and achievements of all

Creating Joyful Learning Environments

We believe that joyful learning environments are enriched by student diversity. Therefore we strive to:

- consider student diversity as a positive resource which enhances learning for all
- co-construct appropriately resourced and accessible learning spaces
- engage all learners, through a variety of evidence based strategies, in purposeful interaction and learning
- design inclusive learning experiences that extend beyond the school campus
- continually enrich the environment to recognise and strengthen student learning
- create flexible learning and teaching environments that are safe and support the needs of all learners

Peak School SEN Specification

The provision for students with SEN at Peak School is within the context of the ESF's SEN Policy (*currently being updated*) and subvented funding for Learning Support Classes. ESF schools support students across the continuum of SEN through the Levels of Adjustment and Model of Differentiation.

The learning needs of these children are met by identifying the students' barrier to learning, in accordance with the ESF six Dimensions of School:

- Thinking and Learning
- Social Communication
- Emotional Well Being
- Motor Communication
- Speech and Language
- Medical

At Peak School all children in LOA 1- 3/4 are placed on the ESF Gateway SEN register and on the Peak School Individual Needs Register.

Students on ***Level of Adjustment 1*** are provided for by the mainstream teacher through additional differentiation within their classroom, short term intensive programmes from the L.E.T. department in 1 or 2 dimensions of schooling and as necessary with specialist interventions, such as Speech and Language, Occupational Therapy and ELSA support and Counselling

Students on a ***Level of Adjustment 2*** are provided with regular ongoing support, from the LET department in multiple dimensions of schooling; in the mainstream classroom, in small group or individual withdrawal and as necessary with specialist interventions, such as Speech and Language, Occupational Therapy and ELSA support and Counselling.

The Student has a Educational Psychologist Report. The student has an IEP; there is ongoing liaison between class/subject teachers and the L.E.T department and there is regular contact with parents. (a minimum of 2 IEP meeting per year for LOA 2). These students often sit below age related expectations in one of the dimensions of schooling.

Students on ***Level of Adjustment 3/4*** are included in mainstream classes but receive greater adult support on an individual basis. Accommodations are developed according to their individual Learning style and needs and as necessary with specialist interventions, such as Speech and Language /Occupational Therapy and Counselling.

The student has an IEP; there is ongoing liaison between class/subject teachers and the L.E.T. department and there is regular contact with parents. (a minimum of 3 IEP meeting per year for LOA 3/4). These students often sit well below age related expectations in more than one of the dimensions of schooling.

Individual Educational Plans (I.E.P.)

At Peak School an IEP will be written for students who are assessed to be LOA2 or 3 / 4 in close collaboration with the mainstream class teacher and the student's parents and student where appropriate.

School's Objectives for SEN Provision

- to implement the ESF's Principles for Inclusion
- to manage resources, with input from class teachers and specialists to meet the students' needs
- to work in partnership with parents to ensure the student maximises his/her potential
- to monitor and review regularly the progress of the student with all stakeholders
- to work with an ESF Educational Psychologist and with outside agencies, where they are available and as appropriate
- to write Individual Education Plans (IEPs) for Level of Adjustment 2,3/4 and to review them in accordance with the ESF guidelines
- to provide appropriate training through the ESF Professional Development programme through ESF and school based CPD opportunities
- to review the appropriateness and effectiveness of the SEN Policy within 3 years of its implementation.

Person(s) responsible for the school's SEN provision

Within the Learning Enhancement Team there is a high level of experience. The team comprises of a vice principal and two teachers who have joint responsibility for the needs of the students and a team of EAs who are funded by ESF and the school.

The LET has a shared understanding and commitment to inclusion and work collaboratively with mainstream teachers to provide high quality learning engagements to support the diverse needs of the students in their care.

The Educational Assistants work to support the students under the guidance of the Learning Enhancement teachers. The team provides a range of curriculum experiences and learning pathways so that learning is suitably structured, challenging and achievable for all.

To ensure that we are fully enabling and extending our students, additional support may be provided in the following areas :

- Programmes to support Thinking and Learning
- Social Communication Skills programmes
- Emotional Well Being programmes
- Emotional Literacy Support (ELSA)
- Sensory Motor Programme (class accomodations)
- Fine Motor Skill development programmes
- PMP (Perceptual Motor Programme)
- Speech and Language Therapy (parent funded)
- Counselling (parent funded)
- Occupational Therapy (parent funded)

Identification, Assessment and Review of Students with SEN

Identification

Students with Individual Needs are identified with reference to the Level of Adjustments LOA1, 2 3/4 either

- by the parents on enrolment
- during the initial admissions process
- through liaison with the LET teachers
- through the teacher (via SEN Gateway referral)

Assessment

At Peak School we believe assessment is integral to the whole development of the child.

Assessment at Peak school includes:

- external assessments; which may include involvement from Educational Psychologist, Speech and Language Therapists, Occupational Therapists, Hearing specialists and Behavioural Optometrists
- observations and assessments administered by Learning Enhancement team for diagnostic purposes.
- school-based standardised assessment, e.g. ISA, INCAS, PIPS baseline assessment to identify what the student, knows, understands and can do
- class based assessments in a variety of situations, through a wide range of formative, ongoing and summative assessments

Review

At Peak school we carefully monitor the child's holistic development, to assess the individuals rate of progress. This would be evident through the following indicators :

The child :

- matches or betters the student's previous rate of progress
- shows improvements in accessing the curriculum
- demonstrates improvement in self-help and organisation, self-regulation, social communication and emotional well being

School Process for Monitoring and Evaluating its Provision for Students with Individual Needs

The school will continuously monitor and evaluate the SEN provision in line with the ‘ESF 6 Dimensions of Schooling’

As a school we will :

- moderate internally the child’s Level of Adjustment - monitoring to 1, 1 to 2 and externally; through the Assessment and Review Panel LOA 2 to LOA 3/4
- monitor the number of students on the register
- evaluate the effectiveness of interventions and support that has been provided.
- reflect on the suitability and success of resources
- consider the effectiveness of staff development opportunities
- evaluate the impact of the involvement of external specialists and consultants
- Support the transition of our students on entry and exit at Peak School

Admission Arrangements for Students with SEN

The admission arrangements for mainstream students with SEN comply with the current ESF Admissions policy.

The admission arrangements for students outside Peak school who would benefit from LOA3/4 placement :

- Parents make a SEN application through ESF admissions
- Students are assessed by the Admissions and Review Panel (ARP)
- A recommendation is made by the ARP panel
- If the recommendation is that the child attends Peak school, the school will contact the parents to invite them and their child to visit the school
- There will be a discussion re: the learning needs of the child and a transition procedure will be facilitated.

Compliance with the Disability Discrimination Ordinance of the HKSAR Government

With the enactment of the Disability Discrimination Ordinance (DDO) in 1996, the Equal Opportunities Commission of the HKSAR Government issued the Code of Practice on Education under the DDO in 2001 as the principles governing equal opportunities in education. Under the prevailing HKSAR Government policy, children with severe or multiple disabilities attend special schools where they are provided with intensive support services. Other students with SEN are placed in ordinary schools where they are with their peers for the full benefits of education. Schools in Hong Kong are advised to implement the Whole School approach to integrated education to cater for student differences effectively and enhance the effectiveness of education as a whole.

In line with ESF’s vision our aim is, **‘For every student to be the best that they can be’.**

(The SEN policy will be reviewed every 3 years) - Next Review - Term 3, 2021