



Learning Diversity and Inclusion Policy Peak School

April 2022

This document serves to outline our philosophy, provision and procedures for students learning within Peak School.



Introduction

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

'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 and to develop a positive approach and relationship with their learning journey.

At Peak School we recognise that our students have a diverse range of learning variabilities and as a school we aim to provide rich learning engagements, so that each student 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.

As a school:

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

We inform them of their child's entitlement and ensure that parents understand procedures for student diversity, as outlined in the ESF Learning Diversity and Inclusion Policy.

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.

Principles of Inclusion

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

Exceptional Teachers

We believe that a culture of inclusion is constructed by a community of exceptional leaders and teachers, including suitably qualified and experienced Learning Enhancement Teachers and Educational Assistants. 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 students receiving learning support.
 - collaboratively engage with colleagues around best practice for the diverse needs of students which may include co-teaching, collaborative planning, direct instruction and 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 agency.
- 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:

- embrace student diversity 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 Learning Diversity

The provision for students learning at Peak School is within the context of the ESF's Learning Diversity and Inclusion Policy.

ESF schools support students across the continuum of diverse learners through the Levels of Adjustment and Model of Differentiation.

The diverse learning needs of students are identified in accordance with the ESF Dimensions of Schooling:

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

At Peak school all children LOA 1- 3/4 are on the ESF Gateway register and on the Peak School Learning Diversity Register.

Students on *Level of Adjustment 1* are provided for by the mainstream class teacher through additional differentiation within their classroom. In addition the student may receive short term intensive programmes from the Learning Enhancement Team. Specialist interventions, such as Speech and Language, Occupational Therapy and Counselling may also be accessed.

Students on a *Level of Adjustment 2* are provided with regular on-going support from the Learning Enhancement Team. This support may take place in the mainstream classroom, in small groups or individual sessions. Specialist interventions, such as Speech and Language, Occupational Therapy and Counselling may also be accessed.

Students on *Level of Adjustment 3/4* are included in mainstream classes but receive greater adult support. This support may take place in the mainstream classroom, in small groups or individual sessions. Accommodations are developed according to their learning diversity. Specialist interventions, such as Speech and Language, Occupational Therapy and Counselling may also be accessed.

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. We acknowledge and encourage student voice within the IEP process.

School's Objectives for Learning Diversity Provision

- to implement and embrace the ESF's Principles for Inclusion
- to implement and embrace the ESF's Inclusive Language Agreement
- to implement and embrace the ESF's principles for Diversity, Equality and Inclusion

- to manage resources to meet the students' needs
- to work in partnership with parents to ensure the student maximises their 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
- 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 and school based CPD opportunities
- to review the appropriateness and effectiveness of the Learning Diversity and Inclusion Policy within 3 years of its implementation.

Person(s) responsible for the school's Learning Diversity provision

Within the Learning Enhancement Team there is a high level of experience. The team comprises of two teachers and a team of EA's who are funded by ESF and the school.

The LET has a shared understanding and commitment to diversity and inclusion and work collaboratively with mainstream teachers to provide high quality learning engagements to support learning diversity.

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.

Additional support may be provided in the following areas :-

- Sensory Motor Programme
- Emotional Literacy Support (ELSA)
- Additional Literacy/Numeracy programmes
- Fine Motor Skills
- Social Skills programmes
- Speech and Language Therapy (parent funded)
- Counselling (parent funded)
- Occupational Therapy (parent funded)

Identification, Assessment and Review of Students Identification

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

- by the parents at enrolment
- during the initial admissions process
- through liaison with the LET teachers
- through the teacher (via 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 the Learning Enhancement Team for diagnostic purposes.
- Standardised assessment, e.g. ISA, INCAS and PIPS
- Teachers formative and summative assessments

Review

At Peak school we regularly monitor and review each student's progress.

School Process for Monitoring and Evaluating its Provision for Learning Diversity:

The school will continuously monitor and evaluate the learning enhancement provision in line with the 'ESF Dimensions of Schooling'.

As a school we will :

- moderate internally the child's Level of Adjustment - from monitoring to LOA 1, LOA 1 to LOA 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

Admission Arrangements

All students applying to enter Peak School will follow ESF's admission policy and comply with the Disability Discrimination Ordinance of the HKSAR Government.

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

(The Learning Diversity and Inclusion policy will be reviewed every 3 years)

