



Woodford International School

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Diverse Needs Policy

WIS Mission Statement

Woodford International School (WIS) is a community of learners that builds on each child's strengths, drawing from our diverse local context and a rich international curriculum, to develop globally ready learners equipped to shape their future and achieve their dreams.

WIS Diverse Needs Policy Purpose

Students attending Woodford International School have a wide range of abilities, backgrounds, interests and cultures. This policy works towards our goal of providing an inclusive learning environment for all students by outlining the process for the assessment and identification of needs, the support services and programs, and the inclusive educational adjustments available to WIS students with diverse learning needs. This policy builds on the International Baccalaureate four principles of good practice: affirming identity and building self-esteem, valuing prior knowledge, scaffolding new learning, and extending learning.

Definitions of key words and terms

SEN – Special Educational Needs

PSG – Programme Support Group

ESOL – English to Speakers of Other Languages

IEP – Individualised Education Programme

IBP – Individual Behaviour Plan

HOS – Head of School

SP - Secondary School Principal

PP – Primary school Principal

MC – Middle School Coordinator

HC – High School Coordinator

T – Teacher

C – Counselor

LP – Learning Partner

PYPC – Primary Years Programme Coordinator

SEN Co – Special Educational Needs Coordinator

ESOL T – English as a Second Language Teacher

Inclusion – “an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.” (Learning Diversity in the IB Programmes, 2010)

Modification – making change in program, objectives, expected outcomes and modifying learning experiences

Accommodation – providing an additional support mechanism to ensure learners reach

their goals and learning targets

Differentiation – a method of continual review and adaptation of goals and learning methods within a classroom that allows all learners to construct meaning for the learning experience.

Confidentiality

WIS understands and respects that student's educational records are private. Parents can ask to have copies of only their child's records. School employees involved with a particular student may have access to student records and do not require a parent's permission. Nonetheless, they are obligated to keep a child's records confidential to parties that are not involved with that particular student. Besides school employees, no one else may see student's records without parental consent.

Students who are identified as at risk in the playground will have their name and strategies shared with all school staff to promote smooth interactions, student safety, and consistency of teacher inventions.

Rationale

This Diverse Needs document is an acknowledgement that barriers to social and/or academic development should be addressed through early identification, inclusive classroom programming, and access to a variety of support personnel and instructional resources. WIS is committed to advocating for the 'whole child' by demonstrating respect for the student's culture and languages, self-esteem, positive social integration, and academic achievement at an individual level.

Identification of Need and Support Structure

SEN Students

Woodford International School (WIS) has an open policy on admissions eligibility. While the offer of enrolment is not decided by student ability, there are limitations in what WIS are able to provide in regards to SEN students. WIS recognises the importance of providing educational opportunities to SEN students with diverse needs, and implements the following systems of need identification and support structures to do so.

Steps for new potential students:

1. HOS / SEN Co to meet with parent/s to discuss student's additional learning needs
2. Documentation regarding any prior testing / diagnosis to be collected
3. Where appropriate, a socio-linguistic profile will be completed and English level assessed by the ESOL teacher with support from the SEN Co
4. HOS, SEN Co, ESOL T and others as appropriate use the information received to ascertain the students 'level of need' tier
5. Student to attend a placement assessment to ascertain the appropriateness of placement and possible year level
6. Placement offer decided and made to family by HOS, SP or PP or Coordinator as appropriate

Steps for existing newly identified students

1. Provide in-class interventions for at least 2-3 weeks for the identified concerns.
2. Have discussions with parents to inquire about ways forward or frequency of such concerns in the past.
3. Once the above two have been met, should the concern still be an issue, fill out the referral form via the staff portal.
4. Upon submission, someone from the WEST team will schedule a time to observe the student in class - possibly more than once.
5. Lastly, a brief meeting will take place with the WEST team observer, teacher, and possibly leadership and/or parents to come up with a plan moving forward, whether that includes WEST services or not.

Steps for existing students with current diagnosis from external agency

1. SEN Co to collect existing documentation from school/class files and contact parents to request any additional relevant information.
2. SEN Co to review completed file (which is securely stored both in hardcopy and electronic format).
3. SEN Co to meet PYP Co, relevant Principal, and Teacher to establish student support strategies.
4. Where appropriate, PSG attends an IEP meeting to discuss the student's file and set/modify an IEP for the student.
5. Where necessary, SEN Co to liaise with HOS and senior management regarding additional support required on an individual basis. Additional fees may apply for students requiring additional support.
6. HOS and SEN Co to liaise with parent/s regarding IEP and associated costs.
7. SEN Co to ensure appropriate review dates and provide support to T on modifications, adjustments, and differentiation strategies to support student in achieving their IEP

Level of Need Tiers

Tier 1:

In-class differentiation by teacher as supported by SEN Co and modifications mapped by SEN Co.

Up to 2 years below year level

Tier 2:

Weekly Intervention (eg 2-3 times per week in class or withdrawal)

2+ years below year level

Tier 3:

Daily Intervention

Response team support for classroom teacher available all the time

ESOL Students

Woodford International School (WIS) is located in the Solomon Islands and has students representing over 20 nationalities from around the world. WIS considers English to be the

common educational language of the school. WIS also recognises the importance of supporting students from diverse linguistic backgrounds with their English language skills to provide an inclusive learning environment for all students.

Support Personnel

Special Educational Needs Coordinator (SEN Co)

The SEN Co provides direct support to students with diverse learning needs, as well as coordinating the academic, behavioural, social and emotional support for students with special educational needs. The SEN Co also ensures that teachers provide the best opportunities to meet the learning needs all of students.

English to Speakers of Other Languages Teacher (ESOL T)

The ESOL T provides English language testing for students from diverse linguistic backgrounds. Should the student testing show that there is a need for English language support, the ESL T works both directly with the student and with the student's classroom teacher to provide English language support to the student.

Learning Partner (LP)

If required, a LP will be supplied by the parent/s of a high-needs student. A LP provides direct one-to-one support in academic, behavioural, social and emotional development of the student. The LP has direct support from the classroom teacher, and the SEN Co.

Programme Support Group (PSG)

Members of the PSG will include the SEN Co, Parent/s, C, and T. Meetings of the PSG may also be attended by the PYP Co, appropriate principal, HOS, school support staff or outside support agencies as appropriate.

The goals of the PSG are to develop, monitor, and review goals to support the student's academic, behavioural, social or emotional development goals as appropriate. The PSG also aims to facilitate home/school communication in a confidential environment.

This policy is a working document, which will be reviewed and amended on an as-needs basis