



Woodford International School 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.

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

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	MP – Middle school Principal
PSG – Program Support Group	SP – Senior school Principal
ESL – English as a Second Language	T – Teacher
IEP – Individualised Education Program	C – Counsellor
IBP – Individual Behaviour Plan	LP – Learning Partner
HOS – Head of School	PYP Co – Primary Years Program Coordinator
PP – Primary school Principal	SEN Co – Special Educational Needs Coordinator
	EAL T – English as an Additional 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 interventions.

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 EAL levels assessed by the EAL teacher with support from the SEN Co
4. HOS, SEN Co, EAL 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 or PP as appropriate

Steps for existing unidentified students

1. T to refer a student to the SEN Co
2. SEN Co to arrange a classroom observation and discuss concerns with T
3. SEN Co to discuss support strategies with T. If SEN Co identifies a need for further assessment, arrange an evaluation time slot and a meeting with parent/s
4. Where appropriate, SEN Co, EAL T, and C to perform additional testing, analyse results and determine students 'level of need' tier
5. Where appropriate, PSG attend an IEP meeting to discuss findings and set an IEP for the student
6. 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
7. HOS and SEN Co to liaise with parent/s regarding IEP and associated costs
8. 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

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 T to establish student support strategies

4. Where appropriate, PSG attend an IEP meeting to discuss student 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
Accommodation 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

EAL 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.

Steps for identifying students requiring EAL support

1. Homeroom T or Parents to refer student to ESL T
2. EAL T to assess students English language skills
3. EAL T to discuss results and recommended support with T, parent/s, and appropriate principal
4. Where appropriate, EAL T to provide ESL teaching to student

Inclusive Educational Adjustments

Where appropriate, the following modifications and accommodations can be made to support students with diverse learning needs:

- Differentiated instruction
- Individual Education Plans
- Individual Behaviour Plans
- Modified Assessment Tasks
- Learning Support
- Extension Work
- EAL Programme

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 as an Additional Language Teacher (EAL T)

The ESL 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.

Program 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.

Policy Review

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