INCLUSION SEND (ELC) POLICY

POLICY ESSENTIAL INFORMATION

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INCLUSION SEND (ELC) POLICY

Guiding Principles
The goal of the Inclusive Education Action Team (IEAT) within GEMS World Academy (GWA) Early Learners Center (ELC) is to; identify, plan, implement and monitor support for learners with specific learning needs, difficulties or disabilities. This is accomplished by providing appropriate learning strategies and accommodations that enable these learners to reach their potential in a supportive community and inclusive learning environment.

Policy Statement
GWA provides an inclusive learning environment to meet the needs of our school community. GWA - ELC does not, and shall not discriminate on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability in any of its activities or operations.

Learning Support Students (Students of Determination)
The Learning Support Department (LS) at GWA is intended for those students who have an identified learning need, difficulty or disability. As an Academy, we recognise that a learner might require additional support if the student:

- Has a diagnosed disability (mild – profound). These are aligned with DSIB SEN Categories
- Has a mild learning difficulty which impacts on their ability to acquire, process and/or demonstrate grade level expectations without accommodations
- Is considered an Exceptional Learner (see Exceptional Learner Policy)
- Has a sensory impairment or a physical disability
- Is experiencing emotional, behavioural or social difficulties
- Parents/students are able to access external services in Speech, Language and Occupational Therapy by external providers for an additional fee
- Has a combination of any of the needs listed above

Students with learning support needs at GWA are able to function in the regular classrooms with support and accommodations. An alternative curriculum may be designed for a student with severe to profound learning needs, and if they are unable to meet the curriculum requirements of their grade level. The Learning Support Team liaises with parents, students and teachers to ensure that learners have access to appropriate assessment accommodations.

Identification of Learning Needs via Admissions
All Learning Support applications

- Each application is reviewed individually during the admissions process (refer to Admissions Policy) to establish if additional support needs may be required to support student learning
- Additional information may be requested as necessary; including medical records, records of previous interventions, contact with previous schools and/ or a parent meeting

- If additional support is recommended a parent meeting is set up to discuss the level, type, duration and cost of the support required
- Support provisions are subject to annual review
- The final decision regarding placement rests with the Division Principals and ultimately the Principal / CEO

There may be some students whose academic and/or social needs are beyond the provision of the Academy. In such cases students will not be admitted or only allowed to continue under clearly defined conditions in a Conditional Acceptance. This includes the financial responsibility for a Learning Support Assistant if required.

Identification of Learning Needs via Classroom Observations
Teachers must follow the Response to Intervention (RTI) process prior to making a learning support referral. During the RTI process consisting of classroom teachers and student support services representatives (the inclusive education action team) review their observations and evidence and may request additional observations from the learning support team using the observation/consultation form. After the observation, LS staff will meet with the teacher to share strategies to move forward in the RTI process.

Teacher Evidence: Classroom teachers may identify a student with difficulties in learning via a combination of:

- Documented professional observation
- Documented progress on implemented strategies
- Classroom work
- Highlighted evidence related to academic/developmental milestones
- Benchmark assessments
- Parent meeting minutes

Learning Support Referral
Once the decision to refer a student to the learning support department for more information, the following process is followed: Official notification that the learning support department will be completing observations and diagnostic assessments with their child is sent to the parents.

The observations and assessments are to assist in providing more in-depth information about their child's learning strengths and needs. The learning team will examine the information and results to identify student needs. These sources may include:

- Documented professional observation
- Documented progress on implemented strategies
- Classroom work
- Highlighted evidence related to academic/developmental milestones
- Benchmark assessments
- Parent meeting minutes

Representatives from the Student Support Services Team (Inclusive Education Action Team) will meet with the parents and outline an intervention plan. The intervention plan may include:

- Collaboration between Class/Subject Teacher, Learning Support Team, Counsellor, parents and student where possible with strategies and accommodations to assist in learning
- In Class support by Learning Support Team to provide intervention in class with specific links for curriculum and appropriate learning behaviours
- Learning Support Lessons – this is an intensive lesson for small groups or individuals to address specific skills and knowledge by direct instruction and may also include curriculum assistance and pre-teaching of concepts (There is an additional fee for this service)

The Learning Support Team will complete a Learning Support Document (LSD) or an Individualised Education Plan (IEP) outlining the relevant learning information for the student. This document also provides suggested strategies for differentiation and assessment accommodations. If students are to receive intensive lessons from the learning support team, the student will have an IEP that outlines the academic and/or social goals, and if they are not receiving intensive lessons but receiving push in support or test accommodations they will have a LSD.

Learning Support Services
Protocol for Students Receiving Pull Out services - Wave 3

- Internal or external LS assessment completed
- Student performing below average on academic/developmental milestones and require pull out intervention to be successful
- Number of pull out sessions depend on different areas of need/concern
- The lessons may be small group or individual to address specific skills and knowledge identified
- Student goals are designed and documented on the student's IEP
- Learning support staff will progress monitor students by completing in class observations, reviewing classroom work and external assessments, and other assessments done within the learning support setting
- Students/parents will receive IEP progress updates quarterly

Protocol for changing Learning Support services from Pull Out to In Class Support - Transition to Wave 2

- There has been a reduction in the amount of pull out sessions
- Progress Monitoring Data
- Consistently meet IEP goals
- School reports
- Teacher feedback
- Parent feedback
- Student has become more independent in their learning
- Student has met expected grades
- Student has learned necessary strategies to be successful

In Class Support - Wave 2

Learning support teachers work in collaboration with class teachers to provide intervention within the regular class instruction. Learning support staff will progress monitor students by completing in class observations, reviewing classroom work and external assessments.

Protocol for changing Learning Support services from In Class Support to Monitoring - Transition to Wave 1

- School Reports
- Teacher Feedback
- Parent Feedback
- Student has met expected grades with minimal support within class from Learning Support staff

Protocol for Monitoring Learning Support Students - Wave 1

- Communication with classroom teachers after baseline assessments
- Communication with teachers if a consistent concern or decline in progress
- Observation(s) in lessons of area of concern
- Email communication to all teachers just before report times

Assessment information is shared with teachers, parents and students where possible. All interventions are put in place to ensure that students with learning disabilities or learning difficulties are equitable and promote fairness where their individual learning challenges may disadvantage their ability to demonstrate knowledge, skills and/or understanding.

Learning Support Services and Fees

The support services may include, working with the classroom teacher to provide support strategies within the classroom environment; in-class support and/or intensive pull out support lessons, either individually or in a small group.

- When a student's support needs require an alternative curriculum or their learning needs require continuous intensive support the Academy may recommend a Learning Support Assistant (LSA) to work 1:1 with the student to provide the appropriate level of support for learning
- All arrangements are discussed with parents and reviewed yearly. The cost of the LSA service is passed on to the parents

Exiting Learning Support

Protocol for Exiting Learning Support Students

A student may exit learning support services when the learning support teacher, classroom teacher, Director of Student Support Services (Inclusion Champion) agree that the student is capable of functioning autonomously and successfully in the regular instructional classroom, as well as meeting the grade-level requirements. If the student is successful for one semester, the student will be exited, but a note will be added in the student management system of the exit date so future staff will be aware that this student has received learning support in the past. The student's parents are part of the decision-making process and are included in all recommended changes to student support services.

Evidence required:

- Progress Monitoring Data
- Consistently met and attained IEP goals
- School reports
- Teacher feedback
- Parent feedback

Sources
Candidates with Special Assessment Needs
Candidates with Assessment Access Requirements