

International Preparatory School

Learning and Diversity and Inclusion Handbook

2022-2023



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International Preparatory School Learning Diversity and Inclusion Handbook

Vision: Inspiring our learners to thrive in a world of change.

Mission: At IPS, we recognise the diverse learning needs of our pupils and *inspire* every child's belief in themselves. We *empower* our learners to identify their own strengths and challenges. We create learning opportunities which supports learners to *lead* their learning when appropriate. Our Learning Diversity and Inclusion (LDI) teachers plays an important role to enhance every students' ability to participate in our mission: Inspire, Empower, Lead.

IB learners strive to be:

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout our lives.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice and with respect for the dignity and rights of people everywhere. We take responsibility for our own actions and their consequences.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference to the lives of others and in the world around us

Risk-takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives - intellectual, physical and emotional balance - to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

This handbook was reviewed in June 2022 by:

Liz Maingard - LDI Coordinator
Isabelle Constantin - LDI teacher
Deepa Ramaiya - PYPC
Jane Horn - Assessment coordinator

Learning Diversity and inclusion Team: on 13th September 2022

Liz Maingard- LDI Coordinator
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This handbook will be shared and feedback sought from the following different representatives of school stakeholders:

1. IPS Senior/Middle Leadership Team on: 30th September 2022

- Melanie Williams, Principal
- Renee Vallet, Deputy Principal
- Mrs Sally Godfrey - Early Years Coordinator
- Ms Rosyanne Radaylall - Lower Primary Coordinator
- Mrs Leena Ramgolam - Middle Primary Coordinator
- Ms Brigitte d'Hotman - Upper Primary Coordinator
- Ms Novanita Chellen - French Coordinator
- Mrs Liz Maingard - Learning Diversity and Inclusion Coordinator
- Mr Jean-Noel Yardin - Specialist Subjects Coordinator
- Mrs Leena Ramgolam - Maths Curriculum Coordinator
- Ms Novanita Chellen- Language (French/English) Curriculum Coordinator
- Mr Sylvain Roussel - ICT Curriculum Coordinator
- Mrs Jane Horn - Assessment Curriculum Coordinator
- Mrs Cheryl Courtois - PSE Curriculum Coordinator
- Mr Olivier David - Arts Curriculum Coordinator

2. Parent Advisory Committee in November 2022

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3. IPS school community in November 2022

Contents of this Policy:

| | |
|---|------------|
| 1. Who we are | 4 |
| 2. What we believe | 4 |
| 3. How we do this | 4 |
| 4. Common Understandings2: | 4 |
| 5. Supporting students through a 3-tier approach: | 5 |
| Supporting EAL students | 7 |
| Supporting students with counselling needs | 7 |
| 6. Additional Educational Needs: | 8 |
| 7. The Gifted/Talented/Exceptional Child: | 8 |
| 8. Roles: | 8 |
| 9. Forms for raising a concern: | 10 |
| 10. The Description of and strategies for difficulties that children might have. | 109 |
| a) Dyslexia | 10 |
| b) Attention Difficulties | 11 |
| c) Dyscalculia | 11 |
| d) Dysgraphia | 11 |
| e) Social skills difficulties | 12 |
| f) Sensory integration difficulties | 12 |
| 11. External specialists | 12 |
| 12.Support Plans | 13 |
| 13. The Individual Behaviour Plan | 13 |
| 14. Exit criteria | 13 |
| 15. Learning support capacity | 14 |
| 16. Conferences | 14 |
| 17. Internal partnership between class teachers, subject teachers and the Learning Diversity and Inclusion Department. | 15 |
| 18. References: | 16 |

1. Who we are

IPS is a school that caters for learner diversity and variability through an inclusion and learning support model that sees all stakeholders collaborate to inspire, empower and lead our students to thrive in a world of change.

2. What we believe

As a CIS and IB school our practices around inclusion and learning diversity are underpinned by the following principles:

- The UN Convention on the Rights of the Child¹ affirms that every child has a right to education. The purpose of education is to enable the child to develop to his or her fullest possible potential and to learn respect for human rights and fundamental freedoms.
- Article 29 goes on to say that, “The education of the child shall be directed to the development of the child’s personality, talents and mental and physical abilities to their fullest potential”
- “In all IB programmes, teaching is designed to remove barriers to learning. Teaching is inclusive and values diversity. It affirms students’ identities, and aims to create learning opportunities that enable every student to develop and pursue appropriate personal goals

3. How we do this

- Our admissions procedures have been designed to identify students who require additional or alternative support at the point of entry. In this way our admissions decisions take into account the extent of additional or alternate support that may be required in connection to the level of support that we are able to provide. Additional support may also be in the form of English as an additional language.

- We have an early detection ‘Watch and Consult Register’ and subsequent referral procedure in place to identify students already in our school who may be experiencing learning challenges, in order to respond promptly to them.

- Teachers and the Learning Diversity and Inclusion(LDI) team collaborate to plan for optimal and inclusive learning environments and differentiated instruction to increase access and engagement for all students.

- The LDI team provides additional or alternate support required through push-in, and at times, through pull-out lessons for students who have learning plans in place.

- The LDI team collaborates with the student, parents and their support team to prepare, put in place, monitor and report on a termly Intervention Plan(IP) or a year-long Individual Education Plan(IEP) for those with additional learning needs specified in an assessment report.

- The LDI team liaises with external specialists where necessary.

4. Common Understandings²:

- Inclusion: Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.
- Learner variability: A term that embraces all students and does not exclude on the grounds of strengths, challenges, age, social status, economic status, language, gender, race, ethnicity or sexuality.

¹Unicef.org.au. 2022. *United Nations Convention on the Rights of the Children*. [online] Available at: <<https://www.unicef.org.au/our-work/information-for-children/un-convention-on-the-rights-of-the-child>> Accessed 8 September 2022].

²In: *Learning diversity and inclusion IB online course*. 2022. .

Taking into account changing histories, circumstances and contexts, learner variability represents the shifting combination of strengths and challenges that learners experience. Within this understanding it is recognized that there is no average brain and thus no average student. Learner variability upholds that categorising students according to diagnostic labels (ADHD, dyslexia, and so on) does not provide sound indicators of a student's potential or appropriate teaching strategies.

- **Optimal learning environments:** Any inclusive environment must be effective, welcoming, healthy and protective, and culturally and gender-sensitive for all learners, where all learners and their successes are celebrated.
- **Differentiated instruction:** Differentiated instruction is the process of identifying, with each learner, the most effective strategies for achieving agreed goals so learning opportunities can be created that enable every student to develop, pursue and achieve appropriate personal learning goals.
- **Additional learning needs:** The term additional educational needs refers to students who have learning difficulties or disabilities that make it harder for them to access the curriculum and learn than most students of the same age and have this documented by an educational psychologist.

5. Supporting students through a 3-tier approach:

It is the responsibility of all teachers to include all students they teach. An essential understanding is that the provision for learner variability is a joint responsibility shared by class teachers, subject teachers, class assistants, assistant teachers and the LDI team. This is done by creating optimal learning environments and planning for differentiated instruction. All professionals working with a child share the responsibility for implementing any differentiation or student support plan and fulfilling their role in the support plan. The support plans are uploaded onto Managebac.

We respond to intervention in a tiered approach. Our tiered approach allows us to respond to students who are experiencing barriers to learning in the most effective way, through classroom differentiation practices and individualised support plans where appropriate.

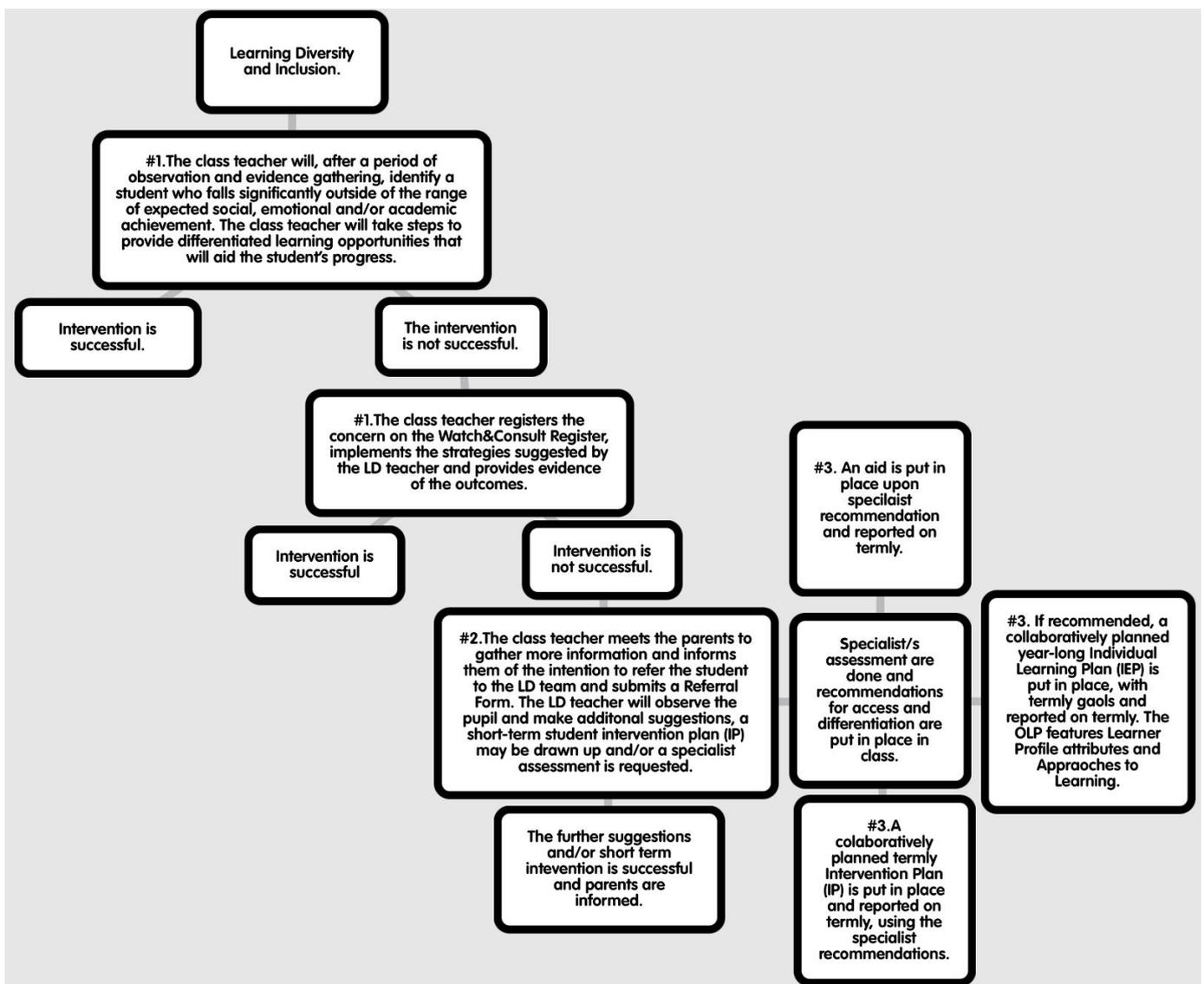
- **Tier one** includes students who are identified by class and subject teachers as having signs of learning challenges. They are entered on the termly 'Watch and Consult Register' and are supported through classroom differentiation practices, with LDI team input. Strategies are put in place, their outcomes and next steps are documented.

- **Tier two** includes students who have not responded to initial differentiation practices. The class teacher meets the parents and discusses the concerns and gathers additional information. The Referral form is completed and submitted to the LDI Coordinator, PYPC and Principal. The support sought may be in the form of EAL, LDI intervention and/or call for a specialist assessment. The LDI teacher observes the student and discusses the concern. If needed a short-term intervention is planned. The plan documents, the goals, strategies, roles, progress and outcomes and is reported on at the end of the intervention.

- **Tier three** includes students with additional education needs as specified in an external report. The student is supported through the differentiated practices of the class and subject teachers who follow specialist recommendations to cater for the specific learning diversity and inclusion needs through a termly Intervention Plan (IP) overseen by an LDI teacher. Support may be in the form of push-in and/or pull out lessons. The class teacher, LDI teacher and student meet the parents to discuss the IP which documents the student's goals, strategies and resources. Progress and outcomes are uploaded termly.

When a specialist report specifies an individualised learning plan needs to be put in place, the students will be supported through the differentiated practices of the class and subject teachers who follow specialist recommendations to cater for the specific learning diversity and a year-long Individual Education Plan(IEP) overseen by a LDI teacher. Support may be in the form of push-in and/or pull out lessons. The class teacher, LDI teacher and student meet the parents termly to discuss the IEP which documents the student's learning perspectives, strengths, goals, strategies, guidance for the teachers, students and parents and any access arrangements. Progress and outcomes meetings are held termly. The IEP is reviewed as the student's learning profile changes. In Y5 and Y6 the students are involved in the IEP meetings. Specialist reports are required for intervention from Y4 onwards. Reports are considered current for a two-year period, this ensures support is based on the latest educational data and related recommendations.

Occasionally an aid is put in place upon the recommendation of a specialist, as part of the admission conditions or based on the previous schooling arrangements. The placement of the aid could be for a temporary period, part-time or full time. The parents/guardians are responsible for finding and employing the aid. The aid needs to have a minimum of a school-leaving certificate. The school will assist by providing guidelines based on the role the aid will take on. The aid will be required to take direction from and collaborate with the homeroom and the LDI teacher and will be guided on IPS protocols. The aid is required to meet our health and safety and safeguarding requirements by providing proof of their Covid vaccination with the booster, and a morality certificate not older than three months.



Supporting EAL students

IPS accepts students for whom English is not their first language. The EAL department does internal assessments (MAC II) to ascertain the current level of the student to plan the appropriate support. Support could be push-in, pull-out or a combination of the two. Progress is continually monitored and recorded on the EAL student's continuum. When a student exits the programme a report is generated. The continuum is shared with parents termly and an end of year report is generated for year-long students.

Should a student require more support than can be reasonably timetabled, and if resources are available, they may be withdrawn from French for a short term, intensive intervention. This will be done in consultation with the Language Coordinator/French Coordinator and the parents. This is reserved for the Year 5 and Year 6 students who are completely new to English. The consent of the parents will be in the form of a signed letter of consent, a copy of which will be uploaded onto Managebac.

XXXXX CONSENT LETTER LINK? MEETING/EMAIL

Supporting students with counselling needs

IPS has a part-time school counsellor. Students who would benefit from short-term individual/group in-house counselling support are identified by the homeroom teachers in

collaboration with their LDI team members. Students' counselling support needs are recorded on the Counselling Register which the school counsellor has access to. The teaching team meets the parents to discuss the counselling needs and gets the written consent from the parents/guardians, which remain with the LDI coordinator. Parents are informed that should there be the need for further counselling support, it would be by private arrangement.

Referral Form Template: [Referral Form](#)

Counselling Register Template: [Counselling Register](#)

6. Additional Educational Needs:

Additional educational needs may include:

- behaviour or ability to socialise, e.g. not being able to make friends
- reading and writing abilities, e.g. they have dyslexia, dyscalculia, dyspraxia
- understanding of concepts
- concentration levels
- particular physical needs or impairments

Learning supports are the resources, strategies, and practices that provide physical, social, emotional, and intellectual support intended to enable all pupils to have an equal opportunity for success at school by addressing barriers to and promoting engagement in learning and teaching.

7. The Gifted/Talented/Exceptional Child:

IPS also acknowledges that there are also children with a very specific gift or unusual ability in one or more areas of learning, or indeed, across the whole spectrum, who will need to be challenged and guided in a particular way to ensure that they are stimulated and encouraged to make optimal use of their abilities.

These talents can take many different forms and the programme offered to assist and support these children will need to be carefully thought about and formulated to meet their particular needs. IPS does not promote such children to a higher grade level as the school feels that it is important for them to enjoy regular social interaction with children of their age level.

A class teacher who recognizes such particular talents and needs in a child will:

- Firstly, devise suitable challenges for that child within the regular class.
- When planning the educational programme, the teacher will differentiate and ensure that the child is challenged and extended appropriately.
- The teacher may also wish to consult with the LDI team to see if there are further ideas that can be shared and worked on together.
- Parents will also be encouraged to find ways of supporting these children and their particular needs.
- Such children may also require an IEP if identified through a specialist assessment as exceptional and needing special learning support.

8. Roles:

The Role of the Principal:

- Oversee the provision for children with additional educational needs with the Learning Diversity Coordinator.
- Hold regular meetings with the LDI Coordinator to discuss student progress and any concerns.
- Read and sign all meeting minutes before they are uploaded onto Managebac.

The Role of the Learning Diversity and Inclusion Coordinator:

- Overseeing the day-to-day implementation of the school's Learning Diversity and Inclusion procedures and practices.
- Coordinating provision for children with additional educational needs.

- Liaising with and advising class and subject teachers and class assistants on catering for and meeting learning diversity.
- Managing the learning diversity and EAL teachers.
- Overseeing the records of all children with additional educational needs.
- Liaising with parents of students with additional educational needs.
- Contributing to the professional development of staff - class and subject teachers.
- Liaising with external professionals.
- Maintaining confidentiality at all times.
- Prepare an annual audit of available resources to inform the Head of School of future planning needs.
- Read and sign all meeting minutes and reports.
- Ensure any assessment reports are current and accommodations and modifications are in place.

The Role of Learning Diversity and Inclusion teachers:

- Help to identify the specific needs of students with additional educational needs.
- Plan for, monitor and evidence the progress of students in collaboration with the class teachers. Evidence of planning is in the form of an IP or IEP. Learning evidence is kept on file and samples uploaded to Managebac
- Ensure appropriate provision for all students with unique educational needs.
- Meet regularly with parents to discuss their child's progress.
- Liaise with external professionals to assess a student's needs and to provide intervention programs in addition to what the school can provide.
- Provide advice and support to class teachers regarding meeting learning diversity through strategies to help children with unique learning needs as well as fine motor development difficulties, social skills difficulties, behaviour difficulties, attention difficulties, organisational skills difficulties, etc.
- Organise regular student case conferences involving the relevant class teachers, specialist teachers, learning diversity teachers, EAL teachers and external professionals where appropriate.
- Attend student conference meetings, minute all meetings and upload onto Managebac.
- Ensure accommodations and modifications are in place.

The Role of the class and subject teachers:

- Familiarise themselves with the individual needs of every child in their class. Consult student Managebac files for information, records, meeting minutes and assessments.
- Familiarise themselves with all specialist reports and ensure all recommendations, modifications and accommodations are put in place and updated when new reports become available.
- Be actively involved in the process of setting goals and planning strategies for all students and those on support plans (IP/IEP).
- Plan differentiated work to help meet student needs - the way learning is presented and gathered, offering choices on the way learning can be expressed and actioned and providing for the multiple ways student engage with learning
- Ensure that individual learning targets are incorporated into planning.
- Plan and oversee the work of Teacher Assistants working with children with additional educational needs.
- Monitor and evidence the progress of children with additional educational needs.
- Provide information to the Learning Diversity Coordinator/ other LD staff about the progress, achievements and attainments of the children with additional educational needs.
- Discuss with the Learning Diversity Coordinator any concerns that they have about children with additional needs or those that they suspect are experiencing barriers to learning.
- Provide, as necessary, information to external professionals involved in supporting an individual student.
- At the beginning of every academic year the former class teacher will pass all learning

needs information on to the next class teacher. There will be discussions about the child's needs and history.

- All teachers are responsible for familiarising themselves with each child's past history and for liaising with the child's former teachers.
- Attend student conference meetings and sign all minutes.
- Put accommodations and modifications in place.

9. Forms for raising a concern:

- [Watch and Consult Register](#)
- [Referral Form](#)

10. Records for student support:

[Intervention Plan\(IP\)](#) - a short term plan that incorporates recommendations from specialist reports and two to three SMART termly goals.

[Individual Education Plan \(IEP\)](#)- a year-long plan that incorporates life-long learning skills, recommendations from specialist reports and two to three SMART termly goals.

10. The Description of and strategies for difficulties that children might have.

a) Dyslexia

| <u>Description</u> | <u>Strategies</u> |
|---|--|
| <ul style="list-style-type: none"> ● Difficulty in decoding single words (reading single words in isolation) ● Slow to learn the connection between letters and sounds ● Confusing small words – at/to, said/and, does/goes. ● Difficulty in transposing number sequences and confusion of arithmetic signs (+, -, x, =). ● Difficulty remembering facts. ● Slow to learn new skills, relying heavily on memorising without understanding. ● Difficulty planning. ● Use of an awkward pencil grip (fist, thumb hooked over fingers, etc). ● Problems learning a foreign language. ● Trouble learning to tell time. ● Poor fine motor coordination. ● Letter reversals – d for b as in, bog for dog. ● Word reversals – tip for pit. ● Inversions – m and w. ● Transpositions – felt and left. ● Substitutions – house and home. | <p>The dyslexic student should be shown:</p> <ul style="list-style-type: none"> ● The big picture and then how the details fit into it. ● From parts to whole. ● From the simple to the complex. ● From the concrete to the abstract. ● From the visual to the auditory. ● How new information fits in with what he/she has learned. ● With much review and practice at every step of the way. <p>Dyslexic pupil need:</p> <ul style="list-style-type: none"> ● A structured, ordered, consistent environment. ● One or two verbal instructions at a time. ● A simultaneous multisensory structured approach to his/her language learning that uses all three pathways of learning: visual, auditory, kinaesthetic-tactile and visual information. ● Time to process what he/she has heard. ● Time to respond. ● Time to complete assignments. ● Key points or words on the board or equipment. ● Repetition of instructions. ● Mnemonic devices to help them |

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| | <ul style="list-style-type: none"> ● remember key words. ● Accessible texts. ● Support/protection from possible labelling by others. |
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b) Attention Difficulties

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| Description Strategies | |
| <ul style="list-style-type: none"> ● Associated behaviour issues seen in school and at home. ● Poor attention skills. ● Limited concentration span. ● Fidgety behaviours such as toe tapping or flicking pencils. ● Impulsive. ● Hyperactivity. | <ul style="list-style-type: none"> ● Give clear instructions both verbally and written down. ● Give one task at a time. ● Remain calm at all times. ● Allow the child to move around the room, where appropriate and to take more frequent breaks. ● Make sure the student knows the plan of the lesson and what is happening next. ● Clear instructions or an action plan for time out |

c) Dyscalculia

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| Description Strategies | |
| <ul style="list-style-type: none"> ● Not able to use specific tools such as protractors and compasses. ● Poor test results in Maths compared to other areas of learning. ● Negative behaviour. ● Fidgety behaviour. ● Withdrawn. ● Difficulty understanding place value, places numbers in the wrong column when trying to add up, multiply, etc. ● Not grasping concepts at the same rate as others. ● Ask for information to be repeated. - Poor retention of numbers. | <ul style="list-style-type: none"> ● Allow students to work out Maths problems in their own way. ● Using specialist equipment that is specific to the student. ● Use concrete materials to help link Mathematical symbols to quantity. ● Provide a lot of practice for new skills or concepts. ● Reduce the need for memorization by providing classroom resources. |

d) Dysgraphia

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| Description Strategies | |
| <ul style="list-style-type: none"> ● Difficulty in reading aloud in front of others. ● Fidgety when asked to do writing activities. ● Distraction techniques, for example, ask to go to the toilet. | <ul style="list-style-type: none"> ● Better copying from a book rather than copying from the board. ● Break down written work into small manageable chunks. |

| | |
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| <ul style="list-style-type: none"> ● Leans to one side. ● Will do longer pieces of work on the computer. ● Writing shorter stories. ● Posture moves as writing across the page. | <ul style="list-style-type: none"> ● Allow extra time for tasks. ● Speak slowly and clearly, using simple sentences to convey information. ● Allow an audio recorder for note taking. ● Use story starters for creative writing tasks. ● Draw out details with questions and visualisation strategies. ● Practice mind mapping for research. |
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e) Social skills difficulties

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| Description Strategies | |
| <ul style="list-style-type: none"> ● Not noticing the actions by others that non-verbally/verbally say "Leave me alone". ● Misinterpreting actions such as interpreting positive, friendly approaches from peers as threatening. ● Difficulty making and keeping friends. ● Difficulty sharing toys and resources. ● Difficulty taking turns. ● Difficulty approaching others in an appropriate manner. | <ul style="list-style-type: none"> ● Social stories. ● PSHE circle time themes such as "how to make and keep friends' ', dealing with feelings, dealing with conflict, etc. ● Role Play. ● Stories. ● Work with parents/external therapists on underlying reasons for behaviour. |

f) Sensory integration difficulties

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| Description Strategies | |
| <ul style="list-style-type: none"> ● Hypersensitive to touch, for example, becomes fearful, anxious and aggressive with light or unexpected touch. ● Hyposensitive to touch, for example, may crave touch, needs to touch everything and everyone. ● Poor tactile perception and discrimination, for example, has difficulty with fine motor tasks such as buttoning, zipping and fastening clothes. ● Hypersensitive to movement, for example, avoids/dislikes playground equipment such as swings, slides or monkey bars. ● Hyposensitive to movement, for example, in constant motion, can't seem to sit still. ● Poor muscle tone and coordination. ● Sensory seeking behaviours, for example, seeks out jumping, bumping and crashing activities. ● Hypersensitive to sounds, for example, distracted by sounds not normally noticed by others, i.e. humming of lights, refrigerators, fans, heaters or clocks ticking. ● Hyposensitive to sounds, for example, | <ul style="list-style-type: none"> ● Create an organised workspace. ● Classroom layout with quiet areas and hide outs. ● Visual timetables and routines ● A clear start and end to tasks. ● Privacy boards, pop up partitions. ● Diet. ● Provide sensory toys. ● Movement breaks. ● Occupational therapy. |

| | |
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| Description Strategies | |
| appears oblivious to certain sounds. | |

11. External specialists

In order to better support students with additional learning difficulties, part time specialists consult at school. They are not employed directly by the school. In return for free rental they are required to volunteer time to collaborate with the Learning Diversity and Inclusion team and class teachers to better support the students.

They are required to provide a morality certificate and sign the external providers agreement and a non-disclosure agreement.

A comprehensive list of external specialists is shared with parents upon request for a specialist assessment.

12.Support Plans

Intervention plans form part of a student's records and are uploaded onto Managebac.

- The short-term Intervention Plan(IP) by a LDI teacher includes:
 - Pupil details, intervention dates, two or three SMART targets, strategies and resources to be used, teachers responsible for the intervention and outcomes of the intervention. The LDI teacher feeds back to parents at the end of the term's intervention.
- Year-long Individual Education Plan (IEP) includes:
 - Pupil details, intervention dates, two or three collaboratively created SMART targets, strategies and resources to be used, teachers responsible for the support and the outcomes of the support. Specialist recommendations for all parties are detailed. The LDI teacher discusses the progress and outcomes with the student and parents and uploads onto Managebac termly. In years 5 and 6 the IEP is student-led.

13. The Individual Behaviour Plan

The Individual Behaviour Plan is a measure to deal with children whose behaviour lies outside of the norm. The plan will be set up in consultation with the Principal/Deputy Principal and LDI teacher or coordinator, class teacher and parents. Subject teachers, class assistants and other significant adults who meet the child during the school day will also be made aware of this plan and their role in supporting the child.

The plan will consist of:

- A description of the behaviour difficulty.
- A maximum of three SMART behaviour targets agreed with the parents and appropriate to the child.
- A clear set of criteria for success which the child is aware of at all times. Rewards and sanctions set, as appropriate.
- Any additional action that needs to be taken, which might include consultation with and/or therapy with external professionals e. g. behaviour support.

14. Exit criteria

In addition to the criteria used for deciding when a child needs to be given learning support, it is also important to have a clear strategy for a child who is ready to move on

without extra learning support.

A child will be ready to exit the LDI program following:

- Significant (observed and documented) progress made in overcoming his/her specific difficulty.
 - Assessment by the child's class/subject teachers and by the LDI Department.
 - A case conference attended by the child's class teacher, subject teachers, LDI teacher, parents and external professionals, as appropriate.
-
- Achievement and consolidation of IP/IEP targets.
 - Some children might be supported due to difficulty understanding some of the Maths and Literacy concepts. These children will require remedial support for a short period of time. After the short term intervention and when the specific objectives set have been reached, they will leave the support group and be monitored in class.
 - A few children will have special educational needs such as dyslexic type difficulties. These children will require long term support and they will exit the program following an assessment of their progress as well as consultation with all the people working with the child.
 - The children with organisational difficulties, attention difficulties, social skills and behaviour difficulties will be monitored in class. The LDI Coordinator/LDI teacher will provide activities and strategies for the class teacher and subject teachers to support these children.
 - The LDI team will inform the parents when their child is to exit the learning support program.

15. Learning support capacity

IPS currently has the resources to serve students with dyslexia, dyspraxia, dyscalculia, attention deficit, auditory and visual processing disorder, mild autism

- IPS does not have the resources to provide an individualised curriculum. - If a student would benefit from having 1:1 support in the classroom due to his/her difficulties, i.e. an extra individual tutor or aide, the Principal will make a decision in collaboration with the parents. This would be guided by any specialists who have done assessments.
- The parents of the student will be responsible for employing the support person
- Parent paid aid would have to comply with Child Protection protocols.
- The aid would be guided by the teacher

Parents of children new to IPS who have previously assessed special educational needs are required to inform the school of these at the admissions stage and to provide the necessary documentation so that the school can plan accordingly and provide optimal support from the student's first day at IPS.

16. Conferences

Parent/Teacher conferences will be held once a term for children with diagnosed special educational needs. Teachers will meet about children of concern. A Teacher or Parent/Teacher conference can be requested by any IPS teacher and must be organised in conjunction with the LDI coordinator or relevant LDI teacher.

The people invited to attend a case conference may include a combination of those

named below, as most appropriate to the situation:

- Principal/Deputy Principal
- Learning diversity teachers who work with the child
- Class teacher and class assistant
- Subject teachers who work with the child
- External professionals (where appropriate)
- Parents (where appropriate)

The following may be discussed at the meeting:

- Review of all previous and recent reports, observations, assessments etc
- Support on how to support progress, behaviour, attention difficulties, social skills difficulties, etc.
- Reflections on the strategies used in class. Were they effective or do they have to be adapted?
- The IP/IEP targets should be reviewed during the case conference.
- What has been achieved since the intervention plan was put into place?
- What further action needs to be taken?
- Reports from all the people working with the child should be handed in at the meeting. These reports will then be put into the child's folder.
- Is there a need for more specialised advice and external assessment?
- Share updated advice about the student's areas of strength and difficulty.
- The meeting will be confidential and the information will only be shared with those who need to know.

17. Internal partnership between class teachers, subject teachers and the Learning Diversity and Inclusion Department.

An essential understanding is that the provision of learning support is a joint responsibility, shared by class teachers, subject teachers, class assistants, assistant teachers and the LDI staff. The LDI staff do not work in isolation and "fix" a child's difficulties. All professionals working with a child share the responsibility for implementing the child's IP/IEP or other plan of action and for providing the appropriate support.

- The class teachers and subject teachers will share their concerns with the learning support teachers.
- The learning diversity teachers will share advice about strategies and techniques with the class teachers and subject teachers.
- The class teachers, subject teachers, learning support teachers and if relevant, students will work collaboratively to set IP/IEP targets.
- The class teachers, subject teachers and LDI teachers will agree on a plan of action.
- The class teachers, subject teachers and LDI teachers will give regular feedback to each other about concerns, observations, assessment and progress of the children that they work with.
- The class teachers, subject teachers and LDI teachers will attend regular case conferences.
- The class teachers, subject teachers and learning diversity teachers will attend the handover meetings at the end of the school year and work collaboratively to share all relevant information about the children that they have worked with.
- The LDI teachers will, when appropriate, team teach with the class teachers or assist with differentiated teaching in the classroom.

- The LDI teachers can also assist the class teachers in planning differentiated activities for the children.

18. References:

- Unicef.org.au. 2022. United Nations Convention on the Rights of the Children. [online] Available at:<<https://www.unicef.org.au/our-work/information-for-children/un-convention-on-the-rights-of-the-child>> Accessed 8 September 2022].
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