



Think International School

Think - Inquire - Inspire



Inclusion Policy

Introduction

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers (IB, 2020:5).

TIS admits students whose academic, personal, social and emotional needs can be met by the school's programmes and services, and who can be integrated into a mainstream classroom, in which the language of instruction is English. Students with identified barriers to learning will be considered on a case by case basis. Parents of prospective students are advised that the school is able to accommodate only those students with barriers to learning/special educational needs who are able to function in the regular programme with minimal support. We currently do not usually accept students with physical disabilities due to the nature of our facilities.

Compliance with the Disability Discrimination Ordinance of the HKSAR Government

With the enactment of the Disability Discrimination Ordinance (DDO) in 1996, the Equal Opportunities Commission of the HKSAR Government issued the Code of Practice on Education under the DDO in 2001 as the principles governing equal opportunities in education. Under the prevailing HKSAR Government policy, children with severe or multiple disabilities attend special schools where they are provided with intensive support services. Other students with SEN are placed in mainstream schools where they can learn with their peers for the full benefits of education. Schools in Hong Kong are advised to implement the Whole School approach to integrated education to cater for student differences effectively and enhance the effectiveness of education as a whole.

Purpose

1. To identify students with barriers to learning and ensure that their needs are met;
2. To ensure that students with barriers to learning, including special needs and gifted and talented, have access to all activities and aspects of school life;
3. To ensure that all learners make the best possible progress;
4. To ensure parents are informed of their child's learning needs and that there is effective communication between parents and school;
5. To ensure that students express their views and are fully involved in decisions which affect their education; and
6. To promote effective partnership and involve outside agencies when appropriate.

Education Plans

1. A student who has had a formal assessment from an outside agency will have his/her needs addressed through an Individual Education Plan (IEP) *Appendix 1*.
2. Students who are exhibiting barriers to learning but have not been assessed by an outside agency, will have their needs addressed through an Individual Learning Plan (ILP) *Appendix 2*.
3. TIS staff will follow the policy and referral guidelines as outlined below.

Guidelines

Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community. (IB 2020:5)

Teachers are required to follow the policy referral procedures. There is no need for students to be registered or identified as having barriers to learning unless the school is taking additional or different action from the differentiated curriculum.

Pre-admissions procedures for students with identified barriers to learning:

1. Any identified or diagnosed additional needs MUST be declared on the application form.
 - a. Parents should provide any reports and/or assessments from a qualified professional, on application.
 - b. Prior to admission the student will meet with a member of school administration and SLT.
 - c. The student may be required to have a trial morning.
 - d. The student may be initially admitted to school on a trial basis.
 - e. Should a student need additional support, as determined above, the needs of that student will be considered on a case by case basis.

TIS reserves the right to withdraw registration to the school if it is found that any identified or diagnosed special or additional needs have not been disclosed prior to admission.

2. Potential learning needs may be identified during the application process.
 - a. Parents must meet with a member of SLT to discuss concerns.
 - b. The student may be required to have a trial morning.
 - c. The student may be initially admitted to school on a trial basis.
 - d. Should a student need additional support, as determined above, the needs of that student will be considered on a case by case basis.

Procedures, identification and assessment of barriers to learning:

TIS is committed to early identification of barriers to learning and adopts a graduated response to meeting special educational needs. At all stages of the process, parents should be involved and informed and a written record kept of any meetings or discussions.

1. A range of evidence should be collected through the usual assessment and monitoring arrangements.
 - a. If evidence suggests that the learner is not making the expected progress, the class teacher will consult with the Head of Primary in order to decide whether additional and/or different provision is necessary to the normal differentiated curriculum already in place.

2. A student profile will be collated with documented evidence that may include:
 - a. Notes from student observations
 - b. Information from a behaviour log
 - c. Differentiation strategies already used and their effectiveness
 - d. Notes from discussions with TA about the student concerned
 - e. Notes from discussions with parent/carers about your concerns
 - f. Notes from discussions with the student
 - g. Summative assessment results
 - h. Individual assessments
 - i. Records from previous school, teacher or any outside agencies

3. Students can be referred by the class teacher, specialist teachers, parents or administration.
 - a. A referral form must be completed (appendix 3).
 - b. The referral will be reviewed by the Head of Primary.
 - c. The referral can be accepted or declined.
 - i. If the student does meet the criteria for placement on the school SEN register, the Head of Primary/SEN Coordinator will add them to it and complete a student SEN profile.
 - ii. Should the student not meet the criteria for placement on the school SEN register, advice will be given on appropriate alternative differentiation strategies to be used.

4. Students with identified barriers to learning will have an Individual Education Plan or an Individual Learning Plan written by the class teacher, with support from the Head of Primary, specialist teachers, parents and student. This may also involve consultation and advice from external agencies. This will be reviewed each term by all parties involved.

- a. The IEP/ILP (see appendices 1 & 2) will outline the student's needs, strengths, short term targets for the student (maximum 4), teaching strategies to be used, the provision to be put in place, when the plan is to be reviewed, the student's learning outcomes and progress made.
 - i. The IEP/ILP is a confidential document.**
 - b. A meeting with parents, and in particular cases with the student, the class teacher and Head of Primary will take place to ensure all parties are collaborating in helping the student meet their needs.
5. Where there is supporting assessment and observational data that the student's learning needs cannot be accommodated in the regular classroom, parents may be asked to have their son/daughter assessed by a credible professional in order to further understand the student's individual learning needs.
- a. Parents will be responsible for any of the costs incurred in such cases.
 - b. TIS reserves the right to withdraw registration to the school if parents refuse to have their child assessed by a credible professional.
6. In exceptional cases, the school may request that the student is supported in the classroom by a Special Needs Assistant (SNA). (job description appendix 4) The role of the SNA is to ensure the safety, education and participation of all students in the class, by supporting the named student.
- a. Parents will be responsible for any of the costs incurred in such cases.
7. The school may ultimately decide that the needs of an enrolled student with barriers to their learning cannot be met.
- a. This decision will be made with all parties (the school, parents and if necessary the EDB) and will be in the best interests of the student.
 - b. The school may help the parents find a suitable school for the student.