



Hanoi International School

Inclusion; Supporting Learning Diversity

Policy Document



Inclusion; Supporting Learning Diversity Policy

Acknowledgements

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Sue Hunter:	MYP Coordinator
Vicki Gardner:	Student Support Services Coordinator
Kelsey Lewis:	Head of Elementary
Sean Gibbs:	Head of Secondary



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HIS Mission Statement

Hanoi International School enables all students to realise their full potential in a caring and positive learning environment. Through our broad and balanced international curriculum we endeavour to develop responsible, globally conscious citizens. We strive to develop the whole child as a lifelong learner with a strong sense of self worth.

Philosophy

HIS is an inclusive school community which seeks to engage all students in diverse, challenging, purposeful and engaging learning experiences, appropriate to their level of ability. HIS recognises that our community benefits from including students from diverse backgrounds and strengths and works wherever possible to provide the best quality individual support and tailored learning experiences to meet the needs of each student within the mainstream teaching and learning programme.

A range of learning requirements, whether for the challenged or the gifted student, can be accommodated at HIS. All applications are dealt with on a case-by-case basis and are subject to our ability to provide appropriate levels of support, and the number of students already receiving support.

HIS can support students experiencing a range of learning barriers related to academic, social, emotional and behavioural issues. Some students will require additional support because their native tongue is not English. Although there can be some overlap in these two categories, they should not be confused.

We currently do not usually accept students with physical disabilities due to the nature of our facilities.

Code of Practice

The HIS mission statement affirms the appreciation of different learning styles and experiences, supporting individual strengths. We aspire to incorporate principles of Universal Design for Learning in all lessons, in addition to incorporating differentiation strategies where necessary in order to ensure that we provide an environment where all students can meet their full potential.

ELS students with specific targets are supported in the classroom through teachers following Individualized Education Plans (IEPs) and strategies recommended by the Student Support Services Coordinator. The IEP will also outline specific inclusive access arrangements that the student is entitled to in assessment situations. The Individual



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Education Plans are created by the Student Support Services Coordinator (SSSC) in conjunction with the parents, the student and relevant teachers.

Universal Design for Learning is based on the following three core principles:

- Provide multiple means of engagement
- Provide multiple means of representation
- Provide multiple means of action and expression

Differentiation within the classroom may include:

- Content differentiation, in which *what* is taught and *how* it is taught will vary.
- Process differentiation, which provides students with varied opportunities to *process or make sense of* content.
- Product differentiation, in which students are encouraged to use various ways to show *what they know, understand, and are able to do*.

Inclusive Access Arrangements need to be recommended in an educational psychologist report, included in the IEP and practiced during the course of the school year. In the case of external, forming testing, this documentation may need to be submitted to the exam board before the arrangements can be applied.

Identification of ELS needs

Students may be identified once they are in the school, or during the admissions process. After assessment and observation by the SSSC, an Individualized Education Plan (IEP) may be required. The IEP can operate for the whole time a student is at HIS or for a short time, depending on the need. The extra support may be provided within the classroom, by the classroom teacher or by a member of the Student Support Team, or through withdrawal (up to five times a week).

Students in school

There is a clear referral process which is detailed below and culminates in the development of an IEP where necessary.

During admissions

The SSSC will read the previous school reports and admissions documentation in order to determine any requirements. For students with previously identified learning needs, an interview with the SSSC may be necessary to establish a greater understanding of the need. Families are required to share any educational psychological testing reports and IEPs from previous schools. If, after consultation with the Vice-Principal, it is decided that the school is able to accept the student, the referral and IEP process will begin.



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Development of an IEP document

The role of the Student Support Services Coordinator (SSSC)

The SSSC works with the parents, student and teachers to write the IEP and to oversee the planning and implementation of the strategies and arrangements documented in the IEP.

The role of Parents

Parents play an essential role in identifying individual needs and providing support for students at home.

If extra learning support needs are identified in an HIS student, parents are expected to:

- Meet the SSSC to discuss strategies for the student at home and at school
- Support the recommendation of the SSSC to have the student assessed by an external support provider, if necessary.
- Support the school by implementing recommended strategies for home, which will support the student's academic, behavioural or social progress. These recommendation may come from the school and/or as the result of an external assessment.
- Meet with the SSSC regularly to discuss the student's' progress as monitored by the teachers and review the implemented strategies.

Subject Teachers and Homeroom Teacher

Teachers collaborate to provide opportunities for individual support of students with particular needs by

- Following the Referral Process in a timely manner
- Allowing feedback to inform and adapt their teaching practices to suit different learning styles, including, but not limited to, differentiated assessment tasks, environmental change within the classroom, verbal/non-verbal communication, and increasing visual or manipulative tasks.
- Creating optimal learning environments that explicitly connect to prior learning, scaffold skills and understanding as well as affirm identity and build self-esteem
- Sharing successful strategies for individual students with other teachers in collaborative planning meetings to then be implemented in IEPs
- Provide the SSSC and homeroom teacher with regular updates on the progress of students requiring specialised support.
- Support the learning coach (where relevant) in their role in implementing the IEP.

Learning Coach

- The role of the learning coach is to work with the student in line with the goals, strategies and arrangements outlined in the IEP



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- The learning coach collaborates with the subject / homeroom teacher in order to search for or create resources that support learning at different levels
- The learning coach attends all review meetings for students they support and reports directly to the SSSC

Student Support Services Coordinator

- Responds to the information provided by the teachers by meeting with parents and subject / homeroom teachers to propose a course of action to support the student.

Courses of action could include:

- Modifying the student timetable
- Writing an IEP, upon receipt of the educational psychologist report
- Pull out, in-class support, organising a learning coach, additional classes or a combination of these
- Adjusting teaching and learning strategies
- Modifying assessment criteria
- Making arrangements for inclusive access arrangements in testing situations
- Seeking recommendations from external support services (funded by the parents)
- Leads in-school professional development to support teachers in understanding the principles of Universal Design for Learning and to develop knowledge and understanding of differentiation techniques
- Collaborates with all stakeholders to ensure that the student is making progress towards the goals outlined in the IEP

External Support Services - Assessment Requests

- If the parents and SSSC agree that external support services are necessary to support the needs of the student, the SSSC refers the parents to the appropriate external support service providers. The SSSC is able to suggest specific professionals but it is up to the parents to choose someone they feel will provide them with the required service.
- The SSC updates a contact list of local and expat support professionals available in Vietnam or as close as possible to Hanoi.
- The parents are responsible for making the appointment, paying all related fees and transport expenses for the external support services.
- Upon completion of the evaluation report, the parents are responsible for providing the School with an English copy of the report as soon as possible.



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Implementing Recommendations from External Support Services

- Once an evaluation report is received from parents and/or direct from the external support service provider, the SSSC is responsible for incorporating the recommendations into the Individual Education Plan
- The SSSC is responsible for sharing the accommodations, strategies and goals, as outlined in the IEP, with the subject/homeroom teachers. The SSSC seeks feedback on goal accomplishments, inclusive access arrangements and teaching and learning strategies in conjunction with the periodic review of the IEP

Extending Learning for All

In line with the IB's 'Principles of Teaching for Learning Diversity', as well as with the HIS mission statement that states that, "HIS enables all students to realise their full potential", we recognise that we have a responsibility to extend learning for all.

Through applying the core principles of Universal Design for Learning in all classrooms we are giving every student the opportunity to engage, express and understand in a way that suits their strengths. We put each student at the core of their learning, and encourage them to take responsibility for making choices that utilise their strengths to develop and support areas of relative weakness.

We recognise that learning can be variable and that, just as all students may experience a barrier to learning at some point in their school career, each learner may well also excel in some aspect of their learning at some point in their school career. For this reason, our learning environment is flexible in response to the barriers and particular strengths that each child brings at a particular point in time.

Where we notice any of our students have a particular strength or talent in an area, teachers aim to make that student aware of the strength so that they can build on this further.

Areas of particular strength can be built on through modification of assessment criteria and assessment tasks, opportunities in the local or international community, the Co-Curricular Programme, student led opportunities through the Service as Action or the CAS programmes or a consideration of a whole year acceleration in some circumstances.

Where modification of assessment criteria (MYP only) may be beneficial, this is arranged in conjunction with the SSSC and the curriculum coordinator and facilitated through the referral procedure.



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Purpose of an Individual Education Plan (IEP)

An IEP is a working document designed to meet the unique individual educational needs of a student who has presented Hanoi International School with an educational psychologist's report. The IEP is developed collaboratively, and within one month of either receipt of the educational psychologist report or the start of the academic year.

The IEP is developed by the SSSC, in conjunction with the student, parents, outside agencies and subject teachers. Each IEP will specify the student's personal details, strengths and weaknesses, key goals, inclusive access arrangements, modification to assessment strands, an outline of support received both within and outside of school, as well as the people who will support the implementation of the programme. Just as importantly there is a stated review period where progress is evaluated, and plans for further action (if required) established.

The IEP is more than an outline and management tool for a student's educational programme. The process presents a valuable opportunity for parents, teachers, SSSC and external therapists (when required) to work together as equal participants. This team endeavours to identify an individual student's needs, determine what support will be provided to meet those needs, and predict the anticipated outcomes of the specialized program on a time-scale.

The IEP is a document that is revised as the student's needs change. It is a commitment, in writing, to the resources the school agrees to provide and serves as the focal point for cooperative decision-making by parents, school personnel and, where appropriate, the student.

The IEP is also required by the IB as documentation in support of applications for inclusive access arrangements in formal testing situations. The school needs to provide evidence that the student is familiar with working towards the goals and objectives, as outlined in the IEP. Suggested strategies need to be practiced in order for the inclusive access arrangements to be effective in formal exam situations.

GUIDELINES

IEPs are:

- Comprehensive: The IEP covers areas of individual learning needs and is aligned with various aspects of the IB standards and practices
- Specific: IEP goals and objectives are stated in observable outcomes.
- Sequential: The IEP is based on a developmental or functional sequence of skills.
- Connected to Approaches to Learning skills



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- Realistic and Appropriate: IEP goals and objectives should correspond with each student's current level of achievement and probable rate of progress.
- Understandable: The IEP is written in language that is comprehensible to both parents and professionals. What an IEP communicates will be clear.
- Mutually developed: The IEP represents a consensus among parents, school personnel and (where appropriate) the student.
- Accountable: The IEP meets the requirements of the IB for requesting formal accommodations for standardised testing situations

Last updated: September 2016

This Extra Learning Support Policy will next be reviewed in line with the School's review cycle procedures.



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Providing Extra Learning Support

There are 2 stages to the process of providing extra learning support to a student

- Referral
- Drawing up & monitoring

ELS Referral Process

Stage 1: Pre-identification

- Subject teachers exploring a range of teaching and learning strategies
- Homeroom teacher is informed that the student may be a cause for concern
- Read all notes, files and reports in the main office
- If the subject teacher still has no success, the homeroom teacher will send out a Student Investigation Form to all subject teachers
- The homeroom teacher and the SSSC review the content of the completed investigation forms and decide whether a referral is necessary

Stage 2: Referral

- The student is put onto the Student Support Team agenda
- The SSSC requests a meeting with the parents and the student to discuss the concerns documented in the 'Investigation Form'
- A short term plan of action is put into place, with a clear review date

Stage 3: Investigation Period

- 4 - 6 week trial of suggested support strategies - all subject teachers and SSSC actively involved during the investigation period
- The investigation period concludes with feedback from all subject teachers, the student, parents and SSSC regarding the effectiveness of the strategies
- An educational psychologist investigation is requested
- Once a educational psychologist's report has been received, a decision is made regarding the student's level of need, as defined in the document 'HIS Levels of Support'
- Where a student is classified as 'Moderate' or 'High' need, an IEP will be constructed and the student added to the Learning Support register
- Where a student is classified as 'Mild' need, the student is recorded on the ELS overview, along with an outline of strategies and a plan for support

Stage 4: Planning & implementation

- The first draft of the IEP is written
- Fees (if applicable) charged from the beginning of the next quarter



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Individualized Educational Program (IEP) Process

Stage 1 (Week 1-3): Data gathering

- Consultation of documents collected and created in the Extra Learning Support referral process
- Any additional interviews, assessments and class observations made

Stage 2 (Week 3): Drafting IEP

- SSSC writes draft IEP document

Stage 3 (Week 4): Meeting held and document finalized

- Finalized IEP distributed to parents and the student for final comments and signatures
- Review dates set
- Signed hard copies filed in the main office

Stage 5: Implementation and monitoring

- The SSSC meets with the subject teachers discuss the IEP and how they will use the information in the classroom
- The Student Support Team are informed of the programme and additional resources are provided as necessary
- Teaching is adjusted to comply with the IEP
- Informal monitoring takes place to obtain feedback on effectiveness of IEP.

Stage 6 (Ongoing review): Goals and progress assessed and adapted where necessary

- Nov/Dec: Review of IEP with student, parents and subject teachers
- May IEP reviewed with students, parents and subject teachers. A report is completed that details progress that has been made, next steps for the following academic year and a student self-assessment. This report is added to the student file in the main office.



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