

Ramallah Friends School Learning Support and Inclusion Policy

THE LEARNING SUPPORT AND INCLUSION POLICY RELIES UPON THE WIDER ETHOS OF THE SCHOOL:

The Friends are committed to "Developing the whole person. Quaker education is committed to helping each member of the school community realize his or her physical, mental, spiritual, and social potential. It recognizes that every person is different, with varying abilities which must be developed to the full extent possible.

The Special Educational Needs and Inclusion Policy promotes respect for diversity and emphasizes shared responsibility to maximize the potential of each individual student. Inclusion is about removing barriers to participation and learning so that everyone benefits from educational opportunities. Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

"Inclusion is not a simple concept, restricted to issues of placement. Its definition has to encompass broad notions of educational access and recognize the importance of catering for diverse needs. Inclusion will not develop spontaneously and needs to be actively planned for and promoted. Inclusive principles highlight the importance of meeting children's individual needs, of working in partnership with pupils and their parents and of involving teachers and administrators in the development of more inclusive approaches. Inclusion is a process not a state, so we will continue to improve and review our policy and practice."

The Friends school sees inclusive education as an integral part in raising standards. We feel that a successful inclusive school must, above all, provide a caring and trusting environment. The impetus should be provided by whole school, whole staff, administrators and parents alike. Without this total involvement, inclusion, perhaps more than any other policy, simply cannot survive or develop. It is dependent on personality, commitment, care and trust. It is about values and principles.

We aim to provide a stimulating learning environment across the whole curriculum which maximizes individual potential and ensures that pupils of all ability levels are well equipped to meet the challenges of education, work and life.

The school is committed to identifying and providing for the special educational needs of all its pupils.

Objectives

The objectives of the Special Educational Needs and Inclusion policy are as follows: -

1. To identify pupils with Additional Educational Needs.
2. To recognize that there is a continuum of need, which may be temporary or long-term; mild, moderate, or severe and to address pupils' needs accordingly.
3. To provide pupils having SEN and disabilities with their entitlement of a broad, balanced and differentiated curriculum, unless this is impossible for reasons clearly specified and understood by all parties concerned.
4. To support pupils with SEN by using a variety of appropriate strategies. These may include: - in-class support, supported self-study, small group teaching, and the provision of consultative advice or guidance to departments, individual teachers and parents.
5. To provide individual education plans (IEPs) for pupils with special needs and involve the parents and pupils in the planning and implementation process;
6. To seek the views of pupils, parents / guardians, teachers, appropriate external agencies in determining and evaluating the provision for Special Educational Needs.
7. To develop and allocate the available resources in the most appropriate and effective manner.
8. to recognise gifted and talented children and to make provision to develop their potential

Good inclusive practice is good practice for all pupils.

Early identification of a pupil's special educational need is considered essential if progress is to be maintained or enhanced. The school recognizes this priority but also appreciates that needs may develop at any stage of a pupil's education.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

A child has Special Educational Needs if he / she has a learning difficulty which calls for special educational provision to be made for him / her. The school considers the following areas of SEN: Communication and interaction; behavioural, emotional and social development; cognition and learning (General and Specific) , sensory and/or physical; medical conditions/ syndromes.

Supporting pupils with Special Educational Needs

All teachers at the Friends school in full collaboration with the Learning support team are responsible for pupils with SEN in their classrooms. Thus, the provision for pupils with SEN requires the support of the whole school community. The school is fully aware that this requires ongoing training, guidance and support for the teachers. To achieve this, some pupils may need extra support beyond what is considered the normal level of provision. Supporting pupils who have a wide range of SEN requires a flexible use of support strategies. Support may be offered in a variety of forms.

In-class Support - where an additional adult is available in the classroom to respond to the individual needs of pupils in that particular class.

Individual or Group instruction - where pupils are withdrawn from their normal lessons to receive additional input. It is recognized that this has to be used sparingly if pupils are to have full access to the National curriculum.

Consultative Support - where teaching colleagues are offered advice or guidance from members of the learning support team on how to meet the needs of either an individual or groups of pupils.

Directed Study Time - where pupils are provided with additional support in literacy and study skills.

Special Arrangements-A Special Arrangement can be used for pupils whose Educational Needs can be proved to undermine their performance in both class work and assessment situations. Some examples of the type of Special arrangement that could be granted include an additional time allowance; the use of a reader; use of amanuensis; support with practical assessments or the submission of a transcript where the pupils writing may be illegible. A policy for pursuing Special Arrangements is also available in the 'IBO publication Candidates with Special Assessment Needs', which outlines clearly special arrangements applicable to the IB Diploma and Certificate Program. "These guidelines may also assist teachers in developing ways to accommodate students in their classrooms depending on their age and level of education".

THE ROLE OF THE TEACHER

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for pupils with SEN.
- Collaborating with the learning support team to decide the action required to assist the pupil to progress
- Working with the learning support team to collect all available information on the pupil
- Working with pupils with SEN on a daily basis to deliver IEP targets within differentiated planning.
- Developing constructive relationships with parents
- Being involved in the development of the school's SEN policy

THE ROLE OF THE LEARNING SUPPORT TEAM

- Overseeing the day-to-day operation of the policy
- Coordinating the provision for pupils with SEN (including teaching and evaluation).
- Assessment and Evaluation of student's individual needs.
- Liaising with and giving advice and training to fellow teachers.
- Overseeing pupils' records
- Liaising with the parents.
- Liaising with external agencies.
- To continue to raise staff awareness of inclusion.

THE ROLE OF THE ADMINISTRATION

- Ensuring that provision of a high standard is made for SEN pupils
- Ensuring that SEN pupils are fully involved in school activities
- Being fully involved in developing, monitoring and subsequently reviewing SEN policy

- Establishing the appropriate staffing and funding arrangements

ADMISSION

All students are welcomed to apply to the school, where all applications are carefully studied. Accepting students depends on several factors; the availability of vacancies, the child's needs and the ability of our school's resources in addressing those needs.

Monitoring, evaluating and reviewing the policy is undertaken on an annual basis.