



Dar es Salaam International Academy

SCHOOL • HOME • COMMUNITY

DIA Special Educational Needs Policy

July 2018

Table of Contents

Philosophy	3
Definition of Special Education Needs	3
Special Educational Needs (SEN) in DIA	3
SEN Students	3
Student Services Process	4
Gifted and Talented (G&T)	4
Enrollment	6
Conditions for Admission	7
In School Support	8
Support and learning through technology	9
Communication	10
Mainstream integration from Student Services	11
Referrals for Educational Diagnostic Assessments	11
Documentation	12
Role of Staff	12
Appendices	14

Philosophy

Dar es Salaam International Academy aims to develop internationally minded lifelong learners through a well-balanced, holistic curriculum and a partnership between school, home and community

At DIA we strive to meet our learners' needs at their present level and establish an inclusive learning environment that stimulates meaningful learning. DIA recognises that all learners develop at different rates and we do our best to support individualised learning.

Definition of Special Educational Needs (SEN)

A child is said to have Special Educational Needs when he/she is not able to benefit from the school education made generally available for children of the same age without additional support or adaptations in the content of studies(UNESCO,2011).

Special Educational Needs (SEN) in DIA

Currently at DIA we are able to support students with *mild* SEN,EAL and Gifted and Talented needs. The term *mild SEN* is used in this case to describe students who may require the following:

- individualized and differentiated grade level benchmarks
- emotional, behavioral and social supports
- speech and language supports that are related to articulation, pronunciation, fluency, etc.
- specific learning differences (e.g. dyslexia, dyspraxia, dyscalculia)

- general learning difficulties (e.g. organisation, processing speed, comprehension, low IQ etc)
- sensory needs (e.g. tactile, sensory integration, etc)
- mental health issues (case by case basis)
- mild cases of Autism Spectrum Disorders (case by case basis)
- mild cases of Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder (ADHD/ADD)
- individualized lesson plans and activities for Gifted and Talented students

In certain cases, a student with SEN may be required to have an external 1:1 assistant in class, provided by parents/guardians, who meets regularly with the Student Services team. DIA may also refer students to external sources if it becomes evident that DIA is unable to support the student without further information or guidance.

SEN Students

Varying supports will be offered to students based on individual needs. The Head of Student Services will liaise frequently with teachers, the students parents/guardians, and the student in order to develop and implement strategies so that the student feels confident with his/her workload and is able to meet the learning objectives. Types of supports include, but are not limited to:

- In-class support/receiving appropriate differentiation in all

- classes: This may involve altered booklets or worksheets, assignments broken down into simplified steps, simplified language etc.. Alternatively, worksheets made more challenging, making assignments more open ended to challenge G&T students. It will be planned in coordination with the classroom or subject teacher and the Head of Student Services.

- Attending support classes with the Student Services team.
- Pull out support: This may involve receiving support in the students services classes on an individual or small group basis. However, DIA values inclusion, and these support classes will be a small proportion of the student's classes.

NB: Should the Student Services team feel that student requires 1:1 support it will be formally addressed in a Parent/Guardian Teacher meeting.

Student Services Process

At the beginning of each academic year the Student Services Department will:

- Observe and monitor all students with suspected or communicated SEN within the first few weeks to determine the level of support needed.
- Identified students with SEN will then be assessed on an individual basis according to their Grade Level benchmarks.

- Create or update IEP/ILP according to student needs.
- Make recommendations for outside testing if necessary.
- Arrange necessary meetings to address student concerns.
- Communicate with Parents/Guardians on established basis.

NB: Students who are flagged later in the academic year, teachers will be requested to complete a referral form.

Gifted and Talented (G&T)

Currently at DIA we are able to support students who have been identified as being Gifted and Talented (G&T). The term G&T is used to identify students who perform or show the potential for performing at remarkably high levels of accomplishment when compared with other children of their age, experience, and environment. Students are identified by subject, usually as below;

PYP - after a review of the students benchmarks in their end of term report by the PYP coordinator and Student Services Coordinator whilst meeting some/all of the subject-specific G&T criteria (see Appendix 8).

MYP - students achieving a level 7 whilst meeting some/all of the subject-specific G&T criteria. Although students are usually identified this way, DIA does accept other ways/means to determine eligibility for G&T, which would be looked into on a case by case basis.

DP - students achieving a level 7 whilst meeting some/all of the subject-specific G&T criteria. Although students are usually identified this way, DIA does accept other

ways/means to determine eligibility for G&T, which would be looked into on a case by case basis.

G&T Students

The G&T register is compiled in June (taking into account end-year reports) for the start of the following academic year.

The register is updated formally at the end of every term but students can be added as needed throughout the year.

Grade 6 (moving from PYP to MYP) and 11 (moving from MYP to DP) registers are compiled at the end of Term 1. This gives staff time to identify students who have transitioned into a new programme.

G&T students will display some or all of the traits below:

- Acquires and retains information quickly
- Inquisitive; searches for significance
- Intrinsic motivation
- Enjoys problem-solving; able to use abstract reasoning
- Seeks cause-effect relationships
- Emphasizes truth, equity and fair play
- High expectations of self and others
- Creative/inventive; likes new ways of doing things
- Intense concentration; persistence in areas of interest
- Sensitivity, empathy, desire to be accepted
- Independent, prefers working solo, self-reliant
- Diverse interests and abilities
- Strong sense of humor

G&T students are likely to show some/all of the following characteristics:

- Make connections between the concepts they have learned
- leap stages in logical reasoning and think in abbreviated mathematical forms
- generalise approaches to problem-solving
- have a keen awareness for quantitative information in the world around them
- think logically and symbolically about quantitative, spatial, and abstract relationships
- perceive, visualize, and generalize numeric and non-numeric patterns and relationships
- reason analytically, deductively, and inductively
- reverse reasoning processes and switch methods in a flexible yet systematic manner
- work, communicate, and justify mathematical concepts in creative and intuitive ways, both verbally and in writing
- formulate probing mathematical questions that extend or apply concepts
- persist in their search for solutions to complex tasks
- grasp mathematical concepts and strategies quickly, with good retention
- solve problems with multiple and/or alternative solutions
- take risks with mathematical concepts and strategies

Strategies that teachers may use to challenge G&T students in class include, but are not limited to:

- Start G&T students on work that challenges them and not always the same work as the rest of the class
- teach several connecting topics concurrently
- develop interdisciplinary links
- in unit planners, identify differentiation strategies for particular students by name
- ensure tasks are designed to support highest levels of achievement against assessment criteria
- check and build on student's prior knowledge
- use a variety of groupings to engage learners: consider seating plans, flexible grouping and G&T students taking on leadership roles
- take into account student feedback when planning
- offer opportunities to develop students' independence, including choosing or creating activities, research, self-reflection and target setting
- look for ways to offer extension work in each part of the lesson from the lesson starter to the plenary
- offer time for thinking and use high level language when writing and speaking
- ensure activities tie in with students' interests and learning styles
- use higher order questioning and encourage student questioning
- differentiate homework tasks to stimulate and challenge
- use a range of inspiring and challenging resources, stimuli and specialist equipment to motivate students

- create a learning environment that encourages progress and risk-taking
- use Bloom's taxonomy to set challenging tasks and differentiate steps

Outside of class, enhancement and enrichment provision may include, but is not limited to:

- Setting challenging tasks that link to Service and Action (S&A) projects
- encouraging students to explore their own curiosities arising from their learning in subjects or S&A
- after-school activities
- taking a lead in organising subject week activities
- encouraging students to pursue interests in their area of talent in the larger community

Enrollment

- Head of Primary/Secondary, Head of Student Services and Department Coordinators will review and determine acceptance once all appropriate documentation has been submitted to the school.
- Documentation from previous schools (e.g. Individualised Educational Plans or other student plans, academic report cards, professional diagnostic assessments, yearly academic standardized tests, etc.) should be submitted in English, along with supporting reports from professionals where applicable (e.g. previous SEN teachers, speech language pathologists, psychologists, general classroom teacher, etc.). Reports must include clearly stated educational history (previous schools attended and years at each

- institution) and relevant, up to date information regarding the applying student.

NB: Failure to submit the necessary documents or retention of pertinent information regarding the student's SEN may result in the student being asked to find an alternative school.

Conditions for Admission

8.1 Conditions

All students with SEN admitted into DIA will be placed on a conditional/provisional acceptance and will be required to follow the stipulations to remain at DIA. *(Please refer to the DIA Admissions Policy)*

- All students with SEN must follow this policy, regardless of whether they are currently enrolled in DIA or come from a different school.
- All students will undergo a Language and Mathematics diagnostic entrance assessment, prior to admission to the PYP, MYP and DP in order to gauge their academic level compared with other students within the same grade level.
- All applications from students who do not meet the grade level admissions requirements, will be discussed with the Coordinator, respective class teacher and Head of Student Services where necessary, who will consider all supporting documentation submitted, and decide whether DIA is able to support the student effectively.
- All students with SEN who are admitted into DIA will be placed on either an Individualised Learning Plan (ILP) or Individualised Education Plan (IEP) depending on whether they have a formal diagnosis

or not. (Please refer to the forms in Appendix 1 and 4.1 below)

- In PYP only SEN students with a diagnosis of a Special Need may be given modified benchmarks, which they are expected to achieve. They will receive additional support in order to pass the grade, exemptions may be made on a case-by-case basis.
- In MYP the benchmarks from IB can not be modified, however where a student is operating below grade level, he or she will get modified benchmarks and be eligible for an alternative DIA certificate at the end of MYP.

NB: Students accepted on a **conditional/provisional basis** might require after-school private tuition and/or counselling and **must** provide contact details of the tutor and counsellor to the Head of Student Services. **If evidence of receiving after-school private tuition and/or counselling is not provided to the school on a regular basis, this means conditions stated are not being met and the student may be asked to leave DIA.**

8.2 Student Transition from PYP to MYP

Incoming students into MYP from PYP or outside institutions must also sit an entrance assessment to gain access to MYP. The assessment for current PYP students will be held during Term 2 of Grade 5.

- Existing students on the PYP SEN roster will be observed for 2 weeks at the start of the term to determine the

- effectiveness of existing support based on which new recommendations or alterations can be made.
- The Secondary Head of Student Services will be informed of any applicants whose assessments have concerns. They will consider each student's previous school reports and entrance assessments when deciding whether they will cope in MYP with the additional support the department is able to provide. He/she will also discuss each student's progress with teachers and the PYP Head of Student Services to get a better understanding of the student's abilities and any current support provided.
- All documentation collected from PYP (IEP/ILP, progress notes, student work, report cards etc) will be handed over in the student file to the MYP Coordinator and Secondary Head of Student Services towards the end of the academic year.
- The Secondary Head of Student Services will be informed of any applicants who have been identified as G&T. He/she will also discuss each student's progress with teachers and the PYP Head of Student Services to get a better understanding of the student's abilities and any current provision provided.
- A meeting will be held with the Parent/Guardian after the 2 week observation period to discuss how supports are working.

The assessment for current MYP students will be held during Term 2 of Grade 10.

- The Secondary Head of Student Services will be informed of any applicants whose assessments have concerns. They will consider each student's previous school reports and entrance assessments when deciding whether they will cope in DP with the additional support the department is able to provide. He/she will also discuss each student's progress with teachers to get a better understanding of the student's abilities and any current support provided.
- All documentation collected from MYP (IEP/ILP, progress notes, student work, report cards etc) will be handed over in the student file to the DP Coordinator and Secondary Head of Student Services towards the end of the academic year.
- The Secondary Head of Student Services will know the students who were identified in Grade 10 as G&T. He/she will discuss each student's progress with teachers to get a better understanding of the student's abilities and any current provision provided.

In School Support

9.1. Individual Plans

All students who receive support from the Student Services Department will be placed on an Individualised Plan. These include either:

- Individualised Education Plans (IEP)- This is for students with an official diagnosis the school has seen evidence of. These students may be given modified benchmarks,

8.3 Student Transition from MYP to DP

Incoming students into DP from MYP or outside institutions must also sit an entrance assessment to gain access to DP.

• depending on their area of need or difficulty (Appendix 2)

OR

- Individualised Learning Plan (ILP)- This is for students who require support in order to help meet grade level benchmarks, but have not been formally diagnosed (Appendix 3) All students on the G&T register will be placed on an Individualised Learning Plan (ILP) (See Appendix 7)
- IEP/ILP's will be reviewed on a termly basis to ensure supports are appropriate and objectives are being met.
- All student assessments will be maintained within the respective Student Services Departments.

9.2. Assessments

Students with IEPs or ILPs can complete assessment tasks under altered conditions, when necessary. In order for these students to reach their objectives, arrangements may be made to include, but are not limited to the following:

- Questions being read aloud to the student
- Scribing supports
- The student being provided with regular breaks during an assessment
- The student being permitted extra time to complete the assessment
- The student completing an assessment on a computer instead of writing by hand
- The student completing an assessment verbally instead of writing
- The student completing an assessment through role play or demonstration instead of verbally
- Language questions/instructions in the assessment being simplified

- Assessment tasks may be broken down into a series of simplified steps
- Assessment tasks will be planned to ensure that they assess relevant objectives only
- Students may complete the assessment in a quiet, distraction-free area
- Students being allowed use of a calculator
- Additional graphic planners may be provided to assist the student's planning accordingly
- Students with SEN may receive extra time with a Student Services teacher preparing for the assessment, or completing an assignment
- Parents/ Guardians may be communicated with so that they are aware of the assessment and can offer support at home

NB: All student supports are to enable the student to show some level of improvement in their current level of academic performance NOT to place them ahead of their peers.

Support and Learning through Technology

DIA acknowledges the growing prevalence of technology in our lives, and values the role that technology plays in providing students with support mechanisms for areas of weakness, facilitating students to work in a multi-sensory manner.

As much as possible, students will be taught how to use such technological tools to support them, such as text to speech programs, speech to text programs, spell and grammar checkers, digital dictionaries, calculators, etc. Using these tools effectively is especially important for students who face long-term difficulties,

such as dyslexia, where it may not be realistic to expect the student to become a sufficiently proficient speller.

DIA subscribes to online resources every year to allow students to work on spelling, reading, English Language, French and Mathematics. Please see appendix for a full list of recommended resources. (Refer to Appendix 5 for resources used)

G&T students are challenged to use technology to complete higher order thinking tasks that require evaluate and synthesis skills eg posting comments to blogs, discussion boards or threaded discussions which are structured and constructed to evaluate the topic or concept.

Communication_

11.1. Parent/Guardian Communication

DIA values the importance of strong Parental/Guardian support and encouragement which helps in assisting students to succeed in school. In addition to communicating with parents/guardians through Parent/Teacher Conferences, Student-Led Conferences, report cards and workshops, the Head of Student Services will remain in close communication with Parents/Guardians of students who receive regular support.

Parents/Guardians should be prepared to:

- Meet on a termly basis or as requested to discuss their child(ren)'s supports (Refer to Appendix 4 for a sample of the communication letter that parents will receive if the school feels that their child requires additional support or has communicated a diagnosis)
- Duly complete all forms that are required for SEN supports

- Follow up in a timely manner
- Attend ALL workshops that pertain to their child(ren) that are administered or requested by the Student Services Department
- Communicate with teachers and administrators as needed or when requested
- Be open to recommendations made by the department pertaining to their child (additional testing, tutoring)

11.2 Teacher Communication

Teacher Communication is an expected requirement that all teachers must adhere to. DIA values collaborative planning in order to ensure the most inclusive and comprehensive learning environment for all of our students. Student Services will liaise with teachers closely and communicate on a regular basis.

Teachers should be prepared to:

- Allow new students (unless a diagnosis has been communicated) "settling in time" for about 2 to 3 weeks before referring them to the Student Services team
- Communicate concerns about a student to the Student Services team via email
- Once concern is discussed, teachers are responsible to take a Teacher Referral Form to Student Services to fill out the first section. Once completed, teachers are requested to fill out the remainder of the form and hand this to the Head of Student Services promptly (Refer to Appendix 5) ***Please note that all Teacher Referral Forms must be completed in soft copy for filing purposes.

- Meet on a weekly basis (in PYP) or when requested by the Student Services team (PYP, MYP, DP) if a student in their class is receiving support
- Seek support and strategies from the Student Services team, if and when needed
- Plan adjusted benchmarks (PYP, MYP), if applicable for a student, together with the Student Services teacher (n.b. benchmarks can not be modified, to achieve the DIA MYP Certificate, and for DP students)
- Differentiate in classes when students are not being pulled out of classes

NB: *The Head of Student Services will liaise closely with class and subject teachers as well as Parents/Guardians to ensure holistic support is provided for the student. They will communicate with teachers via email, individual meetings, whole staff meetings and workshops.*

11.3. Students flagged later in the academic year

Primary Years Programme (PYP)

The Head of Student Services must be informed as soon as possible if any student in PYP is not meeting Grade Level benchmarks via the Teacher Referral Form. The Head of Student Services will then liaise with the PYP Coordinator, class teacher and parents/guardians to ensure that the correct support can be implemented both in school and at home, so that the student will have the opportunity to build on skills.

Secondary (MYP and DP)

The Head of Student Services must follow the 3's and under tracking document, so that he/she is informed as soon as possible if any student within the MYP, has received

a 3 or below out of 8 in an assessment. The Head of Student Services will then liaise with the MYP/DP Coordinator and subject teacher to ensure that the student will have the opportunity to learn missed objectives, and explore if there are support needs for the student. Student progress is reviewed regularly in student services meetings.

11.4 Flagging G&T students

The Head of Student Services must be informed as soon as possible if a G&T student is not meeting the G&T grade requirements via the Teacher Referral Form. The Head of Student Services will then liaise with the teacher, student and Parent/Guardian to ensure that the correct support can be implemented both in school and at home.

The Head of Student Services will collect information via data analysis, looking through student work and lesson observation. They will also meet with students.

Mainstream Integration from Students Services

When an SEN/ELL/G&T student has met all objectives and it is evident that s/he no longer requires support, Parents/Guardians will receive an email to inform them of the decision to put students back into mainstream classes, where they will be monitored for the initial term.

Referrals for Educational Diagnostic Assessments

DIA may recommend a student for an Educational Diagnostic Assessment with an Educational Psychologist/Specialist when they feel that it is in the student's best interests, and when they feel that the school is unable to support the student effectively without further information of strengths and weaknesses.

- It is important that the Parents/Guardians are comfortable with this process before going for assessment, so that feedback from the Psychologist/Specialist can be used positively, and not viewed as a source of shame. DIA also holds a referral list of additional therapists/doctors, of which may be recommended to further assist a student outside of school.
- Advantages of students and Parents/Guardians having knowledge of their diagnosis includes support and guidance from the psychologist for the teachers, Parents/Guardians and the student on how to work with his/her difficulties/challenges, and the possibility of having special arrangements in assessments. Research also shows that students who are aware of the reasons for their difficulties feel more confident, and more in control of their learning.

Documentation

All documentation regarding student support is kept both on the server as well as in individual portfolios, which will be kept confidentially with the PYP/MYP/DP Coordinators and respective Head of Student Services. Files are maintained for three years for students who are still enrolled at DIA regardless if they have moved off the Student Services roster.

PYP, MYP and DP Departments will liaise accordingly on an as-needed basis to make sure that all students receiving support are appropriately being documented. All forms between PYP, MYP and DP have been aligned to streamline supports as much as possible. Please see the Appendices to review all SEN forms.

Role of Staff

Teachers

- Flag students that are showing signs of academic challenges by the end of the first half of Term 1 and record their observations (for KG by the end of the first half of Term 2)
- refer students that will need learning support or counselling to Student Services department using appropriate forms by the end of Term 1 (for KG by the end of Term 2)
- partner with the Student Services department to create modified benchmarks and modified assessments for students that are receiving support in their classes and have a diagnosis
- identify underachieving and G&T students via the G&T and 3's-and-under registers
- work with the Head of Student Services to identify and tackle underachievement of students on the SEN and G&T register
- inform Head of Student Services of any tuition recommendations and requirements to join after school support clubs
- initiate opportunities for extra-curricular enhancement both in school and off-site within their subjects
- differentiate lessons using appropriate interventions as outlined in student ILPs and IEPs for SEN EAL and G&T students
- set and differentiate homework/independent learning opportunities to challenge and inspire
- celebrate and reward good progress and achievement
- submit end of unit reflections completed by G&T students in their subject to the Head of Student

- summative assessment grades, their effort levels throughout the unit, their engagement levels throughout the unit, areas of achievement and success, areas of challenge and difficulty, behaviour incidents and rewards.

Head of Student Services

- inform parents in a meeting that their child has been referred to the Student Services department
- liaise with teachers to observe and monitor students that have been flagged as academically challenged by the end of term one
- arrange a meeting with the parents and the teacher of a student that has been referred to the Student Services department for support by the end of term one
- In PYP the Head of Student Services oversee the implementation of Diagnostic Reading Assessment (DRA)
- In MYP the Head of Student Services assists the Coordinator and Assessment Ped Leader to oversee the implementation of Diagnostic Reading Assessment (DRA)
- support teachers in creating modified benchmarks and modified assessments for students receiving support (and with a diagnosis)
- recommend students for external diagnostic assessment
- draw up student ILPs and IEPs for SEN, ELL/EAL and G&T students
- collate SEN, ELL/EAL and G&T reflections from teachers to analyse gaps in provision, extra-curricular offer and uptake, and barriers to achievement (eg high verbal ability but average/poor writing skills, high non-verbal ability but only average linguistic ability, very able with ELL/EAL challenges, high ability but low

motivation, very able with a short attention span, very able with poor social skills, keen to disguise their abilities)

- monitor SEN, ELL/EAL and G&T students' progress using summative grades
- act as an advocate for the needs of SEN, ELL/EAL and G&T students
- contribute to whole-school self-evaluation and action planning for SEN, ELL/EAL and G&T provision and outcomes
- exemplify and model effective practice for SEN, ELL/EAL and G&T students
- initiate strategies which support the professional development of colleagues in collaboration with the Co-ordinator
- work with subject teachers to bridge gaps in achievement

Co-ordinators will:

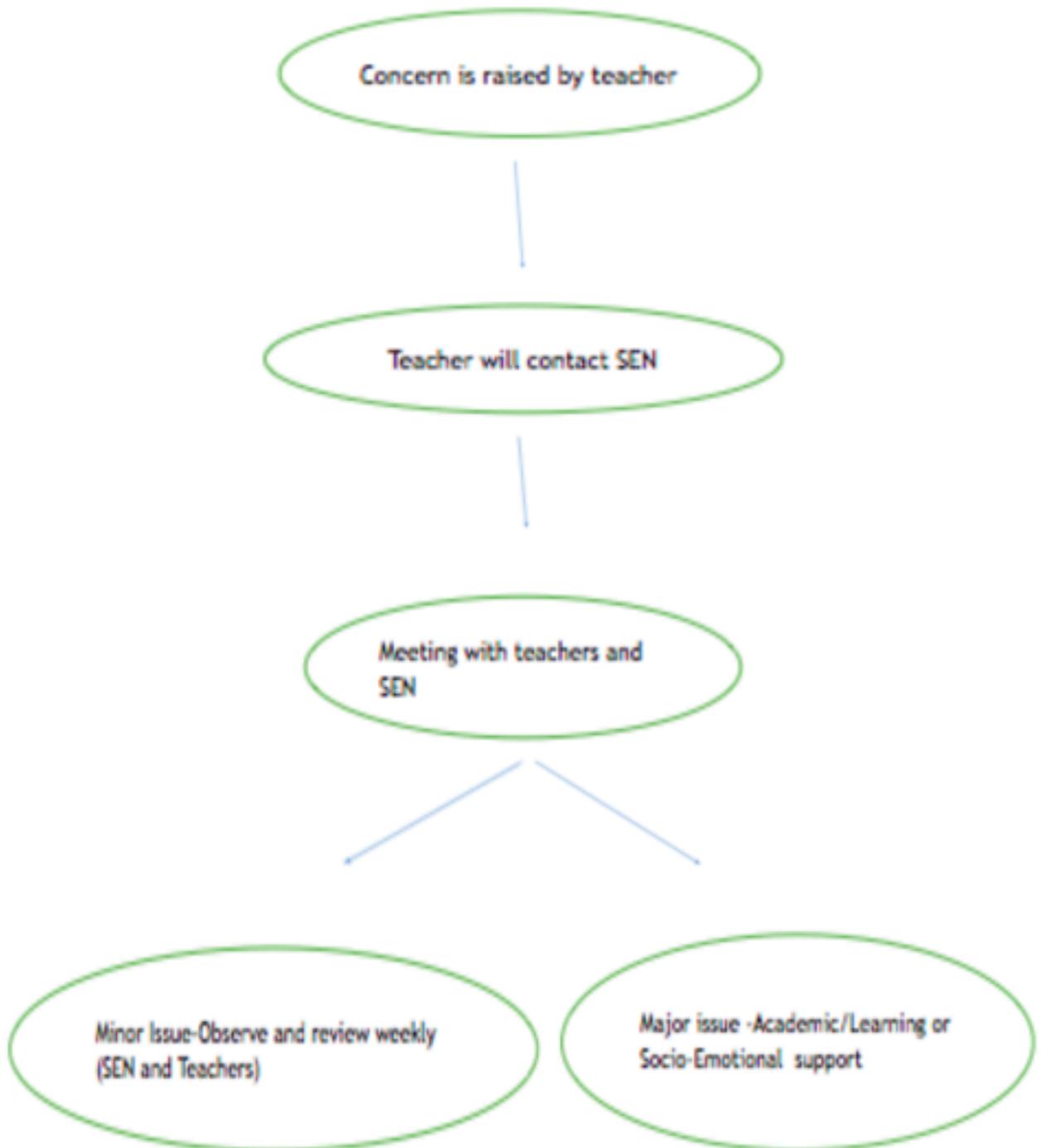
- Liaise with teachers, the school counsellor and the Student Services department for children that will require support from all these parties simultaneously
- Promote PD opportunities for staff focused on work with SEN, ELL/EAL and G&T students
- Meet the whole SEN department weekly
- In MYP lead on DRA implementation with the assistance of Head of Student Services and the Assessment PED Leader
- Facilitate subjects rewarding achievement]
- Monitor and promote extra-curricular provision

This policy is reviewed every two years by the PYP, MYP and DP Students Services Departments in collaboration with the Coordinators and Head of Student Services.

Appendix 1: IEP and ILP Referral Process

IEP and ILP Referral Process

Student Services Flowchart for MYP and PYP



Appendix 2: IEP Template

Student Name	Grade:
DoB	Mother Tongue and additional Languages
Diagnosis and/ or Specific	Last Professional Evaluation:
Term 1 Meeting: Term 2 Meeting Term 3 Meeting	Next Professional Evaluation Due:/ Next in School Assessment Due:
Date Support Begins	Date Support Ends:
Conditional:	Type or Recommended:

SECTION 1: Student Background Information

Any significant information relevant to the Student's Individualised Education Plan (Collected from parent and student feedback, prior assessments, teacher information)

Student Background Information

SECTION 2: Academic Performance

(Collective information from parents, student, class and SEN teacher. Additional student information attached to IEP.)

Student's Main Areas of Strengths & Interests

Student's Main Areas of Concern

Appendix 2: IEP Template

SECTION 3: Accommodations, Modifications and Recommendations

Accommodations and Modifications: To be made available in the school environment and in the classroom.

Instructional (e.g. types of differentiation, teaching strategies)	
Environmental (e.g. seating arrangement, tactile support,	
Assessments (e.g. extended time, additional support, method, type of assessments)	
Behavioral (e.g. check ins, prompting, think time)	

Subject Area Receiving Support in PYP
Language Arts
Mathematics
Units of Inquiry
Additional Languages
Other

Appendix 2: IEP Template

Subject Area Receiving Support in MYP
Language & Literature
Mathematics
Sciences
French
Visual or Performing Arts
ICT
Digital Design
Physical Education
Individuals & Societies

Modified Benchmarks (If yes, for which subject area)	Yes	No

Supports Provided: To ensure the student's involvement in the curriculum, the following services are being provided.

Services
Pull out of class with Student Services
In Class Support with Student Services
One to One External Assistant
Internal Counselling
External Counselling
External Therapy
Tuition: Status:

Appendix 2: IEP Template

Section 4: Goals & Objectives

Long Terms Goals:

1
2
3

Term 1: Subject		
Short Term Goals:	Objectives to achieve Goals (to change by term)	Level of Progress: HC _ Highly Competent C - Competent D - Developing B - Beginning

Term 2: Subject		
Short Term Goals:	Objectives to achieve Goals (to change by term)	Level of Progress: HC _ Highly Competent C - Competent D - Developing B - Beginning

Term 3: Subject		
Short Term Goals:	Objectives to achieve Goals (to change by term)	Level of Progress: HC _ Highly Competent C - Competent D - Developing B - Beginning
Comments		
Parent Recommendations		

Appendix 3: ILP Template

Student Name	Grade:
DoB	Mother Tongue and additional Languages
Diagnosis and/ or Specific	Last Professional Evaluation:
Term 1 Meeting: Term 2 Meeting Term 3 Meeting	Next Professional Evaluation Due:/ Next in School Assessment Due:
Date Support Begins	Date Support Ends:
Conditional:	Type or Recommended:
Reason for Plan:	

SECTION 1: Student Background Information

Collected from parent/student feedback)

Student Background Information

SECTION 2: Academic Performance

(Collective information from parents, student, class and SEN teacher)

Student's Main Areas of Strengths & Interests

Student's Main Areas of Concern

Appendix 3: ILP Template

SECTION 3: Accommodations, Modifications and Recommendations

Accommodations and Modifications: To be made available in the school environment and in the classroom.

Instructional (e.g. types of differentiation, teaching strategies)	
Environmental (e.g. seating arrangement, tactile support,	
Assessments (e.g. extended time, additional support, method, type of assessments)	
Behavioral (e.g. check ins, prompting, think time)	

Subject Area Receiving Support in PYP
Language Arts
Mathematics
Units of Inquiry
Additional Languages
Other

Appendix 3: ILP Template

Subject Area Receiving Support in MYP
Language & Literature
Mathematics
Sciences
French
Visual or Performing Arts
ICT
Digital Design
Physical Education
Individuals & Societies

Modified Benchmarks (If yes, for which subject area)	Yes	No

Supports Provided: To ensure the student's involvement in the curriculum, the following services are being provided.

Services
Pull out of class with Student Services
In Class Support with Student Services
One to One External Assistant
Internal Counselling
External Counselling
External Therapy
Tuition: Status:

Appendix 3: ILP Template

Section 4: Goals & Objectives

Long Terms Goals:

1
2
3

Term 1: Subject		
Short Term Goals:	Objectives to achieve Goals (to change by term)	Level of Progress: HC _ Highly Competent C - Competent D - Developing B - Beginning

Term 2: Subject		
Short Term Goals:	Objectives to achieve Goals (to change by term)	Level of Progress: HC _ Highly Competent C - Competent D - Developing B - Beginning

Term 3: Subject		
Short Term Goals:	Objectives to achieve Goals (to change by term)	Level of Progress: HC _ Highly Competent C - Competent D - Developing B - Beginning
Comments		
Parent Recommendations		

Appendix 4: Parent/Guardian Letter Template

(Date)

Dear Mr. and Mrs. X

As a part of DIA's facilities, Student Services is offered at school in order to help students gain skills in areas they are having difficulties with; to help them work comfortably and in-line with class work; as well as to help meet grade level objectives at the end of every term. As _____ settles into _____, we feel that she would benefit from additional Language support in school.

After performing observations and baseline assessments, we have identified some individual goals that we would like to work on with _____ this term. Below is an overview of the recommendation and support.

Term 1 Recommendation and Support:

- Pulled out to work 1:1 with a Student Services teacher during Language Arts classes twice a week
- Language Tuition three times a week
- Speech Therapy on a weekly basis
- Development of an Individualized Learning Plan (ILP) to assist with academic progress

I look forward to speaking with you more on _____ (date/time), to discuss _____'s progress and plan for this term.

On behalf of DIA and the Student Services Team I would like to thank you for your cooperation and your involvement in your child's learning. Please don't hesitate to get in contact with me if you have questions or concerns.

Sincerely,

Head of Student Services

Appendix 4: Parent/Guardian Letter Template

Date:

Dear Parent/Guardian,

We are pleased to inform you that your child _____ has been identified as **Gifted and Talented (G&T)** in the subject(s) below and is now on our G&T register:

The term G&T is used to identify students who perform or show the potential for performing at remarkably high levels of accomplishment when compared with other children of their age, experience, and environment.

Please see DIA's Special Educational Needs policy for further information about G&T identification, our G&T register and provision at DIA.

We are hosting a **G&T information presentation** for parents/guardians on _____ from _____ at _____ to discuss;

- the ethos behind our G&T programme
- strategies for challenging students in the classroom
- approach to G&T extra-curricular initiatives during the year
- how to support your child at home with extension activities in line with what they are learning in school

Please email me to let me know whether you are able to attend with your child.

Sincerely,
Head of student services

Appendix 5: Teacher Referral Form

Fill where applicable

General Information (to be completed by administration)	
Student's Name	x
Grade	2A
DoB	20th May 2010
Age	7
Nationality	Canadian
Is the students on a conditional acceptance? If yes, please state	Yes, tuition 3 times a week for Language
Has the student ever reppeted a grade? If yes, which grade?	No
Does the child have someone who works regularly with him/her at home?	Yes, mother and speech therapist
Does the student have any medical diagnosis that you are aware of?	Yes, language-based disability
Has the student received Student Services in the past (details to be obtained by Student Services)	Yes. Received reading, writing and math support in Grade 1.

Have you:	Outcomes:
Addressed classroom concerns/ differentiated instructions? If so, how?	Simplified instructions, differentiated text level for reading, graphic organiser
Reviewed the student's file/any prior reports?	Yes
Discussed any observed concerns with parent (s) through email, phone or conference?	Yes, met with parents at the start of the term to discuss support options.
Spoken to previous teachers, where possible?	Yes, spoke to X's previous class teacher

Appendix 5: Teacher Referral Form

Fill where applicable

Describe the student's social behaviour and relationship with:	
Peers	x has few close friends, including P, F and B
Class Teacher/other teachers	Very shy and speaks when prompted
Parents/Guardians	Close with parents and they are very involved

Observed Student's Area of Strength and Interest
<p>Strengths: Arts and crafts, using technology Interests: animals, puzzles, computer games</p>

Area of concern in	Current Level and	
Reading	ORT/DRA/Raz-Kids/ Lexile	
	Fluency	
	Expression	
	Comprehension	
	Phonological Awareness	

Appendix 5: Teacher Referral Form

Area of concern in Language	Current Level and specific observation	
Writing	Structure/Organisation	
	Spelling	
	Grammar	
	Handwriting	
Area of concern in Math	Current Level and specific observation	
Math	Number	
	Shape and Space	
	Measurement	
	Data Handling	
	Pattern and Function	
	Other	
Other Academic Subjects	Current Level and specific observation	
Other Academic Subjects	Current Level and specific observation	
Other observed areas of concern:		
Behavioral		
Emotional		
Psychological		
Fine/Gross Motor Skills		
Medical		
Other Comments:		

Date Submitted:

Submitted By:

Appendix 6: Technology Resources

Wordshark, for MYP and PYP students, 'uses more than 60 specially designed games to teach and to reinforce reading and spelling using over 9,000 pre-recorded words grouped in specially selected word lists. You can also add your own words'.

Google search tools - reading level option

Text to speech functions (Chrome, Dragon Reading Naturally)

Ginger spellchecker - free spellchecker available for download to work on Google Chrome

K12 Reader- differentiated reading and writing assignments

PYP

Raz-Kids - an online interactive and leveled reading program that allows students to listen to stories, record/playback students reading, take comprehension quizzes as well as provides running records for teachers to use to assess students reading level, ability as well as areas that need teacher intervention.

Tumble Books - an online interactive website that can speak and read to students from classic storybooks

Brainpop/Brainpop Jnr - an educational resource provides curriculum-based content, as well as educational animated movies and interactive features covering subjects including English, Mathematics, Science, Health and Social Studies.

SECONDARY

maryglasgowplus.com - online resources for SEN/EAL teenagers

<http://www.english-online.at/index.htm>

'This website is specially designed for learners of English. The articles are carefully chosen and rewritten, so that they can be more easily understood. Each article has a vocabulary list at the end. Presently there are a few hundred topics and special news articles in various categories.'

<http://www.ngenespanol.com/> Spanish National Geographic

HRW has some useful information for humanities -<http://go.hrw.com/gopages/ss-ah.html> world geography and history, and american geography and history. If you click on the most recent options (eg 2006 or 2007) and then choose the topic that you want, if you scroll down to the bottom of the page, you can change it into Spanish (and sometimes other languages like Arabic, Chinese and Vietnamese). They have a great summary of the lead up to World War 1 for example, that you can read in English, and then a student could read in their own language. The language option isn't there for all of them, but it is for many, especially recent sections.

http://utubersidad.com/?page_id=1930 has a huge range of videos in Spanish - if you are using Google Chrome it can automatically translate the writing to English so you have some idea of what you're looking at! It could be good for maths, humanities, science, PE, technology..... There is also an English version (with different videos) (www.utubersity.com) but it seems to be aimed more for universities, with videos of lectures. The Spanish version seems to cover more basic topics.