

Whole School

Special Educational Needs (SEN) Inclusion Policy (2018 Edition)

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1. Introduction

Lutheran Academy is committed to being an inclusive school. All teachers support students with Special Educational Needs (SEN), in line with the statutory requirements laid out by the Education Bureau (EDB) and the International Baccalaureate Organisation (IBO). This policy establishes a whole-school approach and protocol that enables all staff to collaborate for the benefit of every student.

This policy has been written with reference to the guidance and documents in appendix 16.

This policy has been created by the school's SENCO and PYP SEN EA in conjunction with the Senior Leadership Team and all staff/stakeholders in its completion. At Lutheran Academy we understand that all student's individual needs and strengths should be recognized and developed.

2. Aims and Objectives

The aims and objectives of the inclusion Department are:

- To identify and provide for students who have special educational needs
- To develop a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- To provide support and advice for all staff working with special educational needs pupils
- Pupils with SEN are involved, where possible, in the decision making processes regarding their own learning
- That pupils feel confident that they are listened to and that their views are valued
- Those parents are involved in the support for their child
- That parents views and support are valued

- That there is clear communication between all those involved in SEN student cases
- That clear, relative, informative records follow a pupil through school

3. Identifying Special Educational Needs

3.1 Admission

All students applying to enter Lutheran Academy will, at the time of admission, be screened for the possibility of any special educational needs. The SENCO will be consulted when concerns are noted. To be accepted for enrolment at Lutheran Academy all students must meet the admission requirements.

3.2 Early Identification and Intervention (EII) and Referral Process

At Lutheran Academy, the majority of students have their needs met in the mainstream classes through an inclusive model of support. School action needs to be taken, and not try to fit a pupil into a category.

We have two identification paths, the EDB EII program, and student referrals.

We also take into consideration what is NOT SEN but may impact on progress and attainment:

- Disability (the “reasonable adjustment“ provided for those with disability alone does not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL

We aim to optimize the learning process in order to enable students with learning needs to achieve the highest possible levels of proficiency academically and pastorally. We adopt the 3-Tier Support Model to facilitate students' learning. We will endeavour to:

- Enable these students to participate in the full curriculum at their class level.

- Develop positive self-esteem and positive attitudes about school and learning in these students.
- Enable these students to monitor their own learning and become independent learners.
- Involve parents in supporting their children.
- Collaborate with colleagues in order to maximize learning and minimize difficulties.
- Establish early intervention programs designed to enhance learning.

3.3 EII (PYP Year 1 to 3) SpLD

The Early Identification and Intervention Programme (EII) aims to identify students' learning difficulties and delivering support to them at an early age. It is a program run by EDB for identifying Dyslexia (Chinese). EDB educational psychologists, school development officers, SEN Team, teachers, and parents will be involved in EII.

For a detailed introduction and procedures, please refer to the SEN Connect Website.

3.4 Referral Process (Y1-12)

A referral would be made to the SEN department when at least one of the six Dimensions of Schooling: Speech and Language; Motor Coordination, Physical and Sensory Processing; Social Communication; Emotional and Social Well Being and/or Thinking and Learning and a cause for concern will be recorded for that student.

The SEN department will then proceed in the following sequence:

- SENCO will collect information across all subjects
- Information is evaluated
- Student observations and profiling conducted by SEN department

Recommendations will then be made about whether the student needs:

- No additional support
- In-class teacher differentiation
- Short-term SEN intervention(s)
- Ongoing SEN provision (in-class support/withdrawal)
- Referral to the Social Work team for social and emotional support
- Follow up evaluation

If follow up evaluation is required then the SENCO will conduct:

- Assessment screening for specific SEN carried out with the input of teachers and parents.
- If the screening shows a suspected SEN then SENCO will contact parents, sending a referral letter suggesting their child should be referred to an Educational Psychologist for assessment.

Our SEN department does not identify behaviour as a student's need, we look at the root of the behaviour and see it as the communication of a bigger problem. A child's behaviour is an underlying response to a need that we need to recognize and identify to best support them.

At Lutheran Academy, the SEN department works proactively with the Student Affairs Department, Social Workers, and Pastoral Care to communicate on all SEN cases.

4. A Graduated Approach to SEN Support

4.1 Tiered Support

Our school adopts a 3-Tier Support Model to cater to students' individual needs, including special learning needs, in a comprehensive manner.

Tier 1 - early identification and quality teaching in regular classrooms

In Tier 1, all students are taught using evidence-based teaching methods. Students with learning difficulties respond to the methods differently from the others. A Homeroom / Subject Teacher or a parent would therefore have concerns about the academic, physical, social, behavioural or emotional development of the students. General accommodation strategies and quality teaching are applied in regular classrooms as Tier 1 interventions. The Homeroom / Subject teacher will continue to observe the students' progress and make notes of their areas of concern. Meanwhile, they will inform the SEN Department to discuss the effectiveness of strategies and any further accommodations or referrals.

Tier 2 - Additional interventions

Students who show persistent difficulties despite Tier 1 support, or are already diagnosed by professionals to have special learning needs, will be provided with "add-on" Tier 2 interventions such as small-group training and pull-out lessons. At the same time, Tier 1 support, i.e. classroom strategies and quality teaching, still plays its role in regular classrooms. Their learning progress would be closely monitored by meetings with SEN Department, Homeroom teachers, subject teachers, and parents.

Tier 3 - Intensive interventions

For students who do not respond well to support on the previous tiers, Tier 3 intensive interventions will be provided. Their conditions will be discussed in meetings among SEN Department, teachers, parents and professionals, for example psychologists, speech therapists, social workers, etc. An Individual Development Plan (IDP) would then be drawn up with specific goals to cater for students' needs. The IDP may include not only goals relating to academic or cognitive development but also those relating to motor skills, social skills, self-help skills or emotional development. The IDP will include SMART targets (specific, measurable, achievable and relevant targets) and it is reviewed regularly.

	Tier 1	Tier 2	Tier 3
Teachers	<ul style="list-style-type: none"> - Provide quality teaching - Identify students with suspected learning difficulties - Apply classroom strategies if needed - Approach SEN Department for discussion 	<ul style="list-style-type: none"> - Continue Tier 1 support - Keep consistency with training groups, e.g. adopting rules taught in training groups into regular classes 	<ul style="list-style-type: none"> - Continue Tier 1 & 2 support

<p>SEN Depart ment</p>	<ul style="list-style-type: none"> - Suggest strategies to teachers - Meetings with teachers 	<ul style="list-style-type: none"> - Provide group training - Contact outside agencies for training groups - Provide in-class and pull-out support - Collaborate with teachers 	<ul style="list-style-type: none"> - Continue Tier 2 support - Refer students to professionals - Set up meetings with teachers (SST), professionals and parents
<p>Parents</p>	<ul style="list-style-type: none"> - Be notified about students' progress 	<ul style="list-style-type: none"> - Be notified about students' progress 	<ul style="list-style-type: none"> - Join meetings and collaborate at home
<p>Professi onals</p>		<ul style="list-style-type: none"> - For students who have had assessments, give recommendat ions 	<ul style="list-style-type: none"> - Carry out assessment to newly referred students - Give recommendat ions in meetings

5. MANAGING PUPILS NEEDS ON THE SEN REGISTER

A comprehensive SEN register for of all referred Primary and Secondary SEN students and those with an assessment and diagnosis is kept on the school's Google G Suite Drive and teachers have access to this via the SEN Connect website.

These registers are live documents that are updated regularly. The registers include details of the specific needs of the student (diagnoses), the recommendations from Educational Psychologist's assessment report, a link to the student's profile documents which outlines information about them, their learning and behaviour (their responses to profile questions) and a link to Individual Development Plans.

In addition, every student has a paper file which contains any SEN paperwork, official assessment reports and results. The SEN student case files are accessible to any teacher at Lutheran Academy and parents, EAs and external agencies can also request access to the files too.

6. SUPPORTING PUPILS AND FAMILIES

Family support in the learning process is central to its success at each stage of a student's learning and in the successful implementation of their educational support plans. The SEN policy will be made available to parents. SEN procedures are open, with copies of all documents being available to parents. It is also necessary to keep parents informed of their responsibilities in relation to the educational needs of their child.

6.1 IBO principles of Inclusion, accommodation and catering for learning diversity

The IB states, "Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities."

The following practices are required by schools to demonstrate their support for learning diversity (PYP, MYP, DP):

- And this school supports access for students to the IB programme(s)
- Support the school develops and implements policies and procedures that
- Special Educational needs and support for its students with learning and/or
- For students learning needs and styles
- Students Teaching and learning differentiates instruction to meet

IB Programme standards and practices January 2014.

6.2 MYP accommodation

From the Handbook of Procedures for the Middle Years Programme: Assessment 2017.

6.2 Results for candidates affected by special circumstances

6.2.1 Candidates with learning support requirements

The IB believes that all candidates must be allowed to take their examinations under conditions that are as fair as possible. Where standard examination conditions and assessment procedures would put candidates at a disadvantage and prevent them from being able to demonstrate their skills and knowledge adequately, reasonable forms of accommodation may be authorized. Candidates eligible for inclusive assessment arrangements are those with individual needs such as a specific learning difficulty, an emotional or behavioural difficulty physical, sensory or medical conditions, or mental health problems.

6.3 Access arrangements for public examination

- Special Exam Arrangements (SEA) for the Diploma Programme (IBDP) and Diploma of Secondary Education (DSE HKEAA) are arranged by the Academic Affairs department with consultation with the SENCO.
- Students need to have an assessment report and diagnosis to get SEA. They also need to have had historic school adjustments for assessments.
- Application needs to be made at least a year prior to the examination a medical or assessment report needs to have been done no earlier than the previous academic year before the start of the candidate's study (for the IBDP).

6.4 General principles of Homework accommodation:

- Content of homework for students with SEN should not deviate from that for other students.
- Difficulty of questions can be adjusted, e.g. choices given instead of filling in the blanks, etc.
- The whole class work on the same content, but in different levels of adjustments
- For students who have learning difficulties in writing, other forms of homework can be considered.

6.5 Transition Process

- SEN department is not currently involved in the transition process, but SENCO will be involved in future planning and implementation.

Currently organised by Student Affairs.

6.6 Links with other agencies to support the family and pupil

TBC - input from Student Affairs, Academic Affairs, Social Workers and Pastoral Care.

7. SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the EDB Disability Discrimination Ordinance (DDO) 1996 and the Equal Opportunities Commission issued Code of Practice on Education under the DDO 2001 and Meeting student learning diversity in the classroom IBO May 2013. There is also an onsite school nurse who regularly updates staff about how to cater for the needs of students with medical needs like Epilepsy.

8. MONITORING AND EVALUATION OF SEND

The SEN department writes an Annual plan as part of the wider Academic Affairs department plan. This ensures evaluation and monitoring which promotes an active process of continual review and improvement of provision for all pupils. The SEN departments practice in regularly and carefully monitoring and evaluating the quality of provision for all pupils is managed through:

- Regular meetings with the Head of Academic Affairs to check the progress and development of the annual plan goals and targets.
- Regular communication with teachers, heads of year, parents, and students to monitor progress, difficulties and barriers to learning.
- An audit of their working processes, sampling the views of teachers, parents and pupils.

9. TRAINING AND RESOURCES

The SEN department is partly funded through a shared Academic Affairs budget for resources. EDB subsidy funding is...

Stakeholder surveys are done at the end of the year to assess the training needs of staff so their needs can be identified and planned for the start of the new school year.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. This includes CPD from the EDB, IBO and other external organisations. Online courses are also shared and promoted with staff and study groups set up for extra support staff too.

The school's SENCO and SEN EA regularly attends the Hong Kong SEN network meetings in order to keep up to date with local and national updates in SEND. As well as forging links with other local schools to share best practice and develop support and resource sharing.

10. ROLES AND RESPONSIBILITIES

The roles and responsibilities for teachers and other staff working with SEN students will differ according to the student's support tier.

10.1 Role of SENCO

The co-ordinator should play a leading role in co-ordinating the development, implementation and review of the integrated educational support strategy in schools, in order to enhance its effectiveness and benefit students with SEN. They are required to lead the Student Support Team:

- To strategically plan, implement and monitor, review and assess various support measures and resources
- To promote early identification and support of students with special educational needs across different professionals, e.g. teachers, educational psychologists, etc.
- To develop support plans and accommodation strategies on teaching and examinations with “Whole-school approach”
- To promote home-school collaboration to enhance support students with special educational needs
- To strengthen contact with external stakeholders (such as professionals, community resources, parents)
- To lead co-workers to adopt effective support strategies through co-planning and collaborative teaching, in order to facilitate learning of students with SEN

10.2 Role of Teachers

Special Educational Needs are a whole school concern, with every teacher being responsible for every student in his or her class. The expectations of class teachers, subject teachers and Heads of Year are:

- To be aware of the SEN referral process
- To understand the learning needs of their students
- To differentiate teaching materials, learning activities and to modify assessments if necessary
- To ensure that any curriculum or assessment modifications are in line with IB guidelines and approved by the PYP/MYP Coordinator. Modifications are not possible in the DP
- To liaise with parents of students with SEN

- To liaise and consult about any causes of concern with the SEN department
- To be familiar with any targets and accommodations for assessments as recommended by the SEN department and/or external agencies
- To collaboratively plan with the SENCO and SEN EA during the term as and when required

10.3 PYP SEN Education Assistant

With support and training, the Educational Assistants should be able to:

- Develop an understanding of the specific needs of the students they work with
- Provide support to students to help them become independent learners
- Establish a supportive relationship with the students concerned
- Encourage acceptance and integration of the student within the classroom
- Develop students' self esteem
- Maintain records of intervention and keep good communication with teachers of students with SEN
- Devise complementary learning activities and prepare resources

Designated Teacher with specific Safeguarding responsibility is Miss Elaine Lee, the Head of Student Affairs, in collaboration with the school social workers.

The member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils is Miss Sylvia Yung, the school nurse.

11. STORING AND MANAGING INFORMATION

SEN documents are stored in line with the school policy on Information Management and Privacy Policy.

12. REVIEWING THE POLICY

As the SEN department's annual plan is written and then assessed throughout the school year the SEN policy is reviewed annually to make any changes in Hong Kong legislation, EDB or IBO policies and school policies. Any suggested changes are implemented only after consulting with all stakeholders.

13. ACCESSIBILITY

13.1 Lutheran Academy ensures that all pupils:

- Can access their learning
- Are supported and challenged appropriately
- Have equal physical access to all areas of the school buildings.

13.2 The school delivers the curriculum to all students by:

- Staff with the necessary training to teach and support all students
- Classrooms optimally organised for all students to access
- Providing opportunities for all students to achieve
- All students encouraged to take part in music, drama, and physical activities
- Staff recognising and planning for the additional time and effort needed by some students
- Using ICT equipment that has the option to use additional features that give additional access for SEN students
- Making all school visits accessible to all students
- Staff having high expectations for all students
- A whole school approach to removing barriers to learning and participation

13.3 The school is designed to meet the needs of all students by:

- The layout of all areas allowing access for students in: academic areas, sporting areas, social areas and play areas

- Students who use wheelchairs being able to move freely around the school having access to disabled toilet facilities
- Having access to showers
- Having safe pathways around the school
- Having clear and safe emergency and evacuation systems appropriate for all students
- Having alarms accessible to all students (ie via flashing lights as well as sirens)
- Having clear and simple signs
- Having well lit areas
- Having furniture and equipment selected, adjusted and located appropriately

13.4 How well does the school deliver materials in accessible formats?

The school ensures accessibility of materials and information to students and parents by:

- Utilising technology to remove learning barriers for students
- Arranging training and consultation to staff on the use of electronic resources
- Using appropriate font and size for all written communication to parents and carers
- Actively liaising with local agencies
- Ensuring that information is presented in lessons and at parents' meetings in a user-friendly way.

14. DEALING WITH COMPLAINTS

Any complaints can be made through the 'Complaint Principles and Procedures' on the school website:

<http://www.luac.edu.hk/home/?menu=4&p=5&submenu=6&sub=78&lang=eng&location=undefined>

15. BULLYING

15.1 Lutheran Academy Anti-bullying Policy (Pastoral Care)

Lutheran Academy makes every effort to eliminate bullying of all kinds.

Bullying means inflicting physical hurt or psychological distress on one or more students or employees, systematically and over time.

It is further defined as: unwanted and purposeful (including but not limited to) threatening, insulting, or dehumanizing gesture by an adult or student, whether in the form of written, verbal, nonverbal, or physical behaviour, that has the potential to create an intimidating, hostile, or offensive educational environment or cause long term damage; causes of discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation, that is carried out repeatedly and is often characterized by an imbalance of power.

15.2 Bullying may involve, but is not limited to:

- Unwanted teasing
- Threatening
- Intimidating
- Stalking, cyber-stalking
- Cyber-bullying
- Physical violence
- Theft
- Sexual, religious, or racial harassment
- Public humiliation
- Destruction of school or personal property

- Social exclusion, including incitement and/or coercion
- Rumor or spreading of falsehoods

15.3 If one experiences or sees bullying:

- Students should:
 - Seek help for themselves or others if they see or experience bullying.
 - Support each other and provide support for those around them.
 - Be aware of strategies that deal with bullying.
 - Consider the consequences of their actions
- Parents should:
 - Talk to students regularly about what is happening at school.
 - Make themselves aware of the issues on bullying.
 - Discuss with the child about possible strategies to deal with bullying.
 - Inform the school.
- Teachers should:
 - Intervene when they suspect a student is unhappy.
 - Listen to complaints of bullying and take them seriously.
 - Respect that it takes courage to discuss bullying.
 - Provide support for the student in the most appropriate way.

<https://sites.google.com/a/luac.edu.hk/elchk-lutheran-academy-vle/student-affairs>

For any complaints specific to bullying please refer to the ‘Complaint Principles and Procedures’ in point 14.

16. APPENDICES

- Operation Guide on The Whole School Approach to Integrated Education May 2010 EDB

- Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes IBO August 2010
- Meeting student learning diversity in the classroom IBO May 2013
- IB Programme standards and practices January 2014
- Updating SEN policy for schools NASEN 2014
- Special educational needs and disability code of practice: 0 to 25 years DfES and DfHS May 2015
- MYP Handbook of Procedures for the MYP: Assessment 2017 November 2016

SEN SEND LA website

<https://sites.google.com/luac.edu.hk/sendla/>

Privacy Policy

<http://www.luac.edu.hk/home/?menu=1&p=1&submenu=2&sub=64&lang=eng&location=undefined>

The IB guide to inclusive education

https://ibpublishing.ibo.org/server2/rest/app/tsm.xml?doc=g_x_senxx_tsm_1501_1_e&part=1&chapter=1

Referenced Documents

<https://sites.google.com/luac.edu.hk/sendla/policies>