



INCLUSION POLICY

2019 - 2020

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Inclusion and what it means

Inclusion is an ongoing process that aims to increase access to and engagement in learning for all students by identifying and removing barriers to learning. Inclusion is an organizational paradigm that involves change with the goal of providing all students with “a meaningful and respectful learning experience that engenders in them self-confidence and a sense of belonging to a larger community” (Next Frontier Inclusion, 2011, p.7). It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment. As an International Baccalaureate continuum school, Neev Academy recognizes that inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community (*Learning diversity and inclusion in IB programmes*, (2016)).

An inclusive learning environment is friendly, welcoming and protective for all students. Inclusion is the International Baccalaureate (IB) Learner Profile in action.

Learning Diversity and Inclusive Education Policy

Neev Academy recognizes that each student is unique and aims to provide an environment in which all children are supported to reach their full potential. We incorporate inclusive practices and recognize that access to learning for all students is the shared responsibility of the classroom and specialist support teachers and the parents/guardians. Neev Academy is committed to creating an educational setting, where all students benefit from a multimodal approach that facilitates all learning approaches in an authentic, interactive learning environment.

Purpose of the Policy:

Neev Academy’s Inclusion Policy:

- Communicates the expectations for creating and maintaining an inclusive educational environment for all students.
- Establishes clear responsibilities of all stakeholders- administrators, teachers, students, and parents toward inclusive arrangements in Neev Academy’s International Baccalaureate Program.
- Clearly communicates the various support opportunities that are available to students.
- Describes how inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community.

Neev Academy's Inclusive Philosophy

Neev Academy believes that:

- All children, irrespective of caste, creed, sex or economic background, should have an equal opportunity to attend our school, including children who learn differently.
- There are limitations to the structure of the building, which limit the range of disabilities the school can cater for.
- The school will do our best to anticipate the needs of a pupil or member of staff with disabilities before he or she joins the school.
- The school will ensure that pupils with a disability will not be treated less favourably than others because of the nature of their disability.
- The school values individuals and celebrates their achievements.
- The school ensures that policies and systems are in place to promote inclusive provision and practice.
- The school identifies and responds to individual learning needs to the best of its resources and capacity, and aims to integrate all students into the mainstream classroom as much as possible.
- The school identifies and overcomes barriers to learning for groups and individuals.
- The school sets suitable learning challenges for all students.
- The school ensures that the special needs of our IB students are identified, assessed, and provided for.
- Teaching staff to continue to be responsible and maintain high expectations for the learning of all students in the class, ensuring an inclusive and respectful climate.
- Encourage cooperative planning and teaching by all teachers for all students
- The school will allocate resources to assist students in accessing all elements of the curriculum.

The Goal of Reimagining Access to Learning at Neev

To provide access to learning for all students at Neev, the school recognizes the pillars of an inclusive school as a focus on how children learn; a strong foundation of personalised instruction; a firm commitment to collaboration; a respectful and supportive school culture; understanding of the varying *zones of proximal development* (Vygotsky) of children; and the necessary flexibility in a tiered approach to the special education programme.

Inclusion practice at the PYP and MYP apply the four principles of good practice as identified by the IB:

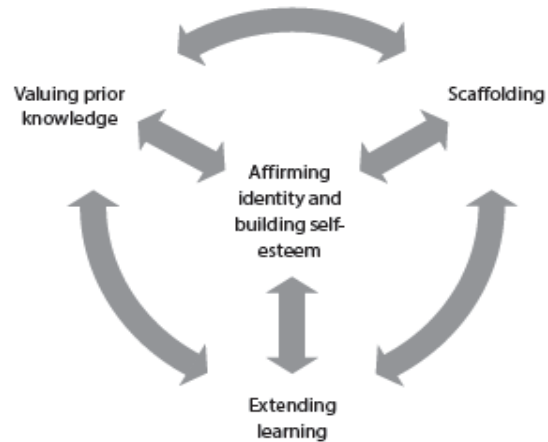


Figure 1

Visual representation of the four principles of good practice in an IB SEN learning cycle

- Valuing prior knowledge: meaningfully assess existing knowledge, strengths and interests. Take into account prior learning when designing, differentiating and planning for new learning.
- Scaffolding: Assessing prior learning is crucial so that smaller steps can be incorporated into the learning process and students are scaffolded in working towards mastery. Modifications such as pre-teaching, demonstrations, experiential learning, chunking information, visual aids, templates and graphic organizers.
- Extending learning: create the social and emotional conditions for learning and promote environments that welcome, celebrate and embrace the diversity.
- Affirming identity and building self-esteem: Students with a positive identity are better able to take the risks necessary for successful learning. All students are visible and valued.

Support at Neev

The Learning Support department focuses on the early identification of support needs. Support at Neev is classified according to the following tiers:

Mild Support

Mild support consists of accommodations, consultancy among teachers, in-class support or small group, targeted instruction.

Moderate Support

Moderate support provides support for children with more specialized needs through co-teaching and small group support along with appropriate therapies which may be required. At this time, Neev Academy maintains a list of agencies

able to support therapies for which the Neev Ecosystem has no facility, which will be shared with families as appropriate for their child's needs.

Intensive Support

At the time of writing, Neev Academy recognizes its limitations in providing intensive support for learners with cognitive or developmental disabilities. Intensive support requires modifications to the Neev programme and leads to an alternative credential, for which the school presently has limited resources.

Modifications, Accommodations and other Personalised Journeys

Neev Academy believes that it is the responsibility of every teacher to provide the highest expectations in the classroom so that each student is included, challenged and successful. To personalise learning for each student, Neev provides differentiated instruction including modifications and accommodations.

Modifications are changes in expectations. Modifications are provided when students are not yet ready or experience difficulty reaching the grade-level standards or have already reached beyond grade-level standards. Modifications can include changes to the instructional level, content, or task specific clarifications for tasks.

Modifications are implemented after a student study team comprising of the Learning Support specialist, classroom teachers, subject teachers, appropriate coordinator, counsellor and section head have met on the Individualised Learning Plan (ILP) of the student. The continuum of learning for students with accommodations requiring authorization and modifications becomes an Individualised Education Plan (IEP) over the long term.

Accommodations are changes in how the student accesses information or demonstrates learning. It is a way of personalising or differentiating instruction. Accommodations are made with fidelity to the grade-level standards and do not change the expected outcomes for the student's particular grade level success criteria. Changes are made to give students appropriate entry points to learning and/or multiple approaches to show learning. Accommodations are ways of differentiating and benefit all students in the classroom. Accommodations may include changes such as:

- presentation and/ or response formats/products and procedures/processes
- instructional strategies
- time/scheduling
- environment
- equipment
- resources and materials

The Individualised Education Plan

At Neev, students who have been identified as needing academic coaching or learning support are provided with an Individualized Education Plan (IEP). The IEP is created after a learning support need is identified. The IEP includes information from observations, student's interests, learning approaches, strengths and challenge areas. The LS specialist calls the IEP meeting. It is attended by the LS Coordinator, Class teacher(s), Head of programmes, respective programme Coordinators and the parents and student (when necessary).

The duration of the IEP is determined by the Learning Support Coordinator in conjunction with the class teacher. At all times, special attention is given to the privacy and confidentiality of the student and family and the need to maintain the student's' positive regard for self.

The purpose of the IEP is to document a student's needs and ensure common understanding of his or her learning profile, to identify modifications and/or accommodations, and to set expectations about a common approach amongst teachers, parents, therapists, administrators and students as they collaborate toward common goals (Next Frontier Inclusion, 2011, p. 24).

In the case of a new student entering the school with a previous diagnosis of a learning disability, the IEP and case management begins within a month after admission, after observation of the student in all environments. The process of the Child Study Team is described in the Learning Support Flowchart.

Learning Support Process Flowchart

- **Start of the Academic year**
 - Classroom interactions and observations of all students for 2 - 4 weeks or until baseline assessments are done
 - Observation and monitoring of students who were/ are in the system
- **For children who already have a formal assessment (Tier 3)**
 - An Individualised Education Plan (IEP) is created at the end of the previous academic year. It is reviewed within the first two weeks of school.
 - The IEP is created after reviewing the students' previous IEPs and after discussion with the Homeroom teachers and subject teachers.
 - The IEP goals will be reviewed with class teachers and heads before sharing with parents in the first 2 weeks.

(IEP)



Referral

After the baseline assessment is done or if a Homeroom/ subject teacher or parent has any concerns during the year, the stakeholder can send an email to studentsupport@neevschools.com, or fill out a Learning Support (LS) or Counselling Referral form and hand over the same to the teachers.

(Referral Form)



Observation

Once the referral form has been filled out, the LS teachers will observe the student for up to 2 weeks. The LS teacher will collate information about the student from teachers, parents and previous assessments before planning and sharing the intervention planned for the student with the stakeholders. The intervention may be an Individual Learning Plan (ILP) or Recommendation Form based on the in-class observations.

(Initial Information form)



Tier 1

- The Recommendation Form lists classroom strategies and accommodations that can be implemented by the class teachers.
- LS teachers will continue to have ongoing observations of referred students.
- Observations will keep a tab of the consistency and impact of the shared strategies in the form.
- Based on observations and teacher feedback regarding the child's progress, recommendations are altered. Progress is tracked on an ongoing basis.
- If the child is not showing steady progress despite consistent implementation of the recommendations made over a span of 6-8 weeks, an Individual Learning Plan may be created for the child.

(Recommendation Form)

Tier 2

- An ILP is created for the child for a period of 6 weeks.
- It details interventions that the classroom teacher and the LS teacher will be doing with the student.
- The LS team will work with the student in small group, pull-out sessions to build the necessary skills.
- It is reviewed every month with the Homeroom teachers to ensure the progress of the child.
- At the end of one ILP, a meeting is held to check if the child has progressed to be able to perform independently in the classroom.
- A PTM will be held with the parents to share with them the present level of the child and the goals worked towards.
- If required, a second ILP is created for the child for an additional 6 weeks. It is reviewed every 2 weeks.

(ILP Wave 1, ILP Wave 2, Recommendation Form)



Tier 2 (continued)

- After ILP Wave 2 is reviewed and if a child requires further support to be able to perform independently in class, a Parent Teacher Meeting (PTM) is held along

with the LS teacher conveying that an external formal assessment would be required to provide necessary interventions to support the child's needs.

- ILP 3 will be started with the child in the meanwhile.
- (If all the stakeholders feel the need to ask for a formal assessment after Wave 1 of the ILP, the same is communicated with the parents.)

(ILP 3, IEP Intake Form)



Tier 3

- Once the formal assessment is received, parental/ guardian consent is taken to create an Individualised Education Plan (IEP), which contains a comprehensive and holistic description of the student
- The IEP is created for the child (within the week) and shared with all the stakeholders: class teachers, programme heads, parents, LS team
- The IEP also outlines support the student may require outside of school and/or at home. A hardcopy of the IEP is shared with the parents
- The LS team team will work with the student in small group, pull-out sessions to build the necessary skills.
- The IEP goals are tracked on a weekly basis by the LS member and a meeting is held every 2 weeks with the teachers/ Heads to discuss observations.
- A parent meeting is held at the end of the 6 weeks for overall review and goal setting for the next 6 weeks plan. Parents are encouraged to contribute to the proposed IEP SMART goals set and the final plan is shared with them.
- Consecutive IEPs are made limited to a 6 week cycle

(IEP, IEP Target Tracker)



- An End of year report will be created for students who have received support from the LS team showing the child's progress over the course of the year, and the goals for next year.
- IEP goals for the child for the next year will also be shared with all the stakeholders and the plan will be reviewed at the start of the next academic year.

(End of Year report, IEP)

Admission Criteria

The Admission policy at Neev clearly states the criteria for admission to the school. It also clearly states from the start, with fairness to the student, that it may not be able to meet all special needs of a student. At times, it could be the severity of the disorder that would be the basis of non admittance to the school. At others, the admission may be refused so as to continue to maintain a healthy balance of typical and atypical students in a grade for maximum benefit for all.

The admission department would need to consult with the Learning Support Coordinator before accepting children with known special needs into the academic program. Parents are required to share all relevant information regarding their child's abilities and medical history at the time of applying for admission. All diagnostic and

assessment reports would need to be submitted along with the application form. The psycho-educational assessments submitted would need to have been by a licensed educational psychologist done within the last two years. The school team would review each individual with special educational needs on an individual basis at the time of application.

The review will look at the resources the child will require in terms of human resources, financial, material and space resources as well as the parental commitment to supporting their child's educational program at home and school.

Parents are required to clearly communicate previously identified special needs or the support the child has received in the previous school. Parents of students admitted to Neev would be expected to commit to providing any extra support that is asked of them to support the plan for the student. This extra support may be in the form of therapies from external professionals, such as Occupational Therapy or Speech therapy, to name a few. Or the support may be in the form of educational support or a combination of both, educational and specialized therapy.

If at a later time it is found that previously diagnosed condition was not disclosed by the parents, the school is at the liberty to ask the parents to withdraw their child from school. The decision would be at the discretion of the school head. To enable the school to provide the best for the student's educational needs, full parental cooperation would be required.

Who can be admitted

The environment and curriculum at Neev would need to support the student with SEN needs and also be beneficial to the student. There would be no discrimination against any disability. However, the degree and severity of the disability will determine if the environment would be best suited for the student. The environment is inclusive of the physical structure, the curriculum outcomes and the individuals who support the system

Inclusion and Diversity Action at the Diploma level

Admissions and Enrolment phase: At the admission and initial enrolment stage, the Diploma applicant completes the admission series of tests in English language and Mathematics. The assessment is followed by an interview before making final offers of admission. The choice of DP course versus the full diploma is made in consultation between DPC, Secondary Head, Head of School, Parents and Student, as mentioned in the Admission Policy of the school.

The assessment results enable the school to assess the capacity of the school to support the learning of students and where necessary, in consultation with the Learning Support team on the ways by which the student may access and demonstrate learning in Neev's IB Diploma Programme.

Teaching and learning phase: Neev expects and supports the notion that students may have the intellectual capacity to meet all the curriculum and assessment requirements but may need additional support to enable them to attain their full potential. The differentiation initiative for diploma students will be done in consultation with the Learning support team, the DPC and colleagues teaching the Diploma Programme. With reference to teaching and learning, Neev Academy aims to raise achievement and progress in all pupils, including those who have learning needs, enabling our IBDP students, from their individual starting point, to make expected progress.

The teaching and learning phase will endeavor to promote individual student achievement, helping to build self-esteem and... 'Meet the individual learning needs of those students ... and improve their inclusion in the mainstream classroom.' [IBO: 2004]

Examination phase: The IB recognizes that to enable all candidates to 'demonstrate their ability under assessment conditions that are as fair as possible', it is necessary for schools to provide special arrangements for candidates with special needs. Documentation of need is a requirement for modifications to examination conditions. The school in partnership with parents will provide the structure and procedures necessary to ensure students who need adjustments to examination conditions will be provided the support needed.

Supporting Documentation

In addition to providing educational evidence from school, providing accommodations requiring authorization from the IBO require a formal assessment from a medical or psychological service professional. The supporting documentation must be:

- legible, on paper with a letterhead, signed and dated
- state the title, name and professional credentials of the person or persons who has taken the psycho-educational evaluation of the student
- state specifically the nature of the special need, and the tests or techniques used to arrive at the results
- be consistent with the coordinator's request for special arrangements
- state the candidate's performance on nationally standardized psychological tests (where available and published, recent editions of standardized tests should be employed)
- report results as standard scores, which have a mean of 100 and a standard deviation of 15, and not percentiles or grade equivalents
- describe the functional limitations arising from a disability and their impact on learning

- include a summary (or conclusion) and recommendations as to which special assessment arrangements are appropriate in cases where the student is undertaking external examinations

Educational evidence

Educational evidence provided by the school can be a letter/observational report from the coordinator and/or the candidate's subject teacher(s) outlining any difficulties that may be apparent in class plus a summary about the arrangements provided to the candidate in order to access learning and assessment.

Educational evidence can also be provided by way of a detailed individualized educational plan for the student or a sample of work done under timed conditions without the access arrangements that are being requested (for example, without the use of additional time/word processor/word processor with spellchecker).

Special Arrangements for External Examinations

Neev's Inclusion Support policy allows for certain arrangements that can be made for the students who require special arrangements in external assessment situations. In order to arrange for special arrangements for the MYP and Diploma examinations, the student must have documentation of a formal educational-psych evaluation (or medical report) completed not more than three years from the examination date. The exception to this is for inclusive access arrangements for additional language learners where the supporting documentation (language evaluation report) must be conducted no earlier than one year before the examination session. Some flexibility will be allowed with respect to the date of the medical report for candidates with permanent sensory and/or physical challenges.

In addition, application for the special arrangements will be expected to be submitted to the IBO six months prior to an examination session, i.e. by 15 November for candidates registering for the May examinations session and by 15 May for candidates registering for the November examination session.

Accommodations provided in the PYP will be based on accommodations that can be provided in MYP and DP as outlined in the *Access and Inclusion Policy*, based on the supporting evidence provided. In the MYP and DP it is mandatory while applying for assessment accommodations with the IBO to ensure that it is the candidate's usual way of working in classroom tasks and tests. MYP and Diploma candidates with special assessment needs may receive the following accommodations:

Arrangements Not Requiring IBO Authorization

- **Separate room:** A candidate is permitted to take an examination in a separate room if it is in the best interests of the candidate or other candidates in the group.

- **Appropriate/ preferential seating:** The coordinator may arrange for appropriate seating for a candidate to meet the needs of the individual.
- **Use of aids:** A candidate who normally uses an aid (coloured overlay or filter lenses, hearing aid, headphones, visual aid, etc) is allowed to use the aid in examinations.
- **Clarification of examination directions:** If a candidate has difficulties with reading or attention, examination directions may be clarified by the invigilator or designated reader.
- **Rest breaks:** A candidate may be permitted predetermined and supervised rest breaks if required to do so due to medical, physical, psychological or other conditions.
- **Prompter:** A candidate may be permitted the use of a prompter due to attention issues, psychological or neurological conditions, using non verbal prompts.

Arrangements Requiring IBO Authorization

- **Modification in the presentation of the examination**
 - MYP
 - Access to alternative font/ or text/ background colour for candidates with visual challenges or specific learning challenges.
 - DP
 - Access to change in font/ enlarged print/ coloured paper for candidates with visual challenges and other processing issues for which they require this arrangement.
 - Access to electronic (PDF) examination
- **Additional time:** Additional time for IB assessments will be authorized on the basis of the eligibility criteria, linked to the degree of the access requirement.
- **Access to writing:** Candidates who have difficulties in writing due to specific learning challenges, visual challenges, visual processing challenges, fine motor challenges, attention of other psychological and medical challenges maybe provided the following accommodations based on evidence.
 - MYP
 - Access to paper based graphic organizers can be used for planning
 - Access to a Scribe to type the dictated responses of the student
 - DP
 - Access to paper based or electronic graphic organizers can be used for planning
 - Access to a Scribe to handwrite the dictated responses of the student
 - Access to a word processor to type answers by the student
 - Access to a word processor with spellchecker
 - Access to speech recognition software

- **Access to reading:** A reader may be provided to students who require support to read the text in the examinations based on identified learning, visual, attention or medical difficulties. The reader will read the examination to a candidate and read back the candidate’s answers if required to do so.
 - MYP
 - For candidates with total vision impairment access to text script descriptions of images or other visuals and/ or adapted text when there is visual processing needed for the response to a question
 - DP
 - Access to reading software used with a word processor
 - Access to examination (reading) pen
- **Access to calculators:** Access to a four-function calculator (basic calculator performing only the functions of addition, subtraction, multiplication and division) for candidates who have difficulties with mathematical fluency, in subjects requiring mathematics calculations

For further accommodations that require IB authorization please refer to the [Access and Inclusion Policy](#).

Timeline to Apply for Assessment Accommodations

The tables below outline the timeline that will be followed with regard to applying for assessment accommodations with the IBO.

For students not formally assessed at the start of the year

Month	Action plan	Comments
July (Current AY)	Academic year starts	
October first week (Current AY)	Request parents for formal assessment.	This allows the AC team to provide Tier II intervention, (Wave 1 followed by Wave 2 if required), prior to requesting for an assessment. A request for an assessment can be made prior to this date based on the concerns raised and the student’s performance.
Mid February (Current AY)	Formal assessment must be submitted by the parent to school	Parents have a minimum of 4 months (not including the school holidays) to make arrangements and submit the formal assessment to school.

Mid February to end February (Current AY)	Write to IBO with any questions pertaining to accommodations	Clarify with IBO any questions that may arise with regard to the accommodations implemented for students.
Feb/March (Current AY)	Start implementation of accommodations	With the formal assessment report submitted in March, AC will be able to provide a minimum of 6 months intervention and relevant supporting documentation to apply to IBO for accommodations requiring authorization.
November 15th (Current AY)	Deadline to submit relevant documentation to IBO for accommodations requiring authorization	Deadline provided by IBO
May (Next AY)	MYP/ DP exams	

For students already formally assessed at the start of the year before the MYP e-assessment and final DP exams

Month	Action plan	Comments
July (Current AY)	Academic year starts, accommodations approved by IBO will be implemented for the student	AC will provide intervention and maintain relevant supporting documentation needed to apply to IBO for accommodations requiring authorization.
July (Current AY)	Write to IBO with any questions pertaining to accommodations	Clarify with IBO any questions that may arise with regard to the accommodations implemented for students.
November 15th (Current AY)	Deadline to submit relevant documentation to IBO for accommodations requiring authorization	Deadline provided by IBO

May (Next AY)	MYP/ DP exams	
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Responsibilities for Inclusive Practices at Neev

Responsibilities of the school:

- Before accepting a student with special educational needs, the school will consider whether suitable arrangements, for both teaching and assessment, can be made for that student.
- All requests for special arrangements submitted by a coordinator must have the support of the head of school.
- Before modification of the curriculum for a student, the school will initiate a process for assessment to be undertaken by the parents and child.
- Students who have appropriate assessments shared with the school will be placed on the appropriate tier of intervention; receive a case manager; be provided an Individualised Learning or Education Plan; be monitored through the Student Study Team; and receive academic counselling toward an alternative credential or modified diploma.
- Before submitting appropriate documentation for the modifications to the assessment process, the school must obtain consent from the candidate and/or the candidate's parents or guardian.
- An application for special arrangements will be made on behalf of an IB Diploma candidate on a request form submitted by the coordinator or the head of school. (A teacher who specializes in teaching students with special needs may complete the form, but must not be the signatory. An application will not be accepted directly from a candidate, or from a relative or guardian of a candidate.)

Responsibilities of the Programme Coordinator:

Some inclusive arrangements are permitted at the discretion of the appropriate IB coordinator and do not require prior approval from the IBO. Other inclusive arrangements in the IB Diploma must have prior authorization from the IBO.

- The IB coordinator and LS team members are responsible for communicating access arrangements to those students, parents/guardians, and staff members who must be made aware of such adjustments.
- The IB coordinator and LS team members are also responsible for providing inclusive assessment arrangements and requesting examination accommodations, especially for MYP Year 5 and IB Diploma students who are undergoing external examinations. Parent/Guardians and students must realize that inclusive arrangements requiring prior authorization must be submitted with supporting documentation and educational evidence.
- The IB coordinator and LS team will work together with parents/guardians, students, the IB counsellor, and IB staff members to gather and submit all

pertinent supporting documentation and educational evidence in order to show the requested arrangement(s) is indicative of an IB student's usual and reasonable accommodations under a valid IEP.

- Adverse or unforeseen circumstances do not fall under the tenets of this inclusion policy. An IB student or parents who experiences adverse circumstances must contact the school and appropriate IB coordinator to seek information regarding the student's specific situation.

Responsibility of the Learning Support Specialist and Class/ Subject teachers

The Learning Support teacher is the student's advocate in the process of providing the student access to and ways to demonstrate learning. The LS teacher acts as a case manager who monitors the process of providing learning support for students identified as receiving the tiered support within the school programmes.

- Support the class teachers in differentiating the teaching plan to include not only the varied learning styles of the children in the class but also include accommodations for the student.
- Guides the teachers and assists them in creating material for the classroom to enable the student to effectively record and communicate his/her learning and understanding.
- Supports the teachers in creating the assessment tools that would effectively and realistically assess the learning the student has achieved making the modifications required to cater to the unique needs of the student.
- Updates the teachers on the developments in the field of Learning Support by conducting workshops.
- Works collaboratively with teachers in creating a healthy attitude and atmosphere to include the student in every true sense, in the classrooms and across the school.
- Works with students requiring Tier 2 and Tier 3 support in pull-out, small group sessions to bridge the skill gaps identified in students and adjusts the Academic Coaching sessions in accordance with the class time-table, (during Second Language periods or as otherwise identified).
- Collaborates with the class teachers to support the student in implementing taught strategies in the class, when the student transitions to Tier 1 and back into the classroom.
- Implement effective feedback mechanisms to track student progress, or lack of it, shared between the class teacher and LS team.
- Prepares the IEP for the students giving due consideration to the special educational needs of the student and the class expectations.
- Schedules regular meetings with the parents and the teachers of the student to review the IEP and chart student progress, keeping the expectations of all concerned in a realistic perspective.

- Ensures that the IEP includes the special arrangements or accommodations in assessment conditions to allow the student to demonstrate his or her true level of achievement.
- Communicates the Learning Support policy to the parents and ensures their continued involvement and supportive of the needs of the student.
- Ensures the clear communication of the PYP, MYP and DP course choices by the school management.
- Coordinates and maintains a clear process of communication with the outside professional service providers involved in the IEP of the student keeping the parents aware at all times.
- Upgrades and maintains the Learning Support resources in the school.
- Maintain clear records of all the LS procedures being followed for every individual student.
- Schedule meetings at the start of every academic year with class teachers (before school opens for students) and discuss the case file of all students receiving academic or counselling support.
- For students moving from one programme to the next, a meeting will be held with the class teachers and Student Support Services team (Academic Coaching team and Counselling team) members to discuss all relevant information pertaining to the student.
- Regularly attends courses and workshops to keep professionally updated with the developments and information in the field of learning support.

Counselling for Behaviour

In case of students needing behavioural counselling for any problems that arise in school, the following process is generally followed at Neev Academy:

- A teacher identifies the issue and communicates with the student through listening and respecting their point of view.
- The teacher provides social and emotional guidance to the student as required. To encourage and maintain positive behavior and peer support, recommendations of class management techniques will be shared with students and teachers.
- The teacher then observes the child for any change in behaviour or to see if the issue is still impacting the student's behaviour.
- The Counsellor and grade teacher work out an intervention and preventive action plan involving the school head and also if needed the learning support teacher or coordinator/other class teachers, parents.
- The action plan includes appropriate consequences and is shared with the student.
- Following this, the concerned team observes the student inside and outside the class to track whether the action plan has had an impact on the student.
- The concerned team meets regularly to update all the relevant stakeholders (school head, parents, other teachers involved).

- When needed, other students are involved to build sensitivity or support the student.
- Based on the need, the concerned team meets the parents to apprise them about the child's concerns to ensure that they are using similar preventive actions.
- If the goals outlined in the action plan are not achieved, discussed consequences are followed, and the concerns are escalated to the programme or school head for further handling as appropriate.

Behaviour Plan

In collaboration with the teachers and the parents, the following plan is put into practice, keeping in mind that every day is a new day. There is no carryover of incident counting from the previous day.

- First level - At the time of the incident, the student is given a gentle reminder of the class expectations. Student may be asked to sit out for 5 minutes to calm down and reflect on their choice of action.
- Second level- The student is told that this is the second incident and would need to sit out for 5 minutes and reflect. The student will be counselled in school and a PTM will be scheduled.
- Third level - If the challenging behaviour is repeated, the parent is asked to pick up the student from school, following a PTM to discuss the mentioned behaviour.

In case the behaviour is causing physical harm to the student himself or to another in the environment, the third level would be directly imposed with suggestions for seeking external support as may be necessary. There will be no warning levels of one or two.

Responsibilities of the Parent

Academic coaching, especially for the Individualised Education Plan or IEP is a long-term commitment involving professional procedures, intentional planning and case management by the Learning Support team. In addition, in order to gain specific targeting of academic support needs, the Learning Support team must consult the formal education-psychological assessment and design a programme in which the student will succeed.

The school asks parents to:

- Disclose if there is a previous formal educational-psychological evaluation at the time of admission
- Update the educational-psychological evaluation every three years
- Provide documentation of ILP or IEP from previous schools
- Participate meaningfully in the interventions and the procedures of the individualised learning plan of their child as guided by the Learning Support case managers
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Responsibilities of the Student

In the course of their MYP and DP career, the student is involved in subject choices. It is the student's responsibility to consider the range of information available to him or her, in order to make the best possible decisions for his or her success in the MYP and the Diploma.

Interdependence with community members is an important resource for the student who undergoes Academic Coaching. He or she needs to:

- develop an area of personal interest beyond the subject-specific curriculum
- share their new understandings with their peers, teachers and family
- change their behaviour in response to their learning and recognizing that they are able to make a difference through the decisions they make and the things they do

While principled action may not always be clearly or immediately visible or measurable, it is important that students record and reflect on how what they have learned has impacted their attitudes and behaviour.

The process of reflection should be carried out throughout the academic career not just at the end of units or terms, or for Student-Led Conferences. Students should be encouraged to reflect regularly on their inquiry process and on the actions they have taken at various stages of their development.

The student is responsible for completing the coursework to the best of their skills in the time allocated for its requirements. Long-term assessments such as Personal Projects, Extended Essay, and other work are to be completed independently with supervisor guidance and submitted in time for moderation requirements (From Principles into Practice, 2015).

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