



IST Inclusion/SEN policy



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INTRODUCTION

The special education needs department at the International School of Tallinn prides itself in the use of what are called evidenced based practices. This means we take a functional approach to assessment and continue with ongoing data collection to support those assessments.

A special education need at IST can look like a reading disability, attention deficits, social emotional challenges, English or Estonian language challenges or challenges not otherwise specified. We believe every student can learn and achieve their personal and fullest potential if given the appropriate amount of support and guidance. IST is an inclusive school that welcomes parents with questions about a special education need to contact the school in order to schedule a meeting to more accurately assess whether IST is the most beneficial choice for the student.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

IST determines whether there is a special educational needs (SEN) or not if:

- They have a learning difficulty or challenge which makes it challenging for the student to learn more so than other pupils of the same age; and
- They require a special educational provision to be created for them by Estonian Ministry of Education or mandated from local municipality or authority.

There are four main areas of SEN:

- communication and interaction needs
- cognition and learning needs
- social, emotional and behavioural health needs
- sensory and/or physical needs

A challenge is described as 'a physical or behaviour impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.'

ROLES AND RESPONSIBILITIES

Currently the Estonian Ministry of Education ensures that the school meets the duties set out in the *Childs mandated Curriculum recommendations*. The special education needs (SEN) coordinator with oversight from the director and in collaboration with the students program coordinator, classroom teachers, and parents provide the arrangements for special education needs to insure inclusion at the school.



The special educational needs coordinator (SENCO) is a licensed professional whose day to day role includes clinical assessment of social and academic needs, planning and implementation of interventions, ongoing evaluation of progress, and documenting and reporting.

The international school of Tallinn also welcomes necessary support staff provided by and funded by parents for those students who have been admitted to the school with the condition that they have a in-class 1-1 support. These "Support technicians" will work closely and collaborate with the students team to carry out ongoing data collection necessary for intervention plans and communicates regularly with the SENCO and classroom teacher to maintain student progress.

VISION AND AIMS

The International School of Tallinn wants all our pupils to feel welcome, valued and included in the school community. We have high aspirations for our pupils with a Special Education Need and will provide them with high quality learning opportunities to ensure that they achieve their highest potential.

We also want to help our pupils with a SEN to develop a positive view of themselves and the world they live in. So that they can become confident individuals and go on to live fulfilling lives by making a successful transition into adulthood. We will endeavour to fully involve our pupils with a SEN in all decisions that affect them, so that they can help us to identify what works for them and reflect on what doesn't. The views of our pupils and their parents are especially important to us and we take these into consideration when consulting on, implementing, and or reviewing this policy.

To achieve the above, we will:

- Provide students with opportunities throughout the school program and report that progress to relevant stakeholders.
- Ensure teaching practices and learning opportunities provide students with diverse needs, access to their mandated curriculum.
- Create an atmosphere of encouragement and acceptance in which all pupils can thrive.
- Be sensitive to individual pupils' needs and celebrate achievements.
- Enable each pupil to take part and contribute fully to school life.
- Provide access to and supports within the curriculum.
- Assess students' individual strengths and talents.
- Work in partnership with parents to support children's learning and health needs.
- Provide quality training for staff that enables them to support pupils with SEN and disabilities.



OBJECTIVES

International School of Tallinn will do its best to ensure that the right provision is made for each pupil with special educational needs. We are committed to discovering and providing the best learning conditions for each pupil.

In implementing this policy, our goals are to:

- Identify all pupils who have SEN at an early stage.
- Ensure that pupils with a SEN have their needs met and that they make progress.
- Provide support and advice to all staff who work with pupils with SEN and disabilities.
- Operate a whole school approach to meeting SEN and disabilities, in which all members of the school community have an understanding of their role.
- Ensure that pupils with SEN and disabilities can join in with all the activities of the school alongside their peers.
- Adopt a 'person centred approach' to supporting pupils with SEN and disabilities, ensuring that pupils and their parents are fully involved in decisions which affect them.
- Ensure there is effective partnerships working with outside agencies when appropriate.

ADMISSION ARRANGEMENTS

International School of Tallinn uses the Local Authority arrangement for school admissions. This arrangement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. (Please see our *Terms and Conditions of Admission and Exclusion Procedure* for further information).

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Our teachers are responsible and accountable for the development and progress of the pupils in their class, and we have systems in place to ensure that special education needs are identified as early as possible.

We start by:

- Providing teaching that is of a high quality
- Regularly assessing our pupils' progress and targeting areas of difficulty
- Adjusting work for pupils who need this.



As necessary, we also:

- Use criterion referenced assessments to target relevant skills.
- Use functional assessments to identify behavior/social emotional skills.

If a pupil continues to struggle with the curriculum despite the above support, we will consider whether they have a special education need.

To do this we will:

- Meet with the parent, the student, program coordinator, SENCO, and classroom teacher to determine more specific goals and establish a more formal direction for the student.
- Conduct an appropriate criterion referenced assessment for the skills in question.
- Conduct a functional assessment of problem behaviours that might be barriers to learning.

This process may conclude by implementing an IEP (individualized education plan). If it is decided that a pupil has a special education need and requires special educational provision (provision that is additional to and different from that which is available to other pupils at the school) they will be added to the special education needs record under the category of special education needs Support. Parents will be informed in writing when this happens.

The provisions provided by special education needs support will be individual to each child, according to their special education needs but it could include:

- Differentiated assistance from a teacher or the special education needs coordinator.
- Working in a small group in order to help to take part in class activities.
- Modification of work environment or use of adaptive technology.
- The requirement that the student have a 1-1 in class assistant.
- A special learning programme or IEP.

The International School of Tallinn will support pupils with special education needs to the extent that the school has the resources and professionals on staff or provided by parents to do so effectively and adequate to meet the student and family's needs. However, some pupils with more severe, complex, and or pervasive special education needs may need more resources than what can be provided reasonably at IST. If we feel this is the case, we will discuss this with parents during of the admissions agreement and determine what options are available.



Sometimes other factors can affect a pupil's progress but are not considered to be a special educational need, for example: attendance and punctuality, ill health, English as a second language, behaviour (where there is no underlying special education need) and bereavement. These needs will be addressed appropriately using other processes or strategies.

These strategies include:

- Communication between relevant teachers and parents.
- Feedback with the student regarding the issue.
- Team meeting

SUPPORTING PUPILS WITH A SPECIAL EDUCATION NEED OR CHALLENGE

At the International School of Tallinn we use the "Assess, Plan, Do, Review" approach to support pupils with special education needs. This is also known as the graduated response method. It helps us to learn more about the pupil and what helps them to make good progress.

The four parts of this approach are as follows:

Assess – As already outlined above, we assess the pupil's needs; listening to the views of the pupil and their parents, and other professionals as we do so.

Plan - The teacher and our Special Education Needs Coordinator will plan the support needed, involving the pupil and their parents. A review date will be agreed.

Do – Our Special Education Needs Coordinator will help the class teacher to support the pupil. They will think about the pupil's strengths and weaknesses and how best to help them. The teacher will also work with any teaching assistants or specialist staff involved.

Review – Everyone, including the pupil and their parents will decide how effective the support has been. We will then adapt the support in light of the pupil's progress.

If needed, during this process, we may ask for advice from specialist support services, such as Educational Psychology, Speech & Language Therapy, Specialist Teaching & Advice, Behaviour Support and Children's Therapy. Parental permission will always be sought prior to this.

Additionally, pupils with an IEP have a Bi-annual review held at the school, each year. The pupil, their parents, and any relevant professionals are invited to this. Bi-annual reviews at The International School of Tallinn are person centred and focus on the pupil's progress. They also:

- Consider whether the outcomes in the IEP are still appropriate
- Review the special educational provision in place
- Review any health or social care provision currently in place
- Consider whether the IEP plan is still needed.



For pupils in Year 9 and above, there is a specific focus on preparing for adulthood. This includes thinking about:

- Further or higher education (e.g. college, an apprenticeship or university)
- Employment
- Independent living
- Participating in society
- Being as healthy as possible in adult life.

COMING OFF THE SEN RECORD

A pupil will be removed from the SEN record if it is decided that they have made sufficient progress and are able to access the standard curriculum successfully. However, they will continue to be monitored in case any issues arise. Some pupils may dip in and out of SEN Support and parents will be consulted at each stage.

Following the Bi-annual review of an IEP, the local authority and SENCO will decide whether to keep the IEP as it is, amend it or cease it, based on the recommendation of the Bi-annual review meeting. If it is decided to cease an IEP because the pupil no longer requires the special education provision within it, we will continue to monitor the pupil's progress using the school's standard assessment policy.

TRANSITION ARRANGEMENTS

The International School of Tallinn is committed to ensuring that parents have confidence in the arrangements for pupils entering the school, progressing through each academic year, transferring to their next school, or moving on to adulthood.

TRAINING AND RESOURCES

The International of School of Tallinn aims to keep all staff up to date with relevant training, in relation to the needs of pupils with SEN and disabilities. Funding is set aside to support continued professional development.

Training needs are identified through analysis of need with the SENCO and senior leadership team ensuring that training opportunities match school priorities. The SENCO will also provide information on specific special educational needs for new staff. Additional training may also be arranged to support pupils with specific medical needs and will be arranged with relevant medical professionals.



STORING AND MANAGING INFORMATION

All data including data stored electronically is subject to European Union General Data Protection Regulation.

All paper records will be held in line with the school's policy/protocol on security of information. Any Request for information to be shared electronically will require parents to sign a release of information consent form in order to maintain confidentiality of student and family information.

This policy, along with all other policy statements and documentation can be found on our school website.

MONITORING AND EVALUATION

This policy will therefore be kept under regular review, but it will be fully updated every three years.

Pupils with SEN and disabilities and their parents will be involved in this process through individual consultation and social validity surveys and interviews. Others involved in this process will include: the special education needs coordinator, teachers, 1:1 aids, the director of the school and members of the school board.

We will evaluate the success of our policy through:

- Feedback from our pupils, parents and professionals working with the school
- Analysis of lesson planning to take account of differentiation
- Progress data, including use the school's tracking system and comparative national data to monitor the level and rate of progress for pupils with SEN and disabilities
- Success towards outcomes included on SEN Support and IEP Plans
- External evaluations or inspections.

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. If at any point a parent has concerns about how their child's needs are being met, they should contact the Special Education Needs Coordinator. However, if a parent feels that their concern or complaint has not been dealt with satisfactorily, an appointment can be made to speak with the director of the school.



CONSULTATION

This policy was developed in consultation with:

- Pupils with SEN and disabilities
- Parents
- School Board members
- School instructors.

Drafted: by SEN Coordinator

Approved: by the IST Director on the 23rd of January 2020