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1. Purpose of the policy

The purpose of this document is to outline services and procedures that allow the widest possible range of students to access the curriculum in the English Section of GESM. As a non-selective and inclusive school, GESM provides services under the leadership of the Additional Needs Program Department (ANP) that allow students of all sections to participate and thrive within the school context.

2. ANP: Guiding statements

In agreement with its Mission and Vision as well as its values, GESM acknowledges and uses the term inclusion and diversity to refer to the spectrum of needs related to academic, cognitive, social, emotional and physical development. In a culture of collaboration, mutual respect and understanding, GESM aims to give access to and engagement in learning for all students.

Students are accepted into GESM if their Additional Needs (AN) can be supported within the current program. GESM currently can accommodate students with

- Mild to moderate intellectual or cognitive impairment
- Behavioural disorders and emotional difficulties
- Specific Learning Disability
- Executive Functioning Deficits
- High functioning ASD
- Social-Communication Disorder

All children have the right to progress intellectually, emotionally, and socially while maintaining a sense of dignity and developing a positive self-concept. German European School Manila recognizes that its students have varied backgrounds, interests, and individual learning differences. To that end, the Additional Needs Program (ANP) is designed to increase the academic and emotional success of all GESM students identified with special education needs. Additionally, the Additional Needs Program team members collaborate with each other, with classroom teachers, and with parents to design Education Plans that support the curriculum and provide appropriate goals for students having specific learning difficulties.

The following principles underpin the school's philosophy regarding additional needs:

- Uniqueness and individuality are valued and respected; the identity of all learners is affirmed, developing self-esteem.
- All learning styles are recognized, and the student strengths are enhanced to maximize learning.
- Appropriate challenge levels allow all students develop their skills at a pace in a non-threatening learning environment that promotes the students to succeed and grow.
- Appropriate challenge levels allow all students develop their skills at a pace in a non-threatening learning environment that promotes the students to succeed and reach their potential

- GESM provides a setting that is based on mutual respect and understanding that allows students to bring about their personal development.

3. Admission to school

Students who have an identified learning disability and/or demonstrate below grade level ability and performance in the mainstream classroom is eligible for support options.

The type of support is based on the assessment data, anecdotal information from classroom teachers and parents, reports from external assessments and availability of resources.

Parents of students with AN must submit an application form, answer the ANP Questionnaire and submit all relevant documents or reports that clarify their child's AN. Learning Support Plans (such as IEPs) from the previous school must also be included. Students who are under the ANP Register receiving Level 2 of Additional Needs Support are charged. The cost is incurred on a school year basis. This requirement is communicated before the enrolment process starts.

GESM may request for further assessment information, may interview the parents and/or student, and may contact the previous school. The school uses all these information to decide whether the needs of the child can be accommodated within the current program.

For students whose AN are not listed above, GESM considers each applicant on an individual basis. The decision to admit an applicant with AN is collectively done by the Head of School, Head of Section and the ANP Coordinator. The final decision on acceptance is taken by the Head of School.

While GESM prides itself as an Inclusive school to help meet the needs of students with AN, the level of support identified for a particular student reflects what GESM is currently able to provide; it is not a contractual obligation between GESM and parents of students identified of support.

4. Structure of the program

A multidisciplinary team works together to identify needs, design and deliver an effective support program for individual students. We focus on using students' strengths to help them develop confidence, a sense of self-advocacy and a desire to maximize their learning.

All ANP teachers are part of the Student Support Team (SST) at either the Elementary or Secondary level. These teachers work collaboratively with homeroom and subject teachers, teacher assistants, parents, external specialists (when needed), and the administrative team to determine the best way to meet the needs of all students.

A Learning Support Plan is created that clearly identifies goals and strategies for achieving them. The plan establishes the intensity of the intervention and determines the appropriate setting for implementation. In all cases, students develop an understanding of their own profile and are encouraged to use this self-awareness to maximize their learning. The LSP will be clearly communicated to the parents who will sign it.

The Additional Needs teacher monitors, assesses and documents student progress relative to the targeted goals with the aim to integrate them into mainstream learning.

5. Whole school effort: rights and responsibilities

The **leadership** team of the school welcomes the admission of students and provides continuous support for students with additional needs. They provide resources to foster the growth of these students.

All **teachers** educate all learners, independent of their learning styles and need. They create a learning environment where students feel safe and supported. Ongoing differentiation is a requirement for which training will be provided. Teachers are also at the forefront to identify any suspected additional needs and circumstances. The referral process is outlined below.

The **ANP team** consists of the ANP coordinator, AN teachers and Learning support specialists (on 1:1 base as needed, paid for by the family of the student).

The **Student Support Team (SST)** consists of the relevant AN teacher, homeroom and subject teachers as well as the Head of Section and, where appropriate, the Head of School and the school nurse. Their role is to discuss referred students, to review Learning Support Plans and to determine exit benchmarks from the ANP. They also consider eligibility for access conditions for external exams.

5.1 The role of the ANP teacher

Additional Needs teachers aim to provide additional guidance and support for the student to successfully integrate and be independent into the mainstream environment. ANP teachers know when to give support and when to withdraw support for the student to practice independence.

Additional Needs Teachers are the students' advocates. They work with the student to become more aware of their peers and environment and in the process build social skills. The goal is to equip the student with the right tools to adjust to social situations as well as to develop and maintain friendships.

Main duties and responsibilities of a Learning Support Teacher:

- To help the child display appropriate classroom behaviour.
- To provide guidance in completing classroom activities when necessary.
- To develop a Learning Support Plan based on the specific needs of the student.
- To help achieve the student's goals stated in his/her Learning Support Plan.
- To advocate for the student's needs to his/her teachers, classmates, peers and implement agreed-upon accommodation plan for the student.
- To maintain accurate progress notes, data collection and completes all reports in a timely manner.
- To regularly update and communicate with the student's parents, teachers, Additional Needs Program Coordinator and the rest of the multidisciplinary team on the student's progress or development. This can be done through email and/or communication notebook.
- To attend meetings, together with the whole multi-disciplinary team, about goals, accommodations,

services and Learning Support Plan.

- To maintain discretion and confidentiality of child and family information at all times.
- To always communicate professionally with students, family members, school personnel, faculty and other service providers of the child and to adhere to confidentiality codex.
- To act as the child’s case manager.
- To perform such other appropriate and position related duties as the lead classroom teacher, Additional Needs Program Coordinator, Head of Section may assign.

6. Learning support

A Learning Support Plan (such as Accommodation Plan, Student Profile, Remediation schedule and classes, etc.) is developed for each student with SEN who is accepted into the school. The Learning Support Plan is implemented within the regular class to the greatest extent possible. GESM’s AN Teachers can accommodate hours of support with each student for each week.

There are three tiers of Additional Needs Support

Level 1 is for students who can follow the regular curriculum with adaptation and accommodations.

Level 2 is for students who require some accommodations to the content to access the curriculum and have reasonable adjustments for exams and tests. Students in this level will receive ANP Learning Support Classes during German as a Foreign Language Class (Daf) as pull-out support and in-class support in Core Subject Areas such as English Language and Literature, Math, and Sciences.

Level 3 is for students who require significant accommodations and/or modifications to the content of the curriculum. Level 3 students will have support from an AN teacher who usually works 1:1 with the student to help meet the goals of the Learning Support Plan.

A Learning Support Plan (such as Accommodation Plan, Student Profile, Remediation schedule and classes, etc.) is developed for each student with SEN who is accepted into the school. The Learning Support Plan is implemented within the regular class to the greatest extent possible.

Services that the AN department offers

Case Management	<ul style="list-style-type: none">• advocate for the students’ AN• monitor students’ academic and/or behavioural progress• communicate with parents regarding students’ academic and/or behavioural progress• develop, monitor, update, and report on student profiles, IEPs and goals
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Student Profile	<ul style="list-style-type: none"> Information includes students' strengths, areas of difficulty, instructional strategies and accommodations in these areas of learning: Reading, Writing, Math, Language and communication, Memory, Information processing, Attention, Organization, Social cognition, Self-advocacy It also includes test accommodations and students' interests and learning styles Updated periodically with input from teachers, students, and parents Sources of information: Parent Questionnaire for SEN, psycho-educational assessment reports, related services reports (speech and language, occupational therapy, etc.), recommendation letters, teachers' reports and observations, parents' reports and observations
Goals	<ul style="list-style-type: none"> Goals should be SMART: specific, measurable, achievable, results-oriented, time-bound (SMART) Based on students' individualized academic and/or behavioral needs and in consideration of external exam requirements (i.e., Pearson-Edexcel iGCSE, IBDP Exams)
Accommodation Plan	<ul style="list-style-type: none"> Includes assessment/testing accommodations the student requires in each class; this includes but is not limited to: additional time, preferred seating, word processor, enlarged photocopies of any text. Includes classroom and instructional accommodations to help facilitate fair access to the curriculum
Learning Support Class	<ul style="list-style-type: none"> No grade is given. Students' grade point average is not penalized. In lieu of secondary foreign language for Grades 1-10 (International Section) and Study Hall for Grades 11 and 12. Provided for students with difficulties in Reading, Writing, Math and/or Organization and Time Management Skills. Enrollment to a Learning Support Class is decided by: <ul style="list-style-type: none"> Additional Needs Program Coordinator Guidance Counselor if applicable Parents

	<ul style="list-style-type: none"> • Head of Section • Head of School <p>**See Learning Support Class Syllabus in the appendix</p>
Mainstream Classroom Support	<ul style="list-style-type: none"> • Math, Science, Social Sciences, Languages and/or Electives • Provide in-class support for 2 to 4 students or on a one-to-one basis • Support is focused on students' AN in Reading, Writing, Math, Organization, Time management and/or Behavior • Implement, in collaboration with the classroom teacher, necessary accommodations for students based on their individual needs • Additional Needs teacher may support all students in the classroom when necessary, as agreed upon with the classroom teacher
Modified curriculum	<ul style="list-style-type: none"> • English, German, Science, Math, Social Science, and/or electives • Push-in or pullout or combination • Designed for students whose diagnosed AN significantly limit their ability to access the general curriculum, given standard and reasonable classroom accommodations • Modified curriculum is based on GESM's (German and International Sections) published curriculum for G1-8.
services available in the local community	<ul style="list-style-type: none"> • Psycho-Educational Assessments • Speech and Language Therapy • Occupational Therapy • Reading Intervention/Remediation Programs • Math Intervention/Remediation Programs • Tutorials

7. Referral process

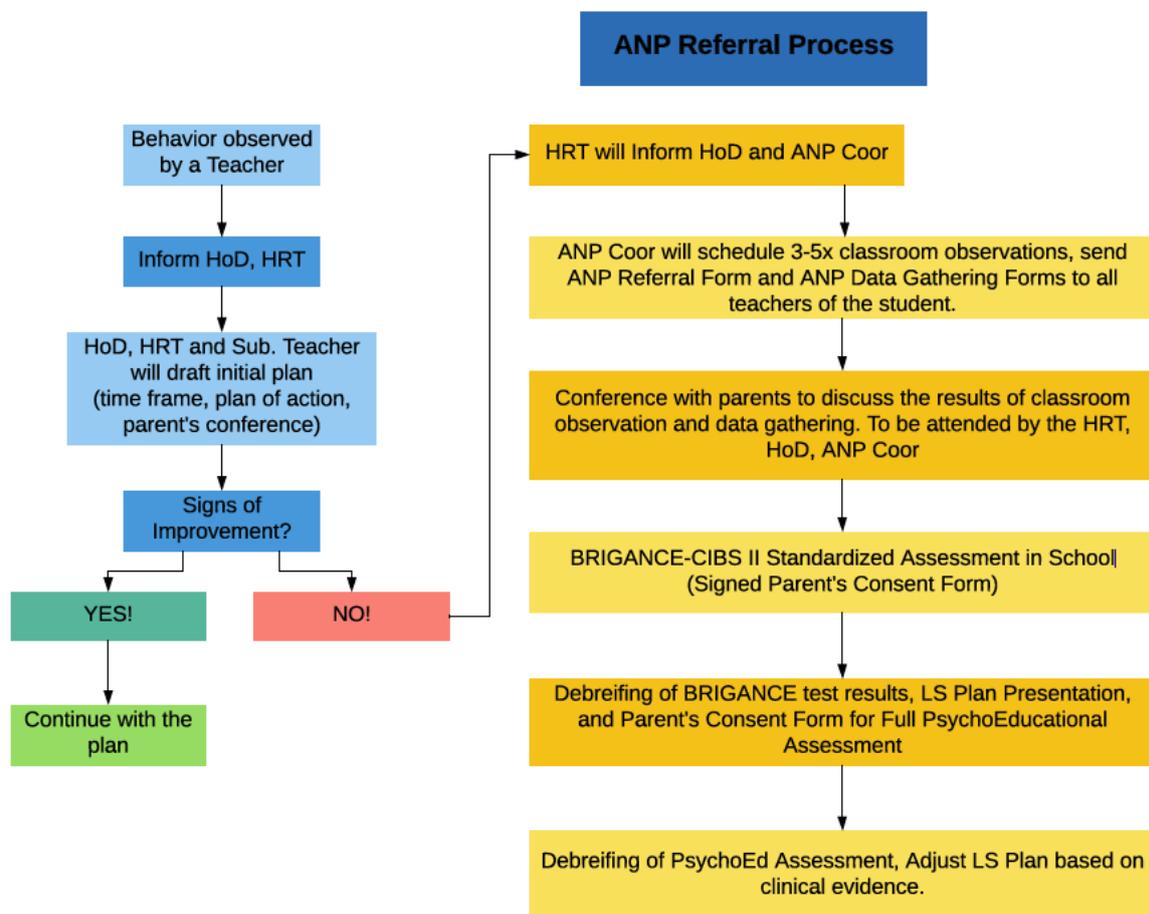
7.1 Pre-referral process

Before ANP is officially notified, these steps are in place to determine the need of an official diagnosis and intervention. This level includes the subject teacher, the homeroom teacher and, if applicable, the guidance counsellor.

- Speak with the student about progress and discuss ways to improve.
- Discuss concern with parents through email, a phone call and/or conference.
- Review grade comments or reports to learn more about the student’s academic record.
- Differentiation in the classroom. Monitor to see if this is having a desired impact.
- Speak to the student’s previous teacher(s), if possible.
- Request information from the student’s other subject teachers.
- Electronically fill-up the GESM referral form. Guidance Counsellor (once established) will coordinate with the classroom teacher and the referring teacher concerned.

7.2 Referral Process

The following flowchart highlights the steps of the referral process.



A student who is referred and is suspected to have a specific learning disability may be internally assessed or externally assessed with Parental Consent to provide appropriate and inclusive educational opportunities that meet their individual needs.

8. Exit criteria for ANP

Ideally, the goal is to dismiss students aware and confident of their abilities and skills into the mainstream classroom. Ideally, this happens before students enter G9 or G11. This is the case when the students no longer require instructional and testing accommodations, or academic or behavioural interventions. All SST stakeholders will meet and conclude the ANP process. Parents will be informed and must agree to the exit from the program.

9. Course selection and Exams

9.1 IGCSE course selection G9 and G10

Students in the ANP Register can be granted a modified course selection for their IGCSE Courses in Grades 9 and 10. This is in accordance with the ideals of Inclusion and Diversity followed here at GESM.

Request for the modified course selection can be facilitated by the candidate's parents, Head of English Secondary Section, and/or ANP Coordinator. This is based on evidence, Report Cards and Teacher's Grading Conferences.

This decision for the student must all be agreed by the following:

Head of School, Head of International Secondary, ANP Coordinator, Subject Teachers, Parents.

It is common procedure for ANP students to not take German as additional language course. Instead, they attend ANP classes scheduled.

9.2 Access Arrangement Application International GCSE Pearson-Edexcel

Candidates under the ANP register can apply for Access Arrangements and Reasonable Adjustment for their External Assessments set by the Joint Council for Qualifications (JCQ).

The ANP Coordinator is the lead person to process access arrangements within the centre with the support of the examinations officer, senior leadership team and teaching staff. Bilaterally, they must also support the ANP Coordinator in determining and implementing appropriate access arrangements. These access arrangements must be in place for internal school tests, mock examinations and examinations and must reflect the normal way of working of the candidate by placing him/her on a levelled field with his/her cohorts without special education needs.

The following documents must be in place and readily available upon on-site inspection for access arrangement that must be applied online by the Head of Center or Examinations Officer:

- Educational Evidence for Access Arrangements
- Individualized Learning Support Plan of the Candidate
- Psychological-Educational Assessment (not more than 2 years before exam administration)
- Personal consent form by the candidate
- Parts 1, 2 and 3 of Form 8 by JCQ.

Psychological-Educational Assessment is done by a duly recognized and certified Clinical Psychologist. This will be initiated and paid for by the family. GESM, with ANP acting as a liaison, can forward information in how and where to obtain these tests. All relevant information needs to be submitted in English.

9.3 IBDP/CP certificates

All candidates, including candidates under the ANP register, can apply for Inclusive Access Arrangements. These conditions maintain IBO standards, reflect the usual way of working of the candidate, consistent, preserve confidentiality, and safeguard the integrity of the assessment.

Procurement of documents and requesting for Inclusive Access Arrangement for the final exams are both facilitated by the ANP Coordinator and IBDP Head. This is a collaborative effort amongst all teaching staff and senior leadership team.

The following documents must be in place and readily available upon on-site inspection for inclusive access arrangement that must be applied online by the Head of IBDP through IBIS six months prior to the exam session:

- Psychological-Educational Assessment (with standardized scores; mean of 100 and SD of 15)
- Educational Evidence for the need of Inclusive Access Arrangements
- Individualized Learning Support Plan

Psychological-Educational Assessment is done by a duly recognized and certified Clinical Psychologist. This will be initiated and paid for by the family. GESM, with ANP acting as a liaison, can forward information in how and where to obtain these tests. All relevant information needs to be submitted in English (French or Spanish as working languages of the IB)

Center Delegated Access Arrangements require no permission from IBO (IBO Access and Inclusion Policy) and are available for any student upon the recommendation of ANP Coordinator and approved by IBDP-CP Head. These include a small room setting, preferred seating, presence or a nurse, visual and auditive help or the presence of a prompter.

10. Bibliography

11. Appendices

Appendix 1: Terminology:

Accommodation:

Without changing the level of difficulty or the content, access conditions are removed to allow equal opportunities for students with additional learning needs. This can include making changes to the format, instructional strategies, extended time, access to resources.

Modification:

The content of the teaching and learning process or the assessment is changed to accommodate the student's level of ability. This can go two ways: content and assessment can be made easier or more challenging, to differentiate for the high achievers. Another way of modifying assessment is by adjusting performance criteria.

- Learning Support class syllabus
- Referral form

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Next review 2025