



# **WHOLE SCHOOL INCLUSION POLICY**

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## PHILOSOPHY

The Additional Needs Program (ANP) at German European School Manila (GESM) follows a wide spectrum of approach to learning that enables all learners the access and the right to full and active participation in a supportive and welcoming environment.

The ideals of inclusion and diversity that ANP-GESM pursues is similar with that of the following academic organizations that GESM is affiliated with. Namely:

- a. United Nations Educational, Scientific and Cultural Organization (UNESCO)
- b. International Baccalaureate (IB)
- c. Pearson-Edexcel Qualifications
- d. Cambridge Assessment International Education

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.

The enrollment of students with special learning needs will be dependent upon GESM's ability to provide meaningful learning opportunities within the context of available human and physical resources.

## CORE VALUES

Aligned within the GESM's Mission statement, the following represents the schools approach to 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.
- An educational institution and setting that is based on mutual respect and understanding that allows students to develop a "personalized" continuum.
- Support takes place in the least restrictive environment best suited to the individual needs of the student and is based on the availability of resources; interventions and remediation may take place within the context of the mainstream classroom or in a pullout situation.

## ANP MISSION STATEMENT

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 (GESM) 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.

## **ANP'S ADMISSION STATEMENT**

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

- Mild to moderate intellectual or cognitive impairment
- Behavioral disorders and emotional difficulties
- Specific Learning Disability
- Executive Functioning Deficits

Parents of students with AN must submit an application form, answer the ANP Questionnaire and 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.

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 deliberated by the Head of School, Head of Section and the ANP Coordinator. The final decision on acceptance is taken by the Head of School.

## **ADDITIONAL NEEDS PROGRAMME**

We strive to provide the learning support that students in the community require. 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 other 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.

We value individual growth and development and do our best to provide all students with the type of support that ensures their success at some level. Support for students with special education needs may take on a variety of forms: One-on-one, small group or in-class.

The Additional Needs teacher monitors, assesses and documents student progress relative to the targeted goals. The aim is to provide a tailor-made program that best meets the needs of the student.

The ANP determines and continually address the needs of students under the ANP Register.

Once identification of a need has been made, the ANP, in collaboration with other relevant adults, creates an intervention that addresses the specific need(s) of the individual and establishes learning outcomes. The scope of the intervention and the appropriate setting (the least restrictive environment) are developed to provide the best possible strategies within the framework of the school's curriculum, schedule, and resource availability.

### TEAM COMPOSITION OF ADDITIONAL NEEDS PROGRAMME

<b>Who is on the Additional Needs Program?</b>	<ul style="list-style-type: none"> <li>• ANP Coordinator</li> <li>• AN Teachers (German and International Section)</li> <li>• Guidance Counselor</li> <li>• Learning Support Specialist (parent-paid shadow teacher)</li> <li>• Int'l Primary Head</li> <li>• Int'l Secondary Head</li> <li>• IBDP-IBCP Head</li> </ul>
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### STUDENT SUPPORT TEAM (SST)

The purpose of the SST is to support students through collaboration with the classroom teachers who work with these students on a day-to-day basis. Confidential minutes with decisions from each meeting are kept and reviewed as needed.

The Student Support Team members include: Headmaster, Deputy Headmaster, Head of Sections, and ANP Teachers, homeroom and subject teachers and the School nurse as appropriate.

The SST meet to discuss:

- Students referred
- Students recommended for placement/exit in ANP
- Students with accommodations and/or Access Arrangements for External Exams (iGCSE and IB-DP and IBCP)
- Other academic or social/emotional or behavioral needs

### DUTIES AND RESPONSIBILITIES OF AN ADDITIONAL NEEDS TEACHER

Students with learning difficulties often experience challenges in the mainstream school setting and require guidance of another professional other than the classroom teacher. Additional Needs teachers aim to provide additional guidance and support in order for the student to successfully integrate and be independent into the mainstream environment.

Additional Needs teachers are competent to coach and intervene only when necessary. They should be able to identify opportunities for the student to adapt to and

face the challenges of the child's environment – while conscious of situations that require their assistance.

Additional Needs Teachers are the student's 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 behavior.
- To provide guidance in completing classroom activities when necessary.
- To develop an 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 thru 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 communicate professionally at all times with students, family members, school personnel, faculty and other service providers of the child.
- 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.

### LEVELS OF ADDITIONAL NEEDS SUPPORT

Currently, there are 3 types of support systems offered at GESM:

- **Additional Needs Support Level 1** is for students who are able to follow the regular curriculum with adaptation and accommodations.
- **Additional Needs Support Level 2** is for students who require some accommodations to the content in order to be able to access the curriculum.
- **Additional Needs Support Level 3** is for students who require significant accommodations and/or modifications to the content of the curriculum. Level 3 students may also require an outsourced parent-paid Shadow Teacher.

A Learning Support Plan (which includes Access Arrangement, 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.

Should the child need more than the school's allotted contact hours, an outsourced AN Teacher is needed to allow the student to access the curriculum. This service is an additional expense to the parents. The outsourced AN Teacher is interviewed and hired by the parents and the ANP Coordinator, and represented by GESM.

### SPECTRUM OF SERVICES OFFERED BY ANP

<b>Case Management</b>	<ul style="list-style-type: none"> <li>• advocate for the students' AN</li> <li>• monitor students' academic and/or behavioral progress</li> <li>• communicate with parents regarding students' academic and/or behavioral progress</li> <li>• develop, monitor, update, and report on student profiles, IEPs and goals</li> </ul>
<b>Student Profile</b>	<ul style="list-style-type: none"> <li>• Information includes: students' strengths, areas of difficulty, instructional strategies and accommodations in these areas of learning:             <ul style="list-style-type: none"> <li>a. Reading</li> <li>b. Writing</li> <li>c. Math</li> <li>d. Language and communication</li> <li>e. Memory</li> <li>f. Information processing</li> <li>g. Attention</li> <li>h. Organization</li> <li>i. Social cognition</li> <li>j. Self-advocacy</li> </ul> </li> <li>• It also includes test accommodations and students' interests and learning styles</li> <li>• Updated periodically with input from teachers, students, and parents</li> <li>• 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</li> </ul>
<b>Goals</b>	<ul style="list-style-type: none"> <li>• Goals should be Specific, Measurable, Achievable, results-oriented, time-bound (SMART)</li> <li>• Based on students' individualized academic and/or behavioral needs</li> </ul>
<b>Accommodation Plan</b>	<ul style="list-style-type: none"> <li>• Includes assessment/testing accommodations the student requires in each class</li> <li>• Includes classroom and instructional accommodations to help facilitate fair access to the curriculum</li> </ul>

<b>Learning Support Class</b>	<ul style="list-style-type: none"> <li>• No grade is given. Students' grade point average is not penalized.</li> <li>• In lieu of secondary foreign language for Grades 1-10 (International Section) and Study Hall for Grades 11 and 12.</li> <li>• Provided for students with difficulties in Reading, Writing, Math and/or Organization and Time Management Skills.</li> <li>• Enrollment to a Learning Support Class is decided by: <ul style="list-style-type: none"> <li>a. Additional Needs Program Coordinator</li> <li>b. Guidance Counselor</li> <li>c. Parents</li> <li>d. Section Head</li> <li>e. School Headmaster</li> </ul> </li> </ul> <p>**See Learning Support Class Syllabus</p>
<b>Mainstream Classroom Support</b>	<ul style="list-style-type: none"> <li>• Math, Science, Social Sciences, Languages and/or Electives</li> <li>• Provide in-class support for 2 to 4 students or on a one-to-one basis</li> <li>• Support is focused on students' AN in Reading, Writing, Math, Organization, Time management and/or Behavior</li> <li>• Implement, in collaboration with the classroom teacher, necessary accommodations for students based on their individual needs</li> <li>• Additional Needs teacher may support all students in the classroom when necessary, as agreed upon with the classroom teacher</li> </ul>
<b>Modified curriculum</b>	<ul style="list-style-type: none"> <li>• English, German, Science, Math, Social Science, and/or electives</li> <li>• Push-in or pullout or combination</li> <li>• Designed for students whose diagnosed AN significantly limit their ability to access the general curriculum, given standard and reasonable classroom accommodations</li> <li>• Modified curriculum is based on GESM's (German and International Sections) published curriculum</li> </ul>
<b>Literacy, Language and Math Remediation</b>	<ul style="list-style-type: none"> <li>• It is conducted after school as supplementary class for students who have a significant need for reading, literacy and mathematics</li> <li>• This lesson is done either as one-to-one basis or small group instruction</li> <li>• Remediation lessons are agreed upon by the: <ul style="list-style-type: none"> <li>a. ANP Coordinator</li> <li>b. AN Teachers</li> <li>c. Section Heads</li> <li>d. Subject Teachers or class teacher</li> <li>e. Parents</li> </ul> </li> </ul>

<b>What related services are available in the local community?</b>	<ul style="list-style-type: none"> <li>• Psycho-Educational Assessments</li> <li>• Speech and Language Therapy</li> <li>• Occupational Therapy</li> <li>• Reading Intervention/Remediation Programs</li> <li>• Math Intervention/Remediation Programs</li> <li>• Tutorials</li> </ul>
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### **SERVICE AVAILABILITY AND ELIGIBILITY**

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.

### **RESOURCES AND COSTS**

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.

Students who require an outsourced Additional Needs Teacher (parent-paid shadow teacher) are not charged with an additional cost.

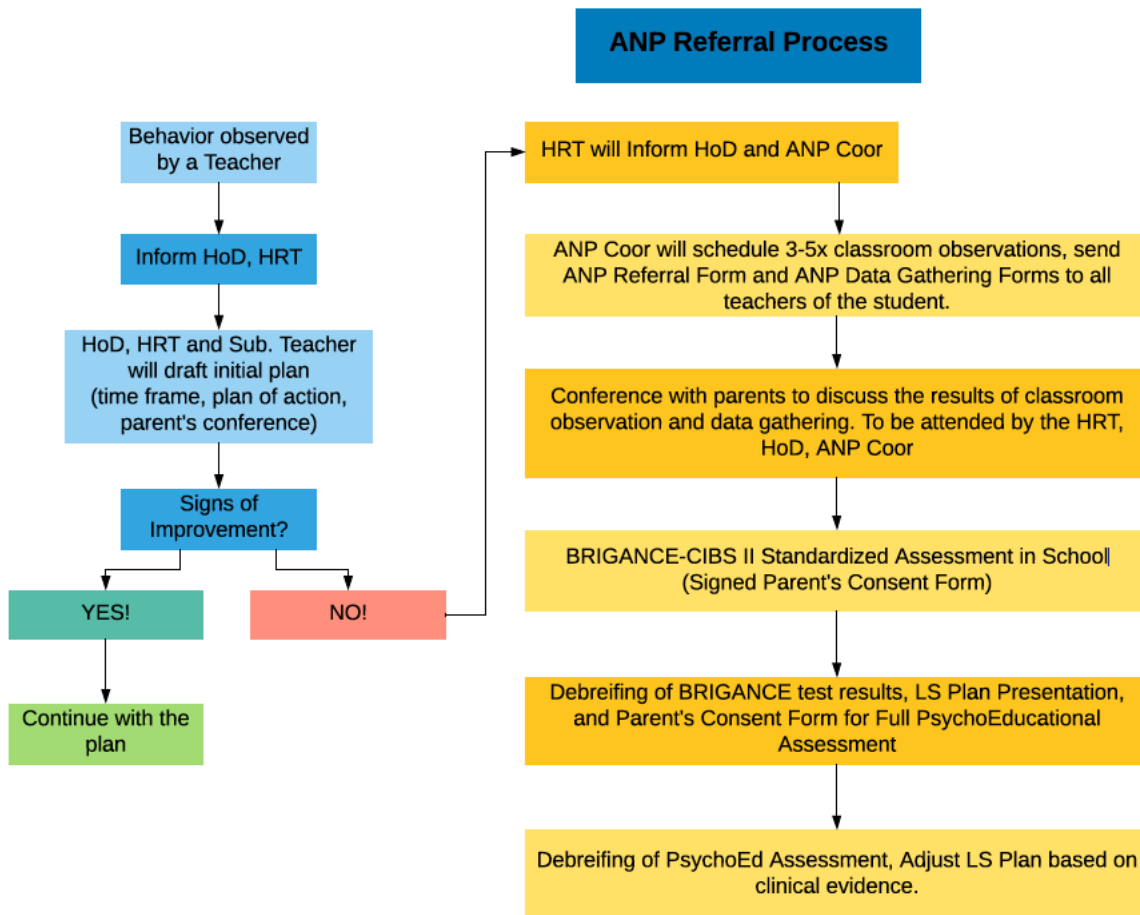
### **PRE-REFERRAL REQUIREMENTS**

- 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 Counselor will coordinate with the Classroom teacher and the Referring teacher concerned.



## REFERRAL PROCESS

The following flowchart highlights the steps involved in the Referral Process



## ASSESSMENT

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

The following are some testing options available within the school:

- Curriculum based assessments
- Teacher made phonics screening tools
- BRIGANCE Comprehensive Inventory of Basic Skills II in Mathematics (Criterion Referenced)
- BRIGANCE Comprehensive Inventory of Basic Skills II in Reading and ELA (Criterion Referenced)
- BRIGANCE Comprehensive Inventory of Basic Skills II (Standardized; Norm Referenced)
- BRIGANCE Inventory of Early Development II (Standardized; Norm Referenced)
- BRIGANCE Early Childhood Screen II for 3-5 Years (Criterion Referenced)
- Early Childhood Screen II for K and 1<sup>st</sup> Grade (Criterion Referenced)

The following are some testing options available outside of school:

*\*These assessments are beyond GESM's resources; parents are responsible for pursuing and paying for these assessments.*

- Wechsler Intelligence Scale for Children, 5th Ed. (WISC-V),
- Kaufman Test of Educational Achievement, 3rd Ed. (KTEA-3),
- Attention Sustained subtest of the Leiter International Performance Scale – Revised (Leiter-R),
- Beery-Buktenica Developmental Test of Visual-Motor Integration, 6th Ed. (VMI-6),
- Rey Osterrieth Complex Figure Test (ROCF), Rey Auditory Verbal Learning Test (RAVLT),
- Child Behavior Checklist for Ages 6-18 (CBCL 6-18)
- Leiter-R Self Rating Scale,
- Sacks Sentence Completion Test (SSCT)

### EXIT PROCESS FROM THE ADDITIONAL NEEDS PROGRAM

<b>What are the exit criteria?</b>	<ul style="list-style-type: none"> <li>• The student no longer requires instructional and testing accommodations.</li> <li>• The student is not on Academic Probation or warning.</li> <li>• Student no longer requires academic and/or behavioral interventions from the Additional Needs Program Team.</li> </ul>
<b>Who is involved in determining whether student will exit the Additional Needs Program?</b>	<ul style="list-style-type: none"> <li>• School Headmaster</li> <li>• Section Heads</li> <li>• Guidance Counselor</li> <li>• Additional Needs Program Coordinator</li> <li>• AN teacher(s)</li> <li>• Classroom and/or single subject teachers</li> <li>• Parents</li> <li>• Student (as developmentally appropriate and with consent from parents)</li> </ul>
<b>Do parents need to consent to having their child exit the Additional Needs Program?</b>	<ul style="list-style-type: none"> <li>• Yes</li> <li>• Parents will sign and agree with the terms stipulated in the Parental Consent Form to Exit the Additional Needs Program.</li> </ul>

## **Access Arrangement Application International GCSE (iGCSE) Pearson-Edexcel**

All candidates, including 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).

ANP Coordinator is the lead person to process access arrangements within the center 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 leveled 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.

## **Inclusive Access Arrangement Application Final Exams IBDP and IBCP Candidate/Certificate Course Student**

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, IBCP Coordinator. 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:

- 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

Center Delegated Access Arrangements with no permission from IBO (IBO Access and Inclusion Policy) are available for any student upon the recommendation of ANP Coordinator and approved by IBDP-CP Head.

- 3.1 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.
- 3.2 The coordinator may arrange for appropriate seating to meet the needs of individual candidates.
- 3.3 A care assistant, or if necessary a nurse, may be in attendance if this is required for the welfare or safety of a candidate. The assistant must not be another candidate or a relative of the candidate.
- 3.4 A candidate who normally uses an aid (such as a coloured overlay, coloured filter lenses, a Braille slate, a sound amplification device, a radio aid, a hearing aid, a visual aid or a magnifying aid) is allowed to use the aid in examinations. This also includes use of buffers such as headsets, earplugs and individual workstations with acoustic screens for candidates who are hypersensitive to sound. If an individual workstation is employed, all regulations governing the conduct of IB examinations must be observed. The candidate must be kept under the constant supervision of an invigilator.
- 3.5 For a candidate with hearing challenges, a communicator may be used to convey the coordinator's or invigilator's oral instructions without authorization from the IB. A communicator is able to convey information to a candidate through the use of lip-speaking, finger-spelling or sign language. This arrangement must be confined to explaining the conduct of the examination and the instructions in an examination. The communicator must not convey information about any aspect of a question in the paper.
- 3.6 If a candidate has difficulties in reading or attention, examination directions may be clarified by the invigilator or a designated reader. This arrangement must be strictly confined only to clarifying the directions and the instructions and not the content of the questions.
- 3.7 For a candidate who has colour blindness, a designated person is permitted to name colours in an examination. No other form of assistance may be given without authorization from the IB. The designated person must not be a subject teacher, another candidate or relative of the candidate.
- 3.8 A candidate may be permitted rest breaks if required to do so due to medical, physical, psychological or other conditions. The amount of time permitted for rest breaks is not counted towards the duration of the candidate's examination. Rest breaks must be supervised to ensure that the security of the examination is maintained. There must be no communication with, or disturbance to, other candidates. The amount of rest time and number of breaks permitted must be pre-determined and will depend upon the candidate's circumstances, although 10 minutes per hour is the general recommendation. During a rest break, the candidate is not permitted to read, respond to the examination paper or write notes of any kind. Candidates may be allowed to leave the room for all or part of the rest periods.
- 3.9 A candidate may be permitted the use of a prompter due to attention issues, psychological or neurological conditions. A prompter would ensure that a candidate pays attention to the examination. The use of the prompter should not disturb other candidates. The coordinator or invigilator may act as a prompter, but the examination must be conducted according to IB regulations. In all cases, the

prompter may only prompt the candidate and not provide any form of assistance. The prompt may be a gentle tap on the candidate's arm or desk/table but should not be given verbally. The prompter must not draw the candidate's attention to any part of the examination paper or script. The prompter should be familiar with the candidate's behaviour so that he or she knows when the candidate is off-task. The candidate should be familiar with the kind of prompt that he or she would likely receive from the prompter. The prompter should be in a position that provides a view of the candidate's disposition rather than his or her work. The candidate should not feel as though he or she is under pressure or scrutiny.

### **Modified Course Selection IGCSE Grades 9 and 10**

All candidates, including candidates under the ANP register, can be granted to have 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 Secondary Section – International, 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
- Examinations Officer and/or Head of Center
- ANP Coordinator
- Subject Teachers
- Parents

### **Certificate Course Option IBDP and IBCP Grades 11 and 12**

All candidates, including candidates under the ANP register, follow the same eligibility promotion policy for Grades 11 and 12. This is stated in the GESM-IBDP Promotion Policy.

Students in the ANP Register may have the preference to change their admission status from DP candidate to Course Certificate Student upon careful consideration and keeping the best interest of the student.

A decision must be made by the following personnel:

- Head of School
- Head of IBDP
- ANP Coordinator
- Subject Teachers
- Parents

### Abbreviations:

GESM: German European School Manila

IB: International Baccalaureate

EoST: End of Semester Test

EoYE: End of Year Examinations

CAS: Creativity Activity Service

IBCP: International Baccalaureate Career-related Program

IBDP: International Baccalaureate Diploma Program

MLA: Modern Language Association

APA : American Psychology Association

ANP: Additional Needs Programme

AN: Additional Needs

JCQ: Joint Council for Qualifications

AA: Access Arrangements

IGCSE: International General Certificate of Secondary Education

### Other related documents:

This policy should be read in conjunction with the following documents:

1. Conduct of IBDP online Assessment 2020-Teacher version
2. Conduct of IBDP online Assessment 2020- Student version
3. IB's Access Arrangement and Inclusion Policy
4. JCQ (Joint Council for Qualifications) Access Arrangements and Reasonable Adjustments
5. GESM Assessment Policy
6. GESM Academic Integrity Policy

## Policy review information

Last reviewed: March 17, 2021

Review committee:

Mr. Dave Santos (Leader)

Mr. Ryan Torrejos

Ms. Katja

Ms. Olivia Hombrebueno

Ms. Leah Ramos

Further edited by Head of IBDP and forwarded to the Academic Integrity committee and the IBDP teachers for final comments on 23<sup>rd</sup> February 2021.