

Safari International School Inclusivity Policy

1. Philosophy and Principles

Safari International School is committed to fostering an inclusive educational environment that recognizes the unique abilities of every student. We aim to create a supportive learning atmosphere where each child can reach their full potential, aligned with our values of diversity, equity, and respect. Our SEN policy supports our broader mission of inclusivity, focusing on developing inquiring, knowledgeable, and caring individuals through intercultural understanding and mutual respect.

2. Definition of SEN Student

- Criteria: Any student requiring additional support due to cognitive, emotional, or physical challenges or any student with ILP.
- Types of Needs: Autism, ADHD, learning disabilities, language delays, challenging behavior, absence of discipline, language barrier and more.
- Formal Identification: Through assessments conducted by the school's SenCo in collaboration with a teaching staff representative. Assessment by a medical professional may be recommended to parents. Medical assessments are done by the clinical psychologist from the Bank Hospital. More information on medical assessments is found below.

3. Identification and Support

We understand that students have diverse learning needs, and therefore our commitment to support involves:

- Timely Identification: Conducting regular screenings and assessments by certified SenCo and clinical psychologists when required to identify students who may require additional support.
- Collaboration: Engaging with parents, teachers, and internal specialists to create individualized support plans tailored to each student's needs.
- Access to Specialized Staff: Providing access to clinical psychologists, special education teachers, language support specialists and therapists to enhance the educational experience for SEN students.

4. Enrollment and Admission Process for SEN Students

- Initial Meeting with Parents: Gather essential information about the child's needs, history, and any existing diagnoses.
- Explanation of SEN Program: Share details about available support, interventions, ILPs, and inclusion practices with parents, along with providing the Parent Handbook.
- Internal Assessment: Certified SEN Coordinator conducts assessments within one week of inquiry, from the start of the school term, or once the child has settled in. Academic-level assessments are conducted by teaching staff.
- Invoice & Offer Letter: An invoice detailing support requirements is issued along with an offer letter for the academic year.
- Enrollment Confirmation: Enrollment is completed upon receiving payment and the signed offer letter and handbook.
- Documentation: A folder is created on the SEN drive to store all relevant documents, such as prior assessments and medical reports.
- ILP Preparation: An ILP is prepared within two weeks post-enrollment, including a timetable, ensuring support plans are in place before the program begins.
- 4-Way Conference: Hold a meeting that includes the child's guardians, clinical psychologist may parents wish, academic representative, and any third parties requested by the parents to review and sign the ILP.
- Implementation Verification: The ILP's implementation is confirmed, with 4-way conferences scheduled whenever updates are needed.
- Gradual Integration: Plans will be made for gradual integration of students into the mainstream classroom.
- Reporting: Daily observations and videos, weekly newsletters, termly goals, and ILP updates are provided.

5. Individual Learning Plans (ILPs)

- ILP Creation: Developed during collaborative meetings or 4-way conferences, involving an academic representative, SEN Coordinator, medical representative or medical report (such as a clinical psychologist) if required, parents, and any external persons the child works with outside the school if parents wish to include them.
- Components: Each ILP includes assessment findings, termly goals, required support, guidelines for shadow teachers, guidelines for main class teachers, a pool of activities for the term, recommendations to the child's guardians, and detailed timetables of interventions and/or therapies.

- Regular Reviews: ILPs are updated as required but no less frequently than once per term. All ILPs (both previous and current) are saved in the child's Drive folder.
- Requirement: All students requiring an ILP must be enrolled in Safari's SEN Program.
- Feedback Collection: Feedback from child's parents and/or external parties is required to be sent to the School Coordinator via email a week prior to the ILP meeting so that it can be analyzed and if feasible added to the ILP draft that will be discussed with parents during the ILP meeting.

6. Types of SEN Support Options Available at School

Our SEN program offers multiple support options tailored to meet the diverse needs of students. These options include:

- SEN Program: Mandatory for ILP students, providing initial assessments, ongoing assessments, termly ILPs, daily interventions, and weekly newsletters.
- Shadow Teacher: Recommended for students needing daily support with self-care, emotional regulation, behavior, or prompting throughout the day.
- Tutor/Support Teacher: Provides in-depth academic support based on the student's specific needs.
- Shadowing tutor: If the child requires a Shadow teacher and a tutor then an option will be offered to parents of having one person who is capable to do both roles.
- Therapy: Conducted internally by certified internally hired personnel. Each session includes documented observations.
- Clinical Assessment and recommendations to ILP: will be provided by the Psychology department of the Bank Hospital where students requiring medical assessment will be directed. School will help to schedule the assessment at the school during the school hours. Reports will be shared with the school.

7. Differentiated Instruction and Access to Curriculum

- Adaptation Strategies: Tailoring teaching methods to accommodate different learning styles, including visual aids, hands-on activities, and technology.
- Curriculum Modifications: Offering accommodations such as extended time on assessments, alternative formats for assignments, and assistive technology.
- Inclusive Classroom Practices: Ensuring all students have equitable access to the curriculum, with a focus on engaging and supporting diverse learners. If the academic levels of the SEN student differ significantly from the class, tutoring

will be offered to parents. Tutoring will be conducted in a designated area if the classroom environment proves too overstimulating for the student. Weekend tutoring and tutoring during school holidays options will be available to all Safari students.

8. SEN Room

- Environment: A quiet, sensory-friendly space equipped with resources for various interventions and therapies.
- Usage: The SEN room is designated for interventions, tutoring, therapies, and calm-down periods and is accessible only to SEN Coordinator, SEN teachers, clinical psychologist, shadow teachers, the SEN administrator, teachers providing tutoring, and students who require this facility.

9. Roles and Guidelines for SEN Stakeholders

- Main Class Teachers: Receive training on inclusive teaching, differentiation, and collaboration with SEN staff.
- Shadow Teachers: Provided internally by the school, focusing on one-on-one support for students, child care, basic academic tasks, behavior management, and social integration. Shadow teachers are also in charge of filling out the Behavior Charts as well as preparation of visual aids etc.
- SEN Teachers: Responsible for developing and implementing ILPs through daily pull-out interventions, daily communication with the child's guardians via Google Drive and Toddle. Interventions are planned by the school's SenCo.
- Support Teachers/Tutors: Offer additional academic assistance and scaffolding, aiming to bridge learning gaps and encourage participation. The main class teacher plans tutoring sessions for the child, and core subject planning is uploaded to the child's Drive folder.
- SEN Coordinator: Conducts assessments, prepares termly ILPs, supervises the SEN program, holds scheduled meetings with the child's guardians, and trains the SEN team (SEN teachers, shadow teachers, main class teachers of inclusive classrooms) and organizes workshops for parents.
- School Coordinator(s): Ensures all school policies are followed by SEN department stakeholders, verifies timely task completion across SEN Department team members (including ILPs, assessments, and interventions), prepares timetables and schedules, and participates in all meetings with parents, including documentation of meeting minutes.
- SEN Administrator: Ensures adherence to all school policies by SEN department stakeholders, verifies timely task completion across SEN

Department team members (including ILPs, assessments, and interventions), takes meeting minutes, files physical SEN records, and sends out weekly reports based on interviews with all school stakeholders.

- Parents and Guardians: Expected to attend 4-way conferences, participate in workshops, follow school and psychologist recommendations, ensure third party compliance and engage in partnership and collaboration with the school.

10. Reporting and Communication

- Daily Reporting: Observations by SEN teachers are shared with parents via Google Drive.
- Daily Videos of Interventions: When feasible, videos are recorded by SEN teachers and shared with parents via the Toddle communication app to ensure minimal disruption to the child's experience.
- Weekly Reports: Sent every Friday, summarizing feedback from all teachers and SEN Coordinator, based on staff interviews.
- Termly Assessments: Comprehensive updates on ILP achievements, areas for improvement, and revised goals are conducted and shared.

11. Collaborative Meetings and Conferences

- Collaborative Meetings: Organized by SEN Coordinator and involving main class teachers, SEN teachers, and shadow teachers, to track progress and assess ILPs. These are held monthly or as required.
- 4-Way Conferences: Scheduled strictly for creating new ILPs and include academic and medical representatives, parents, and external persons if requested.
- Pre-ILP Meeting Parent Feedback Form: Pre-ILP Meeting Feedback Form must be filled out by Parents and shared with the school via Google Form prior to the ILP meeting. If no form has been submitted by parents at least 1 week before the scheduled ILP meeting then the school will consider that there is no feedback to ILP from parents.

12. Behavior Management and Positive Reinforcement

- Behavioral Interventions: Consistent application of strategies outlined in ILPs, focusing on positive reinforcement.

- Crisis Management Plans: Clear procedures for handling challenging behaviors or crises, prioritizing safety and learning.
- Redirection and Support in SEN-Designated Areas: In cases of challenging behavior during class, students will be assigned to an SEN-designated area to calm down and receive redirection.
- Handling Aggressive and Disruptive Behavior: Aggression or ongoing disruption will not be accepted in the classroom. Students displaying such behavior will be scheduled to use SEN facilities, ensuring a controlled environment for targeted support. A reintegration plan will be developed to support their gradual return to the mainstream class. Medical assessment may be recommended to parents.
- Development of Social Skills: Structured activities are designed to help students improve peer interactions and self-regulation.

13. Therapies and Interventions

- Therapies: All therapeutic interventions, including speech, occupational, and behavioral therapies, are provided by qualified, experienced and compliant to school policies personnel. These sessions follow a clear timetable to ensure consistency. Therapy feedback will be shared with school after each session as the school will prepare a weekly report and share it with parents based on the inputs from all parties involved with the child. Therapists are encouraged to refrain from communications with parents as all communications are done by the school.
- Interventions: Provided by SEN-trained teaching staff under the supervision of SEN Coordinator to maintain a consistent approach and high standard of care.

14. Academic Planning and Curriculum Integration

- Differentiation: Lessons are modified to accommodate various abilities. Academic differentiated planning is provided by the child's main class teachers. If the child's level significantly differs from the rest of the class, there is an option to assign a support teacher/tutor for in-class academic support. Alternatively, tutoring sessions may be scheduled in a less overwhelming environment outside the mainstream classroom, as determined by the SEN Coordinator in collaboration with the main class teacher.
- Integration with Curriculum: Ensuring SEN students have equitable access and support during examinations. Accommodations are prepared by the SEN

Coordinator and the main class teacher during scheduled collaborative meetings.

- Planning for Success: Regular updates to academic plans based on student assessments and ILP reviews.

15. Examinations Accommodations

- Accommodations Provided: Extra time, separate rooms, modified instructions, and assistive tools.
- Eligibility: Clear guidelines to determine which students qualify for accommodations.
- Coordination with Curriculum Standards: Ensuring compliance and readiness for assessments.

16. Staff Training and Development

1. Ongoing Training: Regular workshops on inclusion, differentiation, cultural competence, and behavior management.
2. Professional Development: Opportunities for shadow teachers and support staff to enhance their skills.
3. Feedback and Continuous Learning: Encouraging staff to seek innovative strategies for SEN support. All SEN team members must have completed at least 9 training modules (including British Council SEN training and behavior technician training), as well as the internal SEN training provided by qualified specialists.

Mandatory training for all SEN staff:

1. Inclusive Pedagogies: [Inclusive pedagogies – an introduction for teachers](#)
2. Introduction to Dialogue: <https://www.britishcouncil.org/school-resources/develop-skills/online-courses/introduction-dialogue>
3. Working with Special Needs: [https://alison.com/course/working-with-students-with-special-educational-needs-revised-Teaching-Students-with-Special-Needs-|Free-Online-Course-|Alison](https://alison.com/course/working-with-students-with-special-educational-needs-revised-Teaching-Students-with-Special-Needs-|-Free-Online-Course-|Alison)
4. Communication and Collaboration: <https://britishcounciluk.eu-west.catalog.canvaslms.com/courses/communication-and-collaboration-an-introduction-for-teachers>
5. Critical Thinking: <https://britishcounciluk.eu-west.catalog.canvaslms.com/courses/critical-thinking-an-introduction-for-teachers>

6. An Introduction to Core Skills for Teachers:
<https://britishcounciluk.eu-west.catalog.canvaslms.com/courses/new-an-introduction-to-core-skills-for-teachers>
7. Childcare: Health and Safety:
<https://alison.com/course/child-care-health-and-safety>
8. Working as a Teaching Assistant:
<https://alison.com/course/working-as-a-teaching-assistant>
9. Behavior Technician Course:
https://autismpartnershipfoundation.org/courses/rbt/?order=110495&key=wc_order_uUXnTDdXGHvGr

17. Documentation and Confidentiality

- SEN Student Files: Secure and organized, containing ILPs, assessments, previous assessments, and diagnosis.
- Data Security: Stringent protocols for safeguarding student information, with access limited to designated staff.
- SEN Student Drive: It will include ILPs, BIPs (Behavior charts, visual prompts etc), weekly reports (daily observations of interventions, feedback from all stakeholders and feedback from therapy sessions, other documentation (previous assessments, diagnosis etc).

18. Parent Partnerships and Communication

- Engagement: Regular communication and meetings to share progress and address concerns (4-way conferences, appointment-based meetings).
- Resources for Parents: Workshops, informational sessions, and access to supportive materials.
- Collaboration: Alignment between home and school support strategies.

19. SEN Communication Guidelines for Parents

To support clear and productive collaboration, the following guidelines outline the communication protocols within our SEN program. These ensure that all meetings and interactions are well-prepared, focused, and beneficial for the student's progress and well-being.

- 4-Way Conferences: Parents are invited to attend a 4-way conference before any intervention begins or Individualized Learning Plan (ILP) is executed,

including all relevant representatives. Parents are required to fill an online form providing their feedback on the ILP prior to the ILP meetings.

- Meeting Invitations: All 4-way conferences are scheduled via an appointment scheduling app, allowing them to choose the time that works for them. These meetings have a limited duration and can't be rescheduled. If a meeting has been missed, communication in writing can be taking place may there be any questions or concerns in regards to the shared ILP document. If for any reason ILP has not been signed in a timely manner but the child is in school the most recently shared with parents ILP will be implemented as SEN students can not be in school without an ILP.
- Unscheduled Meetings: Require a formal meeting request, specifying the agenda, sent via email to the school coordinator.
- Meeting Minutes: Minutes recorded during meetings and shared with participants to capture key points, decisions, and follow-up actions.

20. SEN Advisory Board

To strengthen collaboration and ensure comprehensive support for our SEN students, an SEN Board may be established. This board serves as a formal platform for feedback, recommendations, and ongoing communication between parents and the school. Its role is to enhance the SEN program through active parent involvement and professional insights.

- Composition: Includes parent representatives, school administration representatives, academic representatives, and medical representatives if required.
- Responsibilities: Collect feedback, provide recommendations, facilitate communication, organize workshops for parents as well as fundraising for support of SEN students in school.
- Meetings and Operations: The SEN Advisory Board will meet regularly, with scheduled meetings to discuss ongoing projects, feedback, and new initiatives. Meeting minutes will be recorded and shared with all members to ensure transparency and follow-up on discussed action points.

Medical Assessments

At times, the internal assessment conducted by the school's SEN team may be deemed insufficient, or a formal diagnosis or medical professional assessment may be required to create or enhance an Individualized Learning Plan (ILP). In such cases, the school may recommend that parents schedule a medical assessment for their child.

To facilitate this, the school has a partnership agreement with the Psychology and Psychiatry Department of Bank Hospital. This partnership ensures access to comprehensive medical assessments and related services, including but not limited to:

1. Various Types of Assessments
Tailored for students with different needs and disabilities.
2. Report Writing
Formal documentation for both local and international purposes.
3. Workshops
For parents and teachers, conducted by Bank Hospital professionals.
4. Collaborative ILP Participation
Active involvement in ILP meetings as part of the multidisciplinary team.

Assessment Process

- Location and Scheduling: All medical assessments will be conducted within the school premises during school hours. The school will coordinate the scheduling of assessments.
- Sessions: Assessments are completed in 2 to 4 sessions, depending on the child's needs and level of engagement. The number of sessions required will be determined after the first session.
- Reporting: A comprehensive report outlining the outcomes of the assessment will be produced after all sessions. These reports will be shared directly with the school and the parents who have granted consent for the assessment.

Parent Consent and Communication

- Parents will be required to provide written consent for the medical assessment. A consent form will be shared via Toddle or email. Parents are to respond in writing to enable the school to proceed with scheduling.
- By consenting to the assessment, parents agree to the direct sharing of the assessment outcomes and reports with the school. No additional consents will be collected once the initial consent is provided.

This policy ensures that all SEN students receive the most comprehensive support possible, leveraging expertise from medical professionals to better inform ILP development and ensure meaningful, effective interventions.