

CCS Inclusion Policy: Learning Support

Revision Dates: May 2010, June 2013, November 2018, September 2019, November 2019, November 2021

Purpose:

Canggu Community School operates an inclusive admissions policy. CCS admits students whose academic, personal, social and emotional needs can be met by the School's programmes and services, and who can be integrated into a mainstream classroom.

Parents of prospective students are advised that the school is able to serve only those students with learning differences/challenges who are able to function in the regular programme with available support.

The objectives of the support offered through Special Education Needs (SEN) provision are:

- To identify students with special educational needs and ensure that their needs are met
- To ensure that students with special educational needs, including learning disabilities and those who are Highly Able Students, have access to all activities and aspects of school life
- To ensure that all learners make the best possible progress
- To ensure parents are informed of their child's special needs and that there is effective communication between parents and school
- To ensure that learners express their views and are fully involved in decisions which affect their education
- To promote effective partnerships and involve outside agencies when appropriate

Philosophy:

We aim to meet the needs of all students across the school by fostering an inclusive learning environment that supports differentiated learning approaches.

- **Inclusive:** Inclusion involves responding positively to each individual's unique needs. Inclusion aims for students to participate in the program that is the most appropriate challenge for the student.
- **Differentiation:** the process of identifying, **with** each learner, the most effective strategies for achieving agreed goals. (See "Learning Diversity in the IB Programmes, 2010, International Baccalaureate Organization)

To this end, CCS affirms the four principles of good practice identified by the International Baccalaureate Organization:

1. **Affirming Identity and Building Self-Esteem** - Valuing students as unique individuals in a warm, welcoming, diverse community.
2. **Valuing Prior Knowledge** - Use inquiry, relationships, and differentiation to identify and connect with students' prior learning and unique backgrounds.
3. **Scaffolding** - Use our expertise as educators to help students achieve success and independence through support over time
4. **Extending Learning** - Provide opportunities for all students to be challenged and engaged in rich learning experiences.

CCS teachers have experience integrating students with varied language backgrounds and levels of learning, and we utilize an inquiry-based model of instruction that enables students of varied backgrounds and prior experiences to participate fully in the learning topics. We

value student diversity and respect individual differences, and strive to build confidence in our learners by scaffolding instruction and applying varied teaching strategies to meet a wide-range of learning styles. For students whose needs can only partially be met within the inclusive classroom, we offer push-in or pull-out support when resources are available. This support aims to remediate/extend their learning with the goal of all students developing and growing into responsible, life-long learners and effective communicators.

Definitions:

Able to function: Student is able to progress in his/her learning of the regular programme with minimal support. This means they are able to attend and function effectively in mainstream subject classes and are able to complete work at/near grade level expectations.

Accommodation: Found in IEPs (optional in SLPs). This is a change to the “how” of what students do. Grade-level expectations do not change (i.e. instead of paragraph response, a student does an oral response due to needs coming from dyslexia).

EAL Register: A list of students who receive support in learning English as an Additional Language.

English as an Additional Language Learners (EAL): A student who is learning English as an additional language of communication and is pursuing a level of fluency. Often EAL students require additional and/or differentiated support in the classroom in order to access the curriculum.

Graduated Response: A method of meeting the learning needs and levels of children with learning differences/challenges involving planning, action, and review to allow for individualized learning and achievement.

Highly Able Student (HAS): A student who demonstrates exceptional abilities in a given subject area and requires a modified programme to meet their needs.

Individualised Education Plan (IEP): An Individualized Education Plan is a document prepared by the Learning Support Coordinator, based upon a psycho-educational evaluation of a student. All students who receive an IEP have a diagnosed learning and/or social-emotional diagnosis that requires specific accommodations to the regular programme and/or assessments. An IEP identifies learning targets, strategies, modifications and/or accommodations, resources and persons responsible for the delivery of the individualised programme and is shared with the student (as appropriate), parents and PC/class teacher.

Modification: A change to the “what” that students are learning. Students are no longer doing classroom or grade-level expectations.

Other Formal Assessments: This may include, but is not limited to, assessments performed by specialists which evaluate a student’s abilities with fine/gross motor skills, speech and language, vision/hearing, behavior, etc. and compare the results to other children his/her same age.

Psycho-Educational Assessment: Also known as learning evaluation, it is an assessment performed by an educational psychologist that assesses a student’s overall academic abilities and cognitive skills (such as processing speed, memory, reasoning, attention, etc.) and compares it to other children his/her same age.

Referral Form: A form completed by a CCS teacher which highlights an academic or social-emotional concern that is impacting the student's learning and a need for support beyond the regular programme.

Regular programme: The regular classroom programme that is provided to all students.

Scaffolding: A scaffold is a temporary differentiation support provided to students as needed to help them achieve a learning goal. Whereas an accommodation may be more long-term, or permanent (speech to text).

Special Education Needs (SEN): A student who is demonstrating skills that require specialist adaptation and intervention to enable them to learn at their individual level. The class/subject teachers' standard assessments and/or class work and/or observations provide data and evidence of SEN.

Student Learning Plan (SLP): A Student Learning Plan is a document prepared for students in that aims to provide supportive strategies and learning targets for a student who is demonstrating challenges in learning, behaviour, language, or social-emotional issues, yet a formal assessment has not been conducted. An SLP identifies learning targets, strategies, modifications, resources and persons responsible for the delivery of the individualised programme. It is shared with the student (as appropriate), parents and teachers of the student.

Support Plan: A Support Plan is a document prepared for students in Secondary school. It is written by the Learning Support Coordinator or PC teacher and outlines a particular area of need for a student, along with strategies and recommendations to support the student in this area. It is shared with the student, parents, and teachers of the student.

Policy Statement:

CCS recognizes that all students shall be given an opportunity to access all programmes, including IGCSE and IB Diploma.

CCS will provide support for students who are identified as EAL and SEN in order to meet their needs and support them in accessing the CCS regular programme. This support is provided at no extra charge* to the family, and may follow a pull-out and/or push-in model, depending upon individual student needs and available resources.

The School defines learning support as the offering of additional support in a particular area of academic, linguistic, or social-emotional need, where a student is demonstrating a skill level significantly below or advanced in comparison to same-aged peers. CCS learning support is overseen by a qualified specialist who provides both direct student support and training for classroom teachers in learning support strategies. When resources allow, direct student support will be provided by a learning support specialist with classroom teachers implementing recommendations on student learning plans in the classroom environment.

*In rare cases, a child may require regular one-to-one support in the classroom. In this case, parents may be expected to pay an additional fee.

Guidelines:

Students who are admitted to CCS with psycho-educational documentation that includes a diagnosed learning or social-emotional disability are provided an IEP so long as the documentation is dated within the past three years for learning needs, and one year for social-emotional needs. Students who are demonstrating difficulties accessing the regular

programme are referred for learning support by their class/subject teacher, using a referral procedure.

In the case where a student has been referred for additional support, one or more observation(s) will be conducted, and student work will be reviewed if the concern is related to academics. This will be followed with recommendations for teachers to implement in the classroom, and potentially additional support from the Learning Support team. If student progress is not made within a reasonable amount of time using the recommendations, parents will be asked to have their child assessed formally by a qualified professional in order to further understand the student's individual needs. Parents will be responsible for any of the costs incurred in such cases, however the school will provide referrals to trusted, qualified professionals.

Pre-admissions procedure for students with identified SEN:

1. The parent will inform the admissions team of learning needs and provide reports and/or assessments from a qualified professional.
2. The admissions team will consult with the Learning Support Coordinator and any program coordinators, as necessary.
3. Prior to admission, the student must:
 - a. meet with a member of school administration and the Learning Support Coordinator.
 - b. have a trial morning or period of days/weeks in the classroom, when possible.
4. The student may be admitted to school, potentially on a trial basis, and the student's file will be managed with an open and flexible approach; communication between home and school will be frequent.
5. The student will be provided the necessary SEN support to enable him/her to access the regular programme within the classroom. The type and frequency of support will be evaluated on an individual basis.

Identification and Assessment of SEN:

The school is committed to early identification of SEN and adopts a graduated response to meeting Special Educational Needs.

A range of evidence is regularly collected through standard, mainstream class assessments and observations. If the evidence suggests that a student is not making progress as expected, the class teacher will consult with the Learning Support Coordinator to determine whether additional and/or different provision is necessary to the normal differentiated curriculum already in place. Only students who are identified as SEN (including HAS) will receive additional services outside the differentiated curriculum.

The following procedure enables the identification and assessment of students with SEN:

1. The student's class teacher completes a referral form (see Appendix A) which details areas of concern, strategies already attempted to support the child, and comments from other teachers, TAs and/or parents. Possible indicators may include but are not limited to difficulties starting and/or completing tasks, completing tasks at a level that is far below (or far beyond) age and/or grade expectations, demonstrating

behaviours that are detrimental to academic progress or classroom management, difficulties with motor skills, etc.

2. The teacher gathers samples of student work as evidence, if appropriate, and sends the referral form and student work samples to the Learning Support Coordinator for review.
3. The Learning Support Coordinator reviews the concerns and work samples of the student and conducts an in-class observation and/or an assessment in the area of concern to assess ability level, if necessary.
4. The student is either identified as SEN and receives additional support from specialists, or is not identified with SEN:
 - a. If a Primary student is identified as SEN, the class teacher and Learning Support Coordinator collaborate on writing an SLP, which is then shared with the parents (see Appendix B for a sample of the Primary SLP).
 - b. If a Secondary student is identified as SEN, the Learning Support Coordinator, in collaboration with subject teacher(s), write a Support Plan for the student, which is shared with the parents (see Appendix C for a sample Secondary Support Plan).
 - c. If not identified as SEN, the Learning Support Coordinator suggests further differentiation strategies to use in class, and potentially recommends additional support for the student outside of school.
5. A student may be recommended to have an educational-psychological evaluation or other formal assessment performed by a qualified external professional to gain further information on the student's areas of challenge and strength, as well as recommendations for supporting the student's learning. This assessment is at the cost of the family. Following the evaluation, the student will be provided an IEP (Primary IEP see Appendix D; Secondary IEP see Appendix E). The findings and recommendations from the assessment will inform the targets and strategies outlined in the IEP.
 - a. Typically, a student will first be placed on an SLP/Support Plan before a family is recommended to pursue a psycho-educational evaluation or other formal assessment.
 - b. If the targets set out in the SLP/Support Plan are not achieved within a reasonable amount of time, the family may be recommended to pursue a psycho-educational (or other formal) assessment.
6. An SLP will set targets for a student with SEN and will detail:
 - a. A list of student strengths and challenges
 - b. A maximum of three targets
 - c. Concrete strategies to implement progress in each target area
 - d. Names of teachers/parents and other support people to help the student in each targeted area
 - e. Specific resources to be employed towards reaching the targets
 - f. Success criteria for each target (what it will look like when the student has achieved the set targets)
 - g. When the plan will next be reviewed with parents
 - h. Additional comments as necessary

7. A Support Plan will outline supportive strategies for teaching a student who has demonstrated learning challenges and will detail:
 - a. A list of student strengths and challenges
 - b. Accommodations to support challenges *may* be included. When included the accommodations must be provided in the classroom
 - c. A maximum of three areas of focus
 - d. Concrete strategies to support the teaching and learning of the student in each focus area
 - e. When the plan will next be reviewed with parents
 - f. Additional comments as necessary
8. An IEP will set individualised targets for the student and will detail:
 - a. The student's specific disability
 - b. Mandatory accommodations the student must be provided
 - c. A list of student strengths and challenges
 - d. A maximum of four targets
 - e. Concrete strategies to implement progress in each target area, based upon the recommendations outlined in the evaluation/assessment report
 - f. Names of teachers/parents and other support people to help the student in each targeted area
 - g. Specific resources to be employed towards reaching the targets
 - h. Success criteria for each target (what it will look like when the student has achieved the set targets)
 - i. When the plan will next be reviewed with parents
 - j. Additional comments as necessary
9. SLPs and IEPs are written and shared with parents and students during Term 1. They are reviewed/revised as necessary throughout Terms 2 and 3 based upon student and teacher feedback and input. During Term 4 a summary of the year will be written at the bottom of the IEP, the updated document will be shared with parents, and there will be the offer or request of a final meeting to review overall student progress. During these meetings:
 - a. The outcomes are recorded in the current IEP document.
 - b. Students participate in all discussions, as appropriate. Students take increasing responsibility for involvement as they grow.
 - c. Parents contribute to the targets/focus areas written into the document and participate in all discussions.
10. Students identified as having SEN and who have a diagnosis, appropriate documentation and therefore an IEP, may receive special access arrangements for assessments and examinations.
 - a. CCS will follow the guidelines as set out by any examining body including but not limited to the IB, Cambridge, ACT and/or College Board authorities, in order to provide the required modifications and/or accommodations necessary to students for exam assessments.
 - b. Any formal accommodations must be in place for 2 years prior to the exam year.

11. IEPs, SLPs and Support Plans are included in pass-on materials as students transition year-levels. Teachers are encouraged to add specific information on pass-on records for teachers of the following year. This information is kept confidential. Pass-on meetings are scheduled at the end or beginning of year as needed. Particular attention is given to transitions between Year 6 and Year 7.
12. A student will stop receiving SEN support once the needs of the student can be met entirely by the mainstream classroom curriculum.
 - a. Teacher feedback and input will be gathered by the Learning Support Coordinator.
 - b. The PC/class teacher will meet with the parents and student to discuss the learning progress made and that SEN services will stop.
 - c. The Learning Support Coordinator and/or PC/class teacher will confirm the student's exit from SEN services with the parents via email.
 - d. The Learning Support Coordinator will place a document in the student's Admissions File documenting that the student has exited Learning Support.
13. A student who is identified as HAS by CCS at the Diploma level will be given the opportunity to take 4 subjects at higher level.

Admissions for EAL Students

English is the language of instruction at CCS. While all CCS teachers are considered language teachers, students must develop sufficient English skills to access a curriculum that becomes increasingly challenging as they grow. To ensure students can find success and confidence in their learning at CCS, the following guidelines have been implemented for admissions and matriculation.

Admissions Procedures and Thresholds - WIDA

1. Parents/Guardians indicate a student's first and additional languages in the admissions process. Students in Years 1-13 who enter CCS with limited exposure to the English language, or those who have not had schooling in English before, may complete additional assessments prior to admissions.
 - a. Secondary-age students currently residing in Bali will sit a WIDA test to determine their level of English. The minimum level for admittance to CCS without further discussion. Refer to the table below for specific year levels.
 - b. Students currently residing outside of Bali will need to show proof of their English level via an internationally recognized examining body (ie TOEFL, IELTS) which will be evaluated depending on the year level of the student applying. Refer to the table below for specific year levels.
2. English proficiency assessments (i.e. WIDA, CEFR) can be viewed as one data point. Admission to CCS will granted based on the full student profile comprising of:
 - a. English Proficiency
 - b. Academic ability in Mathematics and English
 - c. Overall academic profile (Reports etc)
4. Students with strong academic ability that are close to threshold values may be admitted to CCS provided that parents access external English support e.g tutoring. 1- 4 hours per week or as recommended by the EAL specialist at CCS.

Suggested thresholds according to year level:

Year level	WIDA level	TOEFL IBT	IELTS	CEFR
Primary	N/A Primary EAL students are admitted based on availability of support and ensuring no one class has a disproportionate number of EAL learners.			
7	3.0	57-86	3-4	KET (A2/B1)
8	3.5	57-86	4-5	PET (B1/B2)
9	4.0	57-86	4-5	PET (B1/B2)
10	4.5	57-86	4-5	PET (B1/B2)
11	5.0	87-109	5-6	FCE (B2/C1)
12	5.5	87-109	5-6	FCE (B2/C1)

5. Students may be provided some adjustment time in the classroom to assess if they require pull-out EAL support or if the differentiated classroom curriculum meets their needs.

Support for Students Learning EAL:

1. If it is determined that a student would benefit from receiving additional EAL support, the student will be placed on the EAL Register:
 - a. Students in the Early Years program will develop language alongside their peers through differentiation by the classroom teacher.
 - b. EAL students in Years 1-6:
 - i. May receive EAL lessons in a small group up to twice weekly.
 - ii. May receive additional support in class from TAs/teachers to access the mainstream curriculum as much as possible.
 - iii. Will participate in all class and school activities.
 - c. EAL students in Secondary school:
 - i. May receive small group EAL English classes up to four times weekly during scheduled English or Language Other Than English (LOTE) class time.
 - ii. May receive additional support in class from TAs/teachers to access the mainstream curriculum as much as possible.
 - iii. Will participate in all class and school activities.
2. A student will stop receiving additional EAL support once it is determined that the needs of the student can be met entirely by the mainstream/subject teachers.
 - a. Teacher feedback and input will be gathered by the Learning Support Coordinator.
 - b. WIDA MODEL (Measure of Developing English Language) assessment may be used to confirm students no longer need EAL support. An overall score of 4 (out of 6) will be used as the lowest threshold for showing English proficiency at a level where EAL support is not needed.
 - c. The PC/class teacher will meet with the parents and student to discuss the student's progress made and that EAL services will stop.
 - d. The Learning Support Coordinator and/or PC/class teacher will confirm the student's exit from EAL services with the parents via email.
 - e. The Learning Support Coordinator will place a document in the student's

Admissions File documenting that the student has exited EAL Support.
Appendix A

Special Education Needs (SEN) Referral Form

[Secondary referral form](#) - To be completed by secondary teachers. This form will be sent through to the SEN coordinator and counsellor.

Appendix B

Sample Student Learning Plan (SLP) - Primary

Student Name:	†	DOB:		CCS Start Date:	
Year Group:		1st Lang.:		Additional Lang.:	
Type of Support:		LS Entry:		LS Exit:	
Strengths:					
Challenges:					

Term 1

#	SWLE*	Targets	Strategies/Activities	Resources	Who	Success Criteria
1						
2						
3						

*A - Academic Excellence, C - Effective Communicator, L - Life Long Learner, R - Socially Responsible

Achievement and/or Assessment Results	Reading	Writing	Spelling	Maths
Comments:				

Meeting Notes:

Meeting Goal	Date	Notes	Who
T1: Discuss targets with parents		Next meeting scheduled for:	
T2/3: Revisions		Next meeting scheduled for:	
T4: Reflection on progress			

Appendix C

Sample - [Secondary Support Plan](#)

Appendix D

Sample Individualized Education Plan (IEP) - Primary

Student Name:		DOB:		CCS Start Date:	
Year Group:		1st Lang.:		Additional Lang.:	
Type of Support:		LS Entry:		LS Exit:	
Strengths:					
Challenges:					
Accommodations:					

Term 1

#	SWLE*	Targets	Strategies/Activities	Resources	Who	Success Criteria
1						
2						
3						

*A - Academic Excellence, C - Effective Communicator, L - Life Long Learner, R - Socially Responsible

Achievement and/or Assessment Results	Reading	Writing	Spelling	Maths
Comments:				

Meeting Notes:

Meeting Goal	Date	Notes	Who
T1: Discuss targets with parents		Next meeting scheduled for:	
T2/3: Revisions		Next meeting scheduled for:	
T4: Reflection on progress			

Appendix E

Sample Individualized Education Plan (IEP) - Secondary

Student Name:		DOB:		CCS Start Date:	
Year Group:		1st Lang.:		Additional Lang.:	
Type of Support:		LS Entry:		LS Exit:	

Strengths:

Challenges:

Accommodations:

Term 1

Sub.	Targets	Strategies	Resources	Who	Success Criteria

Notes:

Assessments:

Meeting Notes:

Meeting Goal	Date	Notes	Who
T1: Discuss targets with parents		Next meeting scheduled for:	
T2/3: Revisions		Next meeting scheduled for:	
T4: Reflection on progress			