Special Educational Needs Policy

Chaoyang Kaiwen Academy

Approved by:	Martin George	Date: 26 April 2019
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Introduction:

Across different parts of the world, continuous data has been gathered about the prevalence of learning disabilities and other mental health disorders that affect children academically and emotionally. In the United States, the prevalence of learning disorders range between 5% and 15% percent, (American Psychiatric Association, 2013; National Academy Press, 2015). Learning disorders can be in reading, writing, and, or mathematics. Within the American schools there has been increased awareness, diagnosis, and services to help pupils succeed academically.

Other common mental health disorders are Attention Deficit and Hyperactive Disorder (ADHD), Autism Spectrum Disorder (ASD), Depression and Anxiety issues. In the United States, the prevalence for ADHD is approximately 5% for the general children population (APA, 2013; National Academy Press 2015). According to the DSM-5, Dysregulating Mood Disorders are identified in about 2-5% of children before age 12. While 1 in 5 adolescents are predicted to have at least one episode of depression before the age of 18 (Capraro, 2017). Although less frequent, 1% - 2% of children between the ages of 7 – 18 show Autism Spectrum Disorder (APA, 2013; National Academy Press 2015).

Locally in China, there is a lack of awareness, knowledge, and identification of children's learning disorders, thus the prevalence recorded might not accurately represent the general population of children having true learning disabilities or mental health disorders. However, the data collected in studies conducted in 2016, by the Chinese Academy of Science, suggests that approximately 11% of children in primary school have dyslexia (Cai, 2018).

Other research suggests that the prevalence of pupils with ADHD in china is about 5% of the children population (Liu, Xu, Yan, & Tong, 2018).

Due to the high incidence of pupils that present Special Education Needs (SEN) consistently across different parts of the world, Chaoyang KaiWen Academy (CKWA) is committed to develop and implement inclusion as well as adequate policies and procedures. These include raising awareness, early identification, and providing adequate support services, as well as ensuring that highly inclusive classrooms and differentiated instruction is provided for pupils within the school. Thus, in order to supports pupils that present learning difficulties, the educational support staff, (learning support teachers, counselors, and behavioral team) implements a Multi-tier Systems of Support (MTSS) with a Response to Intervention (RTI) approach.

Aims

Our SEN policy and information report aims to:
- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- CKWA aims to be inclusive of all pupils, regardless of their SEN or learning difficulties. The goal is for pipils to access a high class education, participate in all school activities and curriculum opportunities (including IGCSE and A Levels/AP/DP), and be permitted to join school trips. Pupils will be provided with the necessary additional support to thrive and succeed, both academically and personally. This is achieved through the Multi-tier Systems of Support (MTSS) which is an approach that ensures that learning is differentiated for academic, social-emotional, and behavior skills.

Legislation and guidance

(This is UK law and is there for guidance and reference only – Chinese law will always take priority where compliance is involved)

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:
- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with relevant Chinese legislation.

Definitions

Special Education Needs (SEN):

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:
- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. Determinations of SEN, will be made after pupils have undergone the Problem Solving Process.

Problem Solving Process:

The Problem Solving Process is the process used to systematically gather data on pupils and make a data driven plan of interventions to support pupils individual needs. Towards the end of this process, the educational support staff should evaluate the pupil's individual progress and be able to make further educational decisions. The information collected from this process is integral in making appropriate SEN identification.

Multi-tiered Systems of Support (MTSS):

The Multi-Tiered System of Supports is the continuum of differentiated levels of academic, social-emotional, and behavioral interventions and supports that are provided to pupils according to their level of educational need.

Roles and responsibilities

The Head of Educational Support will:
- Work with the Principal and Board to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have Individual Educational Plans (IEP)
- Ensure IEPs are appropriately created, published, implemented and evaluated
- Ensure the effective deployment of Learning Support staff within the Educational Support Department
- Provide relevant CPD for staff in respect of SEN and appropriate teaching strategies
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies
- Liaise with potential next providers of education (universities, colleges and other schools) to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Principal and governing board to ensure that the school meets its responsibilities with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The Principal will:
- Work with the Head of Educational Support and board to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability, delegated on a day to day basis to the Head of Primary and Head of Secondary.

Each class teacher is responsible for:
- Timely referrals of pupils when they recognize an area(s) that need further development
- The progress and development of every pupil in their class
- Collaboration with the educational support team in the problem solving process to gather data and develop pupils individual goals
- Collaborating with the educational support staff to understand and make the best educational plan and interventions for the pupil.
- Participation in common planning time and co-teaching with educational support staff.
- discussing progress and potential revised plans for their pupils with the educational support staff and Head of Educational Support.
- Frequent communication with educational support department to report progress, incidents, or concerns.
- Ensure they follow this SEN policy

Learning Support Teachers
- Follow through with teacher, parents, and/or administration referrals
- Guide the Problem Solving Process to gather data, make an intervention plan, and review and monitor progress as pupils receive academic interventions.
- Implement the Problem Solving Process to gather data and implement appropriate academic interventions.
- Provide short-term or long-term academic support in groups and one-on-one sessions
- Differentiate classroom instruction and make specific curriculum modifications when needed.
- Train staff regarding matters of inclusion, differentiation, and learning problems
- Collaborate with teachers to gather data and feedback about pupil's academic performance.
- Collaborate with teachers and give them advise on how to best support pupils in class
- Support pupils with work completion within class or out of class sessions
- Consistent communication with parents to guide them through the continuum of services

Counselors
- Follow through with teacher, parents, and/or administration referrals
- Provide short-term or long-term counseling through groups and one-on-one sessions
- Train staff regarding matters of social-emotional development and mental-health issues
- Collaborate with teachers to gather data and feedback about a pupils social-emotional development.
- Collaborate with teachers and give them advise on how to best support pupils in class
- Frequent communication with educational support department, teachers, and administration to report progress, incidents, or concerns.
- Guide the Problem Solving Process to gather data, make an intervention plan, and review and monitor progress as pupils receive counseling or behavior support.
- Consistent communication with parents to guide them through the continuum of services

The kinds of SEN that are provided for

Our school currently provides different services for a range of needs, including:
- Communication and interaction, for example, autism spectrum disorder, speech and language difficulties,
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties
- Areas of need that are supported through the Multi-tiered Systems of Support (MTSS)
- Pupils concerns and observable symptoms that can interfere with learning.

The following are indicators that should help the academic and educational support staff make appropriate referrals, but are not meant to formally diagnose a child.

Behavioral & Executive Functions Concerns:

Impulsivity:
- Struggles with self-control
- Blurting out responses often
- Stands and walks around in the middle of class or activity
- Say or act inappropriately according to situational expectations
- Have a hard time filtering what should be said and what shouldn't
- Fidgets often, and thus can fall in floor or hurt for this behavior
- Seem defiant because they do what they really want to do

Distraction:
- Often seems disconnected and disengaged
- Forgets things easily
- Completes task partially or in their own way
- Struggles to follow multiple step directions or procedures
- Is hard to know if they're present or paying attention

Disorganization:
- Loses school materials often.
- Desks and other personal spaces look messy
- School materials look dirty, broken, and in bad conditions

Social-Emotional:

Relational:
- Have difficulty making friends
- Struggles to join into social activities
- Does not talk to others or initiates conversations
- Looks afraid or anxious during play time.

Mood Changes:
- Small problems spike a very strong emotional reaction
- Disproportionate levels of sadness, anger, or happiness throughout every day activities.
- The intensity of a feeling changes from nothing to very strong in very little time
- Tends to be quiet or irritable when others try to make them feel better
- Difficulty making decisions and transitions

Extreme Worries, Anxiety, and Fears:
- Seems physically nervous, jumpy, or jittery
- Physical fidgets that can be hurtful
- Verbalizes strong fears before or during every day common activities
- Cry, tantrums, or fidgets before or during every day common activities
- Thinks ahead of situations with possible bad things that can happen
- Tries to avoid or escape certain activities
- Difficulty making decisions and transitions

Crisis or Trauma Related: (If you know about specifics)
- • Sudden sickness or death of family member or friend
- • Experienced violence or physical abuse
- • Experienced a tragic accident or natural disaster
- • Experienced Bullying

Bullying Victim:
- • Seems distracted or totally disengaged during activities
- • Expresses distinct strong fears before or during certain every day common activities.
- • Tries to avoid or escape certain activities
- • Somatization (headaches, stomach aches) before certain classes
- • Physical signs of bruises and unexplainable body aches
- • Frequent absences for unexplainable reasons, or reasons that seem unreasonable

Bullying Instigator:
- • Intentionally looks for opportunities to hurt other pupils physically or verbally
- • Identifies other weaknesses and chooses to persistently make offensive or negative comments about other pupils
- • Spreads gossip or lies to hurt other people
- • Uses social media to target other peers
- • Abuses others verbally or physically to gain social attention
- • Self-preservation and avoidance of activates that they don't excel in.

Processing & Learning Difficulties:

Academic:
- • Despite instructional differentiation, pupil doesn't meet grade level academic expectations
- • Lacks foundational academics skills that makes it difficult for the pupil to access grade level curriculum instruction
- • Poor planning and/or ability to use deeper level thinking skills to solve problems

Reading problems:
- • Difficulties with phonics (sound recognition), phonemic awareness (sound and symbol association),
vocabulary (acquisition of new language), fluency (reading speed), comprehension.

Math:
- • Inconsistent rote memory for math facts
- • Frequent computational mistakes
- • Inability to complete multistep calculation
- • Shows poor number sense or quantitative reasoning

Memory:
- • Struggles with automatization and learning of new skills.
- • Weak rote memory
- • Inability to retain visual or auditory information and use it in a short period of time

Sequential Processing:
- • Pupils struggle to follow multiple step instructions or processes that require to follow a certain order.

Early Identification of Pupil's Areas of Need and Further Development through The Multi-Tiered Systems of Support (MTSS) and The Problem Solving Process

Multi-tiered Systems of Support (MTSS):

In order to support pupils at different academic and social-emotional levels, teaching staff and educational support staff will provide pupils with differentiated Multi-tier Systems of Support (MTSS). The initial proponents of this model proposed the tiers and corresponding percentages of 80%, 15%, and 5% of pupil distribution (Sugai, Horner, and Gresham, 2002). These numbers suggest that most pupils, the 80%, will achieve educational expectations by learning and practicing the general curriculum taught in class. While 15% pupils are at risk (i.e. family issues and lack appropriate academic exposure) and will need further educational supports to be able to meet academic and/or behavioral expectations. A 5% of these pupils are considered to need intense educational supports due to their most severe learning struggles to achieve academic and/or behavioral expectations independently. As the MTSS has been used in schools, practitioners have found that these numbers are more of a general concept to guide the tiered supports, rather than a prescriptive way to assign pupils to services. Usually, they note that in reality these percentages change according to the general needs of the pupil population in each particular school (Shin & Walker 2010).

Tier 1

At CKWA, the goal is to grow in inclusion and create learning environments that have rich differentiation for pupils with multiple needs. Within Tier 1, teachers should create consistent instruction and differentiation of academic, emotional, and behavioral skills. Instructional differentiation is possible by co-teaching (homeroom and educational support teachers) and through challenging pupils with activities at different levels. In order to enhance the capacity of this co-teaching, further professional development will be provided for all teaching staff during induction week and throughout the school year as needed to strengthen the school practices.

Pupils should also receive continuous corrective feedback from formative and summative assessment. As a component of everyday lessons, teachers should also have a consistent classroom management systems. These include classroom routines and environmental components that foster a productive learning environment.

Tier 2

Pupils are eligible for receiving additional supports based on examination data collected at the beginning, during, or at the end of the year by whole school standardized assessments and/or by teacher's referral that includes supporting evidence (curriculum-based measurements, formative, summative and/or other behavioral observations). Please see Appendix 1 for referral form. As competent educators, teachers recognize potential risk factors that can interfere with a child's optimal educational experience, and thus make timely referrals to the educational support staff.

Once pupils are referred or identified, support staff will begin collecting data through the Problem-Solving Process to determine the skills that can be potentially developed. The data collected in this analysis will be used to make an Academic and/or Behavioral Action Plan.

If the data collected shows that the pupil is eligible for further support, they would begin receiving services under Tier 2 interventions and the formal Academic - Behavioral Action Plan. Within this Action Plan, pupils are given specific academic or behavioral goals and are assigned to one or more systematic interventions.

Pupils will then be given increased educational minutes through small group instruction for about ten 8-10 weeks of support. Throughout this time, support personnel will be responsible of closely monitoring the pupil's progress. The data collected throughout these 8 - 16 weeks will then be used for further educational planning.

Research suggests that pupils have to consistently take interventions and supports with a specialist for 10 weeks in order to see improvement (Shin & Walker, 2010). During these weeks, teaching and educational support staff are responsible for providing interventions with fidelity and tracking progress weekly or biweekly to monitor their growth. The educational support staff providing interventions, must meet biweekly to discuss the progress of the pupil and look for solutions to improve the pupils learning. To make it a collaborative approach, homeroom teachers will also attend the pupil progress meeting once a month.

Tier 3

After the initial 8 - 10 weeks of formal learning support, the support staff and homeroom teachers meet together to analyze the pupil's progress monitoring data (rate of growth over time). If the pupil seems to be making adequate growth and mastering the skills that were previously identified as a concern, the pupil can come back to Tier 1 and/or remain within Tier 2. Together, the educational support staff and teachers will make determinations by the end of these 8 -10 weeks. On the other end, if pupils shows a lower growth rate and have not yet mastered the skills that were previously identified as a concern, then the pupil needs more intensive supports at Tier 3. This plan is called the Academic, Physiologic, and Psychologic (APP) Plan.

Within Tier 3 to intensify the levels of support, the pupil will receive a combination of within and out of class supports (push in and pull out supports). Pupils that enter Tier 3 will be monitored closely for the following 8-10 weeks. Some environmental accommodations will be added to the Action Plan. These may include additional time for some tasks, technology devices, sensory tools, and/or some schedule modifications.

Tier 3 is considered to be a major transitional period for parents and staff to begin considering the possibility of a pupil having a true learning disability. During this period of time, teachers and support staff should keep consistent communication with parents and delicately present the pupil situation because in due time major educational changes may happen. By the end of the 8-10 weeks if pupil's growth rate improved significantly and skills are mastered, pupils may return to Tier 2 to receive services. On the other end, if the pupil continues to show a lower growth rate and doesn't master the skills that were previously identified as a concern, then the support staff will formally ask for parents' consent to begin an internal psychoeducational evaluation (CKWA staff completes evaluation) or request that parents go to external agencies to complete a psychoeducational evaluation.

Tiered services:

Tier 2 interventions include but are not limited to	
Academic	Social- Emotional
Problem Solving Process	Problem Solving Process
Curriculum differentiation	Curriculum differentiation
Language or Math – small group instruction ailored to the academic skill that pupil needs to develop. (Fuchs, Fuchs, Hintze, & Lembke 2007) Provided within reading instruction time Within class supports (Push In)	One-on-one counseling
3-5 pupils in the group	Social-emotional skills groups
Organizational strategies Check In – Check Out (CICO)	Within class behavior support
After School Program	Behavior Tracking Tool
On a general note, Tier 2 services are considered to be short term plans that potentially can be fade out or decreased as students grow in their skills. Contact time with the student happens once or twice a week. Tier 2 services can be increased to a Tier 3 level if they are kept longer than 16 weeks a and/or if the frequency of contact minutes with the educational support team increase to more than twice a week in order for the pupil to make adequate growth. Usually the length of these services are provided in a range of 8 – 12 weeks. However, in some cases, students me remain in Tier 2 for 16 weeks.	

Tier 3 Interventions include but are not limited to	
Academic	Social- Emotional
Curriculum differentiation	Curriculum differentiation
Minor curriculum modifications	Minor curriculum modifications
Language or Math – Small Group Instruction Tailored to academic skill that pupil needs to develop.	Social skills group
1- 3 pupils in the small group setting 1 on 1 sessions	One-on-one counseling (over 12 weeks of support)
Organizational Strategies Check In – Check Out (CICO)	Within class behavior support
After School Program (40mins- twice a week)	Behavior Tracking Tool
On a general note, Tier 3 services can be provided for 8-16 weeks. Contact time is usually increased to 3-5 times a week. Tier 3 services can be kept on a long-term basis if student shows to be making adequate growth. In cases where students are still struggling to make adequate progress, students would then be referred for a psychoeducational evaluation. Usually the length of these services are provided in a range of 8 – 16 weeks after 8 or 16 weeks of Tier 2 have been completed. However, in some cases, students may remain in this plan on ongoing basis.	

Tier 1

At CKWA, differentiation of instruction should happen across the three tiers. Teachers should divide their instructional time between whole group instruction and small group instruction (usually designed for differentiated activities). Within Tier 1, differentiated activities and inclusive practices can happen within class or grade level flexible grouping. Teachers should have the flexibility of switching groups based on skills or different level projects that they will be working on. This flexible grouping usually happens during language and or math classes, but can be done in other subjects. Subject teachers can potentially work together to support each other in the differentiation of their classes.

Both primary and secondary teachers should remember that as part of their differentiation within any of the tiers, they can design pupil based activities that they can practice with in groups with peers or individually.

Tier 2

Academic, behavioral, and social-emotional supports can be provided by the educational support team at a Tier 2 level. Learning support teachers would provide most services within class to pupils that have been identified that need further academic support through the Problem Solving Progress (see next session for more details on the Problem Solving Process). Counselors or behavior team staff would provide short-term support services in alternate settings out of class during pull out sessions.

Depending on the number of pupils that need support in each class, learning support teachers may come between 2 or 4 periods per week. As learning support teachers come and join the classes, they can work with pupils in small groups of 4-6 children.

Learning support teachers will most likely support literacy, language, and/or math subjects for differentiation of instruction. This is to teach foundational skills that pupils may be lacking. They can also support students within class to help them with work completion in tasks that seems to be most difficult for them to finish independently, or that they can finish at a higher expectation.

In order to reduce the stigma of only certain pupils working with learning support specialists, teachers can rotate skills groups for a set amount of time until a certain skill is acquired or until a certain project is finished. Learning support teachers adapt instruction for higher and or lower skills, as needed by the students that have potential for further development.

Counselors can provide counseling for students on a short-term basis. This would be on an 8-16 week plan. These sessions will be provided in an alternate setting out of the usual class setting. Counselors can provide one on one counseling sessions or small group support. During the sessions provided by the counselors, students should be able to learn about emotions, thought and behavior patterns, social skills, and physical health. Students have the opportunity to talk and reflect on these areas as they may be going through transitional struggles with learning, family situations, relational problems, or environmental changes.

Tier 3

Academic, behavioral, and social-emotional supports can be provided by the educational support team at a Tier 3 level. Learning support teachers would combine within class support and alternate class setting out of their class. Counselors or behavior team would provide long-term support services in alternate settings out of class.

Depending on the number of pupils that need support on each class, learning support teachers may come between 3 to 5 periods per week. As learning support teachers come and join the classes, they can work with pupils in smaller groups of 1-3 children. In most cases, there will be one on one supports in alternate settings.

Learning support teachers will most likely support literacy, language, and/or math subjects for differentiation of instruction. This is to continue teaching foundational skills that pupils may be lacking. They can also support students within class support to help them with work completion in tasks that seem to be most difficult for them to finish independently, or that they can finish at a higher expectation.

In order to reduce the stigma of only certain pupils working with learning support specialists, teachers can rotate skills groups for a set amount of time until a certain skill is acquired or until a certain project is finished. Learning support teachers adapt instruction for higher and or lower skills, as needed by the students that have potential for further development.

Counselors can provide counseling for students on a long-term basis. This would be on an 8-16 week plan (a total of 16 – 32 weeks, 1 or 2 semesters after being in Tier 2). These sessions will be provided in an alternate setting out of the usual class setting. Counselors can provide one on one counseling sessions or small group support. During the sessions provided by the counselors, students should be able to learn about emotions, thought and behavior patterns, social skills, and physical health. Students have the opportunity to talk and reflect on these areas as they may be going through transitional struggles with learning, family situations, relational problems, or environmental changes.

In most cases, as pupils move to Tier 3, support services would increase by taking pupils out for pull out sessions. If pupils need to be taken out of class both for Tier 2 or Tier 3 supports , teachers and parents would be notified of the details and logistics of this plan.

Problem Solving Process:

First Stage: Problem Analysis and Data Collection

Once a pupil has been referred, specialist and educational support staff, have four-six weeks to conduct several assessments and create a pupil profile that highlights the pupils' strengths and areas of development. This process will be done systematically through a method better known as RIOT & ICEL (Review, Interview, Observe, Test and Instruction, Curriculum, Environment, and Learner).

Throughout this four weeks, pupils could be observed and assessed in academic, behavioral, or social-emotional aspects. Observations and assessment will be connected to the initial referral area. For example, if a pupil is referred due to of lack of progress in reading, assessments and observations are done to understand the pupils reading skills. After formal observations and assessments are conducted, teachers and supports staff analyze the data and determine probable causes that are affecting the pupil. Then, they began to identify patterns and skills deficits that affect the pupil's learning progress. Throughout this process teachers and support staff try to the best of their knowledge to define if the pupil's lack of progress due to a won't do (attitude) or can't do (skill deficit). In some occasions it can be a combination of won't and can't.

If the data gathered suggests that the pupil is achieving significantly slower than his or her peers and/or is failing to match or improve their growth rate, the pupil then enters into the second stage of the Problem Solving Process.

Second Stage: Plan Creation:

Once the support staff has a detailed understanding of what is happening with the pupil and a a possible analyses of why it is happening, then they began thinking about resources, instruction, interventions, and supports that can help the pupils. Along with the teaching staff, the educational support team makes a plan to support the pupil in the identified areas that need development. This plan includes the time, place, and person in charge of supporting the pupil. If in determined occasions, pupils need more supervision or specific conditions, this should be added and written within the plan as a contingency plan. Teachers and staff confirm that the plan is achievable and that they understand their responsibility in the plan implementation.

Teachers and educational support staff prioritize the urgent areas that need growth and development. At times, where many areas are in need of growth and development, the educational support staff should prioritize physical and behavioral goals. Once these goals are partially or fully achieved, then realistic and reasonable social-emotional and academic goals can be added.

Within the plan, based on the areas that were prioritized, the educational support staff draft attainable, age agoals. Progress towards these goals is monitored and documented to ensure the pupil is growing and developing the skills needed.

Third Stage: Plan Implementation

When a clear and detailed plan is written, teachers and support staff ensure that they understand their role and responsibility, and then together they all implement plan. The leader creates a fidelity check list and keeps staff accountable for the implementation of the plan. Parents also oversee that the plan is being implemented. Throughout this process consistent communication is required between parents, teachers, and support staff.

Fourth Stage: Plan Review

On the fourth and final stage of the process, teachers and the educational team reconvene in a meeting where they evaluate the pupil through quantitative and qualitative data that suggests progress or lack of progress in the pupil's area(s) of development.

Progress Determination

Significant Progress:

In cases where pupils make significant progress, initial goal is met, the same initial plan can be kept and fade out if support is no longer needed.

Inconclusive Progress:

In cases where pupils have made progress towards their goal, but not yet met their initial goals, the plan can continue for four additional weeks to determine if the pupil only needs additional time. And/or the plan can be adapted or modified according to the observations the team has made throughout the initial plan implementation.

Little or No Progress:

In cases where pupil's progress is limited or no progress is made, the team then makes the decision to refer pupil for a formal psychoeducational evaluation. The educational support team at CKWA will then recommend particular agencies that have the appropriate credentials and resources to assess the pupils in several areas that include: academic, behavioral, physical, social-emotional, and language development.

Assessment Procedures:

Throughout the continuum of MTSS, data collection is imperative in order to make instructional decisions and show evidence of the pupil's growth or lack of growth. The frequency of the assessments should be at least three times a year, fall, winter, and spring, for pupils that have been identified as having difficulties achieving educational expectations the previous academic year.

As part of the supports pupils are being offered within Tier 2 and Tier 3, pupils must be assessed weekly or biweekly in simple curriculum based measurements that are sensitive to the pupil's growth. These may include quick fluency measures and/or other skills based assessments. For example, a pupil who is showing poor reading comprehension might be assessed biweekly on a reading comprehension assessment.

Further, in cases where pupils have been showing little or no significant progress despite of having received targeted interventions at T2 and T3 in one or two areas, the pupil support team may refer the pupil for an internal specialized evaluation. Then, the school psychologist can conduct a set of academic or behavioral standardized assessments that can be used to gather data and determine if the pupil shows abilities similar to those of pupils with special educational needs. If the data collected within these assessments, statically suggest that the pupil is showing an area or more that are significantly below those of his or her same-aged peers, then the pupil support personnel will draft an Individualized Educational plan with curriculum and schedule modifications that should accommodate for the pupil's areas that need development.

In more sensitive cases, where pupils show several areas of educational needs, the support team may request that parents to take their child for a formal psychoeducational assessment at an agency that specializes in assessment and treatment of children with special needs. Parents will have to cover the additional expenses related to the assessment.

Typically, this evaluation process takes about 30 to 45 working days for both assessment and report to be conducted externally. Upon the completion of the process with the external agency, parents have to share the reports and findings with the educational support team and administration. After the reports and documentation is formally received, the educational support staff would then need 15 working days to evaluate the information, determine if a formal IEP is needed, and then complete the IEP or edit the T3 paperwork for the pupil. Once the IEP document is completed, parents, educational support team, teachers, and administration will meet to formalize the plan and begin implementation.

Since the beginning of the process, parents are informed of the steps that the school should take in order to best serve the educational needs of their children. Parents can accept or refuse at any time the services and assessments that can be provided to the pupils through the MTSS. Thus, for example, if parents agree that their child should receive educational supports through the tiered system it doesn't automatically mean that they would also accept for their children to be assessed with formal standardized assessments. Parents are involved and informed in every step of the process and they have an active voice in their child's educational plan as it is created and updated. Further information in consulting with parents section.

Types of Assessments:

If the data collected within the T2 and T3, reflect that pupils is showing very little progress in one or a few areas, the pupil support team can refer pupils for a formal psychoeducational evaluation that would include standardized academic, behavioral, and/or social emotional assessment. In that case, a school psychologist can conduct and review the following assessments:

Academic Achievement Assessment:
- Wide Range of Academic Achievement: WRAT-V
- Curriculum Based Measurements – CBM
- Young Learners Placement Test (YLPT– Cambridge Assessment)
- Cambridge English Placement Test (CEPT- Cambridge Assessment)
- Independent Curriculum Assessment (INCAS)
- Middle Years Information System (MidYIS)

Cognitive Assessment:
- Cognitive Abilities Test – 4
- Wechsler Intelligence Scale for Children - WISC-V
- Other Memory Examinations

Behavior, Social Emotional and/or Executive Functioning Assessments:
- Behavioral Assessment System of Children (BASC – 3)
- Conners 3rd edition (Conners 3)
- Comprehensive Executive Functioning Inventory (CEFI)

Physical Assessments:
In cases where pupils are struggling educationally, the support staff can request that parents take children for allergies, visual, hearing, or brain examinations to rule out the possibility of having physical conditions that are interfering with language.

The data collected overtime and standardized assessment will be used to make a comprehensive evaluation of a pupil's educational development. If results of this evaluation show that the child meets the criteria for an educational eligibility of SEN, the school will then explain this information to parents and suggest that the child continues receiving educational supports through an Individualized Educational Plan (IEP).

Official SEN Plan and Services:

Individualized Educational Plan (IEP): Written documentation and services

Please see appendix 3 for an example of the structure of the IEP document. This might change in the future if a digital version is found within Power School, but general areas of the report should be similar. A formal Individualized Educational Plan (IEP) will contain eligibility information, current levels of performance, and future academic goals, as well as, a detailed description of the academic program that the pupil will be taking for the next academic year. In cases were agencies have completed a full evaluation and a report is shared with the school, the information within this report will be evidenced in the IEP as sustaining evidence of the pupil's eligibility determination. This document becomes an agreement between CKWA and the parents. The support staff and academic staff should adhere then to the program and parents should support their children achieve the goals that have been set within the plan.

The following areas are supports and services that should be documented within the IEP
- Curriculum modifications
- Adapted schedule
- Environmental accommodations
- Shadow teacher support
- Interventions provided by teachers and educational support team

Curriculum Modifications:

Parents should be clear that by adopting an IEP, their children cannot be guaranteed the standard graduating certificate from the DP program or Cambridge Curriculum. Instead, children could achieve an alternate completion certificate. This is mostly true because most pupils that need an IEP would not have been able to successfully complete grade level expectations over an extended period of time. This suggest that pupils will continue to make academic progress at a lower rate than what it is expected to complete grade level expectations.

Thus, their growth will be assessed and monitor against their own academic goals which are created based on their current academic skills. The goals for the learning support staff and homeroom teachers will always be to minimize the gap between the pupil's performance and

grade level performance. However, due to the special needs of the child, the focus and celebration should always be in that the pupil is making personal growth. This can take away the significant burden that these children and parents feel when children struggle to make adequate achievement.

A pupils' instructional plan will be modified according to their SEN. Most likely, pupils will receive increased educational supports with a specialist during one-on-one pull out services. During this time, the focus will be in strengthening the pupil's core educational needs in reading, writing, or math as well as in other behavioral or social-emotional areas (wherever they present the highest need). The educational support staff along with the head of educational support department will be in charge of creating and modifying these plans and ensuring that the academic areas are monitored closely. In cases that need intense supports, the support staff will consider altering the number of subjects and specials that the pupil takes. The total amount of instructional time will be split in different ways for pupils that present most severe SEN.

Graduation requirements can be explored once pupils come to 8th grade and began planning their career choices. Although in some extreme cases pupils may not be capable of achieving high college entry diplomas, most pupils can still plan for graduation and attending college.

If the educational support team suspects that the pupil doesn't have the ability to achieve the minimum graduating standards or that CKWA school isn't the appropriate educational environment for the child to flourish, the case will then be submitted and reviewed by the administration for guidance of further steps. In cases on which the administration has significant concerns about CKWA being the appropriate educational environment, the administration will clearly advise parents that they should seek for an alternate educational setting.

Upon reaching high school, it is the responsibility of the educational support staff, parents, and college counselor to help and guide the pupil to make suitable career choices that are within their capabilities. When the time comes to make these determinations, the pupil's strengths will be taken in consideration. Like perhaps, pupils might have high cognitive abilities and character strengths that help them succeed in many areas despite of their academic difficulties. Final determinations of future graduation plans will be evaluated case by case by the Academic Leadership Team (ALT) along with the support staff.

Adapted Schedule:

In order to meet the pupil's educational needs effectively, IEP plans will require that a pupil's schedule change. In some cases, minor changes might be done, but in cases of pupils that present most severe needs, the schedule might require significant changes. Since at CKWA the inclusion model prevails, it might be the case that the majority of services are provided within a class setting. However, most likely, these pupils will have to be pulled out of some classes to be able to receive the most individualized instructions. If pull-out services are needed, the learning support specialist along with the subject teacher, will determine what periods will be selected for these services. Final approval of this schedule will be revised and approved by the head of the educational support and the ALT team. Learning support teachers will consider providing supports in classes where the pupil has most difficulty accessing curriculum or a rotation model to have less impact on subject classes. Final determinations will be done case by case.

Accommodations:

In addition, this IEP plan will contain a list of environmental accommodations and supports to give the pupils further access to the general curriculum. The list of these accommodations is extensive, but will be guided by and be similar to what the Cambridge curriculum and the International Baccalaureate (IB) curriculum provides and allows within their parameters both within the school and assessment time.

Shadow teacher support:

At different points within the MTSS, the support staff and homeroom teachers can evaluate if the pupil could benefit from the support of a shadow teacher. A shadow teacher is a professional teacher with more expertise in supporting pupils with special needs. This teacher would be in charge of supporting pupils meet the daily demands of thei pupil's life. In most cases, they provide behavioral, social-emotional, and academic support for the pupil they support. The shadow teacher provides immediate learning feedback and practice opportunities for the child. They collaborate directly with teachers and educational support staff to provide support on the child's target goals for those 8 weeks. In some cases, the school may request that the shadow teacher accompany the child for the entirety of the school day, or for the certain amount of periods that seem most difficult for the child to go through independently.

If the initial data gathered in the tiered system suggests that the child should benefit from a shadow teacher, the educational support team and the administration will formally request that parents begin seeking for a shadow teacher when pupils enter T3 or an IEP. Most likely, younger pupils that begin an IEP process will need this support, but decisions will be made on a case by case basis. Shadow teachers will be hired officially by parents and collaborate directly with school personnel to support the pupil. In order to best support the child, shadow teachers will have to meet specific educational and experience requirements. Please see appendix 4 for the job description.

Services provided by teachers and educational support team within the IEP:

IEP services generally include but are not limited to:	
Curriculum modification	Teachers and learning support staff provided modified learning opportunities.
	Provide modified rubrics for work completion. This can be lower or higher skills rubrics.
Differentiated homework	Pupil should be able to complete projects with similar content, but with less expectations than the rest of his peers.
Differentiated projects and examinations	As final representation of the pupil's learning, formative and summative assessment may be adapted to reflect the skills that the pupil has been learning. This may be higher or lower skills compared to what his peers are learning.
Alternate examination setting	At examination periods, pupil may test an alternate setting with educational support staff.
Extended time for assessments	Depending on the pupil's abilities, extended time would be given between 20% -50%.
Other technological supports	At times, pupils would be allowed to use technological devises to enhance their learning.
Additional English or Math Instruction	Tailored to teach lower or higher academic skills Mostly designed to teach foundational skills gaps
	Small group or one -on -one support
	20mins 4-5 times a week
Work completion support	Tailored to help pupils finish their class work
	Small group or one -on -one support
	Within class or Out of class support
	20mins 4-5 times a week
Organizational Strategies: Check In Check Out	Tailored to support the pupils executive functioning skills (e.g., planning, organization, focus, and time management)
	Small group or one -on -one support
	Within class or Out of class support
	20mins 1-5 times a week
After School Program	This support could be done to provide additional academic time for pupils who may need more time to work on specific skills. Logistics of this could be determined by the educational support team along with the after school activities program coordinators and the administration. Usually, this begins in second semester.
	40mins twice a week
General graduating diploma	Depending on pupils abilities and career pathway, CKWA grants pupils with a completion diploma. This diploma is accepted by some universities, but may not be adequate for all higher education authorities

IEP services generally include but are not limited to:	
Curriculum modification	Teachers and learning support staff provided modified learning opportunities.
	Provide modified rubrics for work completion. This can be lower or higher skills rubrics.
Differentiated homework	Pupil should be able to complete projects with similar content, but with less expectations than the rest of his peers.
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Alternate examination setting	At examination periods, pupil may test an alternate setting with educational support staff.
Extended time for assessments	Depending on the pupil's abilities, extended time would be given between 20% - 50%.
Other technological supports	At times, pupils would be allowed to use technological devises to enhance their learning.
Additional English or Math Instruction	Tailored to teach lower or higher academic skills Mostly designed to teach foundational skills gaps
	Small group or one -on -one support
	20mins / 4-5 times a week
Work completion support	Tailored to help pupils finish their class work
	Small group or one -on -one support
	Within class or out of class support
	20mins / 4-5 times a week
Organizational Strategies: Check In Check Out	Tailored to support the pupils executive functioning skills (e.g., planning, organization, focus,and time management)
	Small group or one -on -one support
	Within class or Out of class support
	20mins / 1-5 times a week
After School Program	This support could be done to provide additional academic time for pupils who may need more time to work on specific skills. Logistics of this could be determined by the educational support team along with the after school activities program coordinators and the administration. Usually, this begins in second semester. 40 minutes / 2 times a week.
Alternate graduating diploma	Depending on pupils abilities and career pathway, CKWA grants pupils with a completion diploma. This diploma is accepted by some universities, but may not be adequate for all higher education authorities
Counseling	One-on- one long-term counseling for social-emotional support Where appropriate, the counselor may conduct group sessions
Counseling Social – Skills group	20-40 minutes per session / 1-2 per week or biweekly
	Counselors provide social skills support to a group of pupils.
Social – Skills group Within class behavior support	30-40 minutes per session / 1-2 per week or biweekly
	Pupils may be supported through a very detailed behavioral plan. The functional analyses would be done by counselor or psychologist, and the behavior team would then implemented.
Within class behavior support Behavior Tracking Tool	10-40 minutes per session / 1-5 per week
	Teachers and educational support staff may implement a behavior tracking tool to attain short-term and simple behavior goals that need to be improved by the pupil. All teachers would be responsible of providing behavior feedback for the pupil. Each pupil would have their individual goals.
Behavior Tracking Tool	All periods, daily, or weekly tracking are possible This can be ongoing for pupils that have an IEP

Consulting and involving parents

Through the tiered support, the educational support team would have early discussions with the pupil and their parents when moving across tiers and identifying whether they need tiered support or special educational provision. Parents would be contacted by the educational support team after completing the initial stage of the problem-solving process which is gathering assessments and baseline data to report the findings of this step. If the information gathered suggests that pupils should receive services though the MTSS, parents will be asked to give consent and formal supports would begin.

At the end of every 8-10 weeks of supports and interventions, parents will be given a formal progress report by the educational support team. After meeting and reviewing this progress report, the educational support team will give a clear outline of the next steps to accomplish with the pupil. This can be moving from T2 to T3, remaining in T2, or terminating supports. If the pupil is already receiving T3 services, the team would then enter a major transitional period by considering the possibility of moving to an Individual Educational Plan (IEP).

Tier 3 is considered to be a major transitional period for parents and staff to begin considering the possibility of that pupil having a true learning disability. During this period of time, teachers and educational support staff should keep consistent communication with parents and delicately present the situation.

By the end of the 8-10 weeks if the pupil's growth rate improved significantly and skills are mastered, pupils may return to Tier 2 to receive services. On the other end, if the pupil continues to show a lower growth rate and hasn't mastered the skills that were previously identified as a concern, then the educational support staff will formally ask for parents' consent to begin an internal psychoeducational evaluation (CKWA staff completes evaluation) or request that parents go to external agencies to complete the psychoeducational evaluation.

It is the parent's responsibility to inquire and research which external agency would best suit their needs. Parents are recommended to call and make appointments with these agencies and show the school evidence of this process. This should be done within 10 working days of the school making the formal request.

When deciding whether special educational provision is required and further psychoeducational assessments are needed, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents.

If parents desist from the school's recommendation of conducting the psychoeducational evaluation, the pupil could remain with Tier 3 services. However, if pupils need accommodations or modifications for formal assessments, they would not be able to access these. Also, if parents' chose to keep pupils in Tier 3, pupils cannot receive a modified curriculum, and thus pupils would be assessed and given feedback according to the grade curriculum expectations. Although the pupil may be making progress, the report card will continue to state that pupil is not meeting grade level expectations. Under an IEP, the pupil report card would have feedback about his personal academic and social-emotional growth.

In the long run, due to the pupil's inability to meet grade curriculum expectations without an evidenced and justifiable reason (formal learning disability label), the curriculum authorities may not grant the usual or higher graduation diploma (e.g., IB Diploma)

As parents, teachers, educational support staff, and the administration enter into the partnership of supporting the pupil grow and develop, all parties should have a clear understanding of
- the pupil's areas of strength and difficulty
- the significance of the discrepancy between expected performance and pupil's current performance
- parents wants and concerns for their child
- the educational staff's recommendations
- possible supports and what they would look like in the child's educational program
- next steps of implementation for the following 8 weeks
- a general lay out of services for the upcoming academic year

Notes of these meetings and discussions will be added to the pupil's record and shared with all parties involved quarterly or once per semester depending on the urgency and need of the pupil. The educational support staff along with the administration would formally notify parents when it is decided that it is on the best interest of the child to receive SEN supports.

If this is a decision that parents support and follow through with the steps required from the school, the pupils would then receive supports through a comprehensive IEP.

Enabling pupils with SEN to engage in activities available to others in the school

All of our ASA, co-curricular activities and school visits are available to all our pupils.
All pupils are encouraged to go on residential trip(s)
All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

We recognize however that additional risk management measures may be needed to allow SEN pupils safely to access all activities. In such cases the Head of Educational Support will work with the activity organizer to ensure that appropriate risk assessments are made and that parents are involved in this progress. If the residual risk after management measures are put in place is considered to be too high the Head of Educational Support will make a recommendation to the Headmaster or delegated member of staff regarding a pupil's suitability to participate.

Working with external agencies

Elliot's Corner : www.changhedayun.com/
Dr. Mike Mehrvars at the International Medical Center (IMC):dr.mike@imcclinincs.com
The Learning Frontier: www.learningfrontier.cn

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Homeroom Teacher/Grade leader/Head of Department in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:
- Disciplinary Sanctions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEN

K-2 Learning Support Teacher: Maggie Zhang – maggie.zhang@cy.kaiwenacademy.cn
3-5 Learning Support Teachers: Madelein Leukes - madeleine.leukes@cy.kaiwenacademy.cn
6-11 Learning Support teacher: Sarah Healey – sarah.healey@cy.kaiwenacademy.cn

K-5 Counselor: Sharleen Melendez Rivera – sharleen.rivera@cy.kaiwenacademy.cn
6-11 Counselor: Guowen Niu- guowen.niu@cy.kaiwenacademy.cn
K-12 Behavior and Discipline specialist – Jamie Jones jamie.jones@cy.kaiwenacdemy.cn
K-12 Parent Communication specialist – Grace Chang grace.chang@cy.kaiwenacademy.cn

Contact details for raising concerns
Head of Educational Support: Sharleen Rivera – sharleen.rivera@cy.kaiwenacademy.cn
Director of Student Affairs: Jenny Yang – jenny.yang@cy.kaiwenacademy.cn
Deputy Head (Students): Andrew Leale- andrew.leale@cy.kaiwenacademy.cn

Monitoring arrangements
This policy and information report will be reviewed by The Head of Educational Support every year. It will also be updated if any changes to the information are made during the year.

Links with other policies and documents
This policy links to our policies on:
- Academic and Curriculum Policy
- Anti-Bullying Policy
- Behaviour Policy
- Co-Curriculum Policy

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