



### *“Success for Every Child”*

*At KJS we create a safe, supportive and caring environment where beliefs and values reflect a respect of cultural diversity. We motivate individuals to become lifelong learners who are empowered to take action to make a positive difference in the world. The school community works together to develop global citizens with a sense of social awareness and responsibility through an engaging, relevant and challenging curriculum.*

## **Individual Needs at Kowloon Junior School**

In line with our vision ‘**Success for Every Child**’ our aim is to support all students to realize their potential and to be offered a curriculum that is ‘**engaging, relevant and challenging**’. As an inclusive school (Appendix 1) it is the goal of all stakeholders to strive to ensure that all students are present, participating and achieving to the best of their ability. The Individual Needs Department work alongside parents, teachers and outside support agencies to ensure all that students are given every chance to reach their potential at Kowloon Junior School.

At KJS we believe that:

- *all students should be offered full access to a broad, balanced and relevant education, and offered an appropriate curriculum*
- *all students should have their needs identified and addressed as soon as possible within the school’s available resources*
- *the views of the student should be sought and taken into account*
- *parents have a vital role to play in supporting their child’s education*

This document serves to outline our philosophy, provision and procedures for students with individual needs across the school.

### **The Individual Needs Department**

At KJS, provision for students with individual needs falls into four categories:

1. *Students who have a significant difficulty in learning than the majority of students of the same age or who have a disability, which either prevents or hinders them from making use of educational facilities of a kind provided in ESF schools for students of the same age – Learning Support Classes.*
2. *Students who need extra support to access the curriculum within the mainstream provision. These students’ needs require less extensive adaptations to teaching and learning and are catered for within mainstream classes. These students may have difficulties in maintaining attention, delays in language, delays or difficulties in the development of academic skills or in self-regulation, social or emotional wellbeing.*
3. *Students who need additional language support to be able to successfully access the curriculum in English.*
4. *Students who are performing significantly higher than the majority of students of the same age in a particular area and need a modified programme of instruction.*

### **Staffing 2013-14:**

1.5 IND teacher

2 LSC teachers

1 VP with responsibility for IND

0.5 Language Support teacher

2 LSC EAs – funded by EDB

4 IND EAs

## **Students with individual needs – Levels of Adjustment (LoA) 1-3 – Provision**

KJS provides for mainstream and special needs students in line with the ESF SEN Policy (2012) and adheres to the ESF commitment to providing this support at Levels of Adjustment 2 - 4 for up to 5% of its total student population while recognising that a greater number of students are supported by classroom teachers (students on Level of Adjustment 1).

### **Level of Adjustment 1**

- *differentiation within the classroom*
- *target groups short term intensive programmes*
- *assessment and review*
- *specialist interventions such as Speech and Language and/or Occupational Therapy*

### **Level of Adjustment 2**

- *specialist intervention from IN team*
- *on-going support*
- *placement on IN register*
- *may involve use of support staff in classroom*
- *provision of Student Support Plans*
- *specialist interventions such as Speech and Language and/or Occupational Therapy*

### **Level of Adjustment 3 and 4**

- *placement in Learning Support Class*
- *placement on LSC Register*
- *individualised student curriculum based on learning needs*
- *specialised LSC curriculum*
- *access to mainstream curriculum where appropriate*
- *access to LSC lessons delivered by subject specialists, e.g. music, Mandarin and ICT*
- *may involve use of support teacher in classroom*
- *support of EAs in the classroom*
- *provision of IEP*
- *assessment and review specialist interventions such as Speech and Language and/or Occupational Therapy*

Provision for students with individual needs (LoA 1-2) is funded solely from the school's overall budget. Support is graduated according to needs, priorities and availability of resources, referencing the ESF Levels of Adjustment and Model of Differentiation.

Resource allocation is reviewed annually with consideration of budget, staff and physical resource requirements.

The Learning Support Classes are funded through subvention from the Hong Kong Education Bureau on an agreed formula. At KJS there are two Learning Support Classes, each providing for seven students.

Provision for students with individual needs (LoA 1-3) is managed by the IN and LSC teachers in conjunction with the Vice Principal with responsibility for Individual Needs. A variety of strategies, technologies and resources are used to

support curriculum access. Collaborative planning and teaching amongst IN and mainstream teachers occur to ensure continuity of curriculum access between in-class and withdrawal support.

### **Students with individual needs – Levels of Adjustment (LoA) 1-3 – Admissions**

The admission arrangements for students with IN fall within the usual admission procedures for all students to ESF schools. Special considerations will be given to:

- *level of need - accommodations, adaptations*
- *resources available and capacity to meet specific needs*
- *provision required - supporting documentation*
- *adherence to the 5% ESF SEN policy of total student population*
- *health and safety issues of the school - KJS has lifts and wheelchair access.*

As part of the admissions process, parents:

- *may be invited to the school to discuss particular needs*
- *may sometimes be involved in discussions with reference to the provision of a parent- funded EA*

Admission to the Learning Support Classes is conducted centrally by the English School's Foundation.

### **Students with individual needs – Levels of Adjustment (LoA) 1-2 – Identification**

Students with individual needs are identified and assessed with reference to Levels of Adjustment through:

- *admissions procedures*
- *school-based standardised assessment, e.g. ISA, PIPS*
- *baseline assessment to identify what the student, knows, understands and can do*
- *class teacher referrals*
- *on-going observations/assessment informing the way forward*

### **Individual Needs – Monitoring and Review**

Achievement and progress of students with IN can be defined in a number of ways. It may be progress which:

- *Matches or betters the student's previous rate of progress*
- *Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers*
- *Shows that the attainment gap has not grown wider*
- *Demonstrates appropriate access to the full curriculum*
- *Demonstrates improvement in self-help, self-regulation, social or personal skills*
- *Demonstrates improvements in the student's behaviour*

The Vice Principal with responsibility for Individual Needs is responsible for tracking the progress of each child on the IND register, in conjunction with the SEN, Language Support and LSC teachers. This information feeds in to the annual report on the provision for students with Individual Needs and may include:

- *Number of students with individual needs, expressed as a percentage of the school roll,*
- *Modification to the level of support received by individuals*
- *The level of support students received and the amount of progress they make*

- *The 'value-added' data of student progress*
- *The success of resources to meet needs*
- *The impact of training and new approaches to meeting needs*
  
- *The identification of training needs*
- *The impact and outcomes of the review process*
- *The development of student participation*
- *Relationships with parents*
- *The impact of the Annual Review process on student progress*
- *The success of involvement of external specialists and consultants*
- *The success of liaison with other ESF schools*
- *student participation in co-curricular activities*
- *SSP and IEP reviews*

The VP with responsibility for Individual Needs will collate this information as an annual report to be shared with the IND team, class teachers, year group leaders, SLT and the School Council. This data will be used to evaluate how successful provision has been and to inform future needs for the department and the school.

### **Individual Needs - Parents as Partners**

Parents of students with individual needs in KJS are included in all decisions regarding their child's education. They should be supported so as to be able to:

- *recognise and fulfill their responsibilities as parents and play an active and valued role in their child's education*
- *have knowledge of their child's entitlement as outlined in the ESF SEN Policy*
- *make their views known about how their child is educated*
- *have access to information, advice and support throughout the assessment process and any related decision-making processes about special education provision*

In addition, parents should be fully informed with regard to their responsibilities in contributing to the partnership with the school so that:

- *communication between parents and the school is effective, efficient and manageable, and in line with the school's policies on communication and information sharing*
- *staff are able to deliver their professional accountabilities and demonstrate answerability for educational standards through the school's agreed mechanisms*

To make communications effective teachers should:

- *acknowledge and draw on parental knowledge and expertise in relation to their child*
- *focus on the child's strengths as well as areas of additional need*
- *recognise the personal and emotional investment of parents and be aware of their feelings*
- *ensure that parents understand procedures, and are aware that informal consultation with the relevant*

*professionals can take place in preparation for a meeting*

- *respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints*
- *respect the differing needs parents themselves may have such as communication and linguistic barriers*
- *recognise the need for flexibility in the timing and structure of meetings*

### **Students in need of Language Support - Identification**

In accordance with the ESF Admissions guidelines students enrolled at KJS should have a level of English which will enable them to access the curriculum successfully. The interview process focuses on each child's receptive and expressive language ability. The Language Support teacher assesses all students after entry to school. Students falling below the expected levels of English but without learning difficulties are noted on the Language Support register.

### **Students in need of Language Support – Support**

The Language Support teacher works in conjunction with class teacher to provide a programme to enhance a child's language skills. Each child on the Language Support Register has targets which are shared with the class teacher and parents.

### **Students in need of Language Support – Parents as Partners**

Parents will be notified if their child is receiving additional support for English. Their child's targets will be shared and they will be invited in to meet with the Language Support teacher.

### **Students in need of Language Support – monitoring and review**

Students receiving additional language support will be assessed at the end of the school year (or sooner when appropriate) to ascertain value added over the course of their support against expected their targets and expected outcomes. The VP with responsibility for Individual Needs will collate this information as an annual report to be shared with the IND team, class teachers, year group leaders, SLT and the School Council. This data will be used to evaluate how successful provision has been and to inform future needs for the department and the school.

### **Students with significant strengths or talents – Identification**

An alert of a child's particular strengths or talents may come from a variety of sources:

- on entry to school parents meet with the class teacher at a 'welcome meeting' to discuss their child's interests and talents.
- significantly high scoring in standardized testing
- performance significantly beyond the range of expectations for a year group in a particular area or areas
- disengagement - performance significantly lower than expectation despite evidence of high ability

Class teachers should notify the IN teacher should they believe a child has a particular strength or talent which exceeds the expected range of ability for their year group.

### **Students with significant strengths or talents – Support**

While most strengths and talents can be catered for within the PYP framework and as part of good teaching, the school recognizes that on occasion some children will need a modified curriculum to nurture their strengths while still addressing their areas for improvement. This will be dealt with on a case by case basis and will include liaison with

parents and the class teacher, under the guidance of the VP with responsibility for Individual Needs using a Student Support Plan.

#### **Students with significant strengths or talents - Parents as Partners**

Parents will be notified if their child is perceived as having significant strengths or talents. Their child's SMART targets will be shared and they will be invited in to meet with the IN teacher, the VP with responsibility for Individual Needs and the class teacher as necessary.

#### **Students with particular strengths or talents - monitoring and review**

Students with a modified curriculum to accommodate a particular strength or talent will be assessed at the end of the school year (or sooner when appropriate) to ascertain value added over the course of their support against expected their targets and expected outcomes.

#### **Students in need of social and emotional support – Support**

Each child's class teacher is responsible for the social and emotional wellbeing of their students through standard classroom practice and with the specific teaching of social and self-management skills being part of the curriculum. At times we recognize that some children may need additional support or counselling. The IN team are trained to deliver additional social programmes and are available for additional support. In some cases, where the IN team recognizes a more serious need the Educational Psychologist linked to the school will be called in to work with students, teachers and parents.

#### **Students in need of social and emotional support – Parents as Partners**

Parents will be notified if their child is perceived as needing social and emotional support or counselling beyond that offered by the class teacher. Children receiving support and counselling from the Educational Psychologist will do so in conjunction with parental consent and involvement.

#### **Students in need of social and emotional support – monitoring and review**

Students receiving additional social and emotional support to will be monitored by the class teacher and the IN teacher in conjunction with parents and the Educational Psychologist (if involved) in order to ensure that their emotional wellbeing is stable and that their needs are being addressed.

#### **Professional development arrangements for school staff working with students with Individual Needs**

The professional development of all staff involved in meeting the needs of students with individual needs is on-going. A wide range of training opportunities is provided, which includes skill sharing and the demonstration of teaching techniques and strategies organised within the school. Professional development opportunities should reflect the changing needs and priorities of the school in line with the School Development Plan and the KJS CPD Policy for Professional Development can be generated by student need, staff interest, Performance Management Targets or can be undertaken at the request of SLT.

## **Appendix 1: Inclusion at KJS**

KJS is an inclusive school. We welcome all students who are able to access the curriculum in English, in accordance with ESF Admissions guidelines.

To ensure best inclusive practices, teachers at KJS:

### **Set suitable learning challenges**

- Choosing knowledge, skills and understanding from previous year levels of curriculum planning so that individuals can make progress and show what they can achieve, focusing on key aspects where there are time constraints
- Identifying any gaps in students' learning and making arrangements to address them
- Providing a much greater degree of differentiation in planning work to fit in with the school's curriculum planning
- Using Learning Technologies to maximise access to and achievement in learning
- Planning sufficiently challenging work within each subject where students' attainments are significantly low will have to be demonstrated by ESF schools

### **Respond to students' diverse learning needs**

- Demonstrate that they are aware that students bring to school different experiences, interests and strengths and that consideration of these has been reflected in their planning
- Provide evidence that they have planned their approaches to teaching and learning so that students can take part in lessons fully and effectively
- Demonstrate they have taken specific action to respond to students' diverse needs by:
  - *Creating effective learning environments*
  - *Considering students's self esteem*
  - *Securing students's motivation and concentration*
  - *Providing equality of opportunity through teaching approaches*
  - *Using appropriate assessment approaches*
  - *Setting targets for learning*

### **Overcome potential barriers to learning and assessment**

- Demonstrate, through curriculum planning and assessment tasks, that the type and extent of difficulty that is experienced by the child has been considered. Where appropriate there needs to be evidence that students have access to specialist equipment, teaching approaches or alternative or adapted activities, as advised by ESF SEN consultants and other external specialists.

### **Take specific action to provide access to learning**

- Providing for students who need help with communication, language and literacy
- Planning, where necessary, to develop students' understanding through the use of all available senses and experiences
- Planning for students' full participation in learning and in physical and practical activities
- Helping students to manage their behavior, to take part in learning effectively and safely, and, from Year 10, to prepare for work and further learning
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

**The VP with responsibility for Individual Needs, in conjunction with the SEN, EAL and LSC teachers will ensure, through regular monitoring and review that:**

- All students are achieving as much as they can, deriving the maximum benefit according to their individual needs
- Lack of expected achievement by individuals or groups is identified and addressed
- Staff are aware of differences between groups and individuals in terms of teaching, learning and curricular access and can state clearly the action they will take
- The action taken will be monitored carefully to ensure that all students are included in all aspects of the school
- There should be specific action to promote racial harmony and to address racism, sexism and other forms of discrimination

**Teachers should therefore:**

- be aware of the experiences of different groups and incorporate this in their planning.
- be clear about what they want different groups to learn
- adapt and modify learning targets and tasks to match lesson objectives
- regularly check learning against these targets
- use appropriate language
- make sure reading materials are pitched at an appropriate level
- use Learning Technologies or scribes to enable students to communicate what they want to say in writing if appropriate
- ensure that the work provides positive images of different cultures and abilities
- challenge stereotypes and stereotypical activities
- show respect to students by using culturally sensitive language and be aware of cultural differences
- show that they do not condone bullying
- make clear if a behaviour is inappropriate without subjecting students to shame, guilt, loss of dignity or unfair comparison in accordance with the KJS Expectations Policy

