

Counselling and Learning Support Department Policy

ISB Philosophy

At the International School of Bucharest we believe in:

- Providing a safe, secure, stimulating and caring educational environment where children can grow and develop as individuals;
- Delivering a balanced and effective curriculum, using modern pedagogic methods with flexible approaches to teaching and learning so as to promote academic excellence;
- Fostering self-respect, self-discipline, independence and organisational skills for success in this rapidly changing world;
- The equality and value of every member of the school community;
- Providing opportunities for the development of all members of the school community;

- Ensuring that the wellbeing of every child in our care is well addressed by all the school staff.

At ISB, we are committed to providing a balanced education to all of our pupils regardless of any additional learning needs or physical impairments they may have. We value the uniqueness of each individual student and strive to provide quality education and opportunities that allow all our students to reach their potential.

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1. Introduction

Inclusion Statement

At ISB, we recognise the uniqueness of each individual student, and aim to make the necessary provisions for any pupil who has an **identified** additional/special learning need (ALN) in line with our Admissions Policy. We are committed to whole-school, inclusive practices and our schemes of work within the school are carefully designed to ensure maximum engagement and enjoyment for all our learners.

The school pays due regard to the Equality Act 2010 and Romanian legislation also, and reasonable adjustments are made for pupils with special educational needs and/or disabilities. Subject to our entry requirements being met, we welcome pupils with special educational needs or physical disabilities. We advise parents of children with special educational needs and/or physical disabilities to discuss their child's requirements with the school before registering for a place. This will enable the school to determine whether the school can make **reasonable adjustments** to ensure that the child can flourish as a learner.

We will consider what is reasonable in the context of our school, given the circumstances of each individual case. Where necessary, parents will be asked to provide a copy of an Educational Psychologist's report or a medical report and the school may need to discuss provision with external agencies. The cost of such reports is the responsibility of the parent. Where specific provision is required, parents may be asked to pay an additional charge to meet these needs (staffing and/or resources).

Defining Additional Learning Needs

There are some students who will require a different pedagogical approach to learning and/or an additional provision to enable them to access the curriculum fully.

A student with an ALN is one who has a barrier affecting their learning. The barrier can be present in: one or more academic disciplines, their behaviour and/or emotions, their understanding of social dynamics, or in their ability to physically access the curriculum through standard resource provisions.

'Inclusion is seen to involve the identification and minimising of barriers to learning and participation, and the maximising of resources to support learning participation.'

Index for Inclusion – Booth and Ainscow 2000

A student is not regarded as having a learning difficulty solely because the language of the home is different from the language in which they are taught.

2. Aims and Objectives

The statements below set out our **aims and objectives** in supporting student with additional learning needs:

- To identify and include all students with ALN and SLN needs across the curriculum through a wide range of provisions;
- To ensure that students with additional learning needs (ALN) have maximum access to the whole curriculum according to their potential;
- To promote individual confidence, self-esteem and a positive self-image and attitude to life-long learning and to themselves;
- To identify the roles and responsibilities of all staff in providing for children's additional learning needs (ALN) through shared planning and differentiation;
- To ensure all staff have continuous professional development that allows them to plan, teach, and assess all students;
- To involve students, parents, carers, and additional agencies in planning and provisions across all stages of the child's development;
- **To provide a clear set of expectations and access arrangements through a 'Graduated Approach' for students with ALN across the schools;**
- To carefully co-ordinate and record the assessment, tracking, target setting, action plan, and IEP process across the school;

- **To ensure that English as a Secondary Language (ESL) is not considered an Additional Learning Need (ALN), and that separate provisions are made for our ESL students;**
- To monitor and review the CLS Policy regularly to endeavour to provide quality education and support in-line with the latest pedagogical practices.

3. Identification and Assessment

Assessment on Entry

During the **admission process**, parents are expected to disclose any information regarding a student's additional learning need. Unless parents have previously obtained an educational psychologist's report for the child indicating an additional learning need, all students will have their progress and attainment monitored through regular assessments by the class teacher; this can be viewed by parents using the Educare online system.

Identification by Teachers

Students are continually assessed by their class teachers through a variety of assessment methods as a part of regular professional practices, in line with the ISB Assessment Policy. Information regarding key assessments will be logged on the Educare system or Google drive where class teachers can track the progress and attainment of each individual across all taught subjects.

Where there is a period of low progress and/or attainment, the class teacher will discuss their concern with the student and parents at the earliest opportunity to encourage a positive and active approach to supporting the student. If everyday classroom and home interventions do not make a significant impact, the Counselling and Learning Support Department may be invited to observe the student and discuss the concern further with the parents. The identification process is a positive and collaborative approach, where parents, teachers, and the child themselves, will be encouraged to discuss the barriers affecting the student's learning in order to understand them and make the best possible provisions to allow the student to reach their potential.

4. A Graduated Approach to Provision

Once the student's additional learning needs have been identified, **ISB will adopt the graduated approach of Assess, Plan, Do and Review.**

Assess

- Students will be assessed regularly by their class teachers through a variety of methods: questioning, independent writing, testing, ongoing IEP targets, coursework etc.
- The Counselling and Learning Support Department will observe and assess the student to identify the specific learning need and support arrangements required.
- Some students may require further assessments from an external agency if they have more complex learning needs e.g. an educational or clinical psychologist's report.

Once the relevant assessments have been made and the concern has been discussed with parents, the student's name will be registered with the CLS Department.

Plan

- Recommendations of support for the learner will be made by the class teacher, CLS Department, and/or an external agency (if required).
- An individualised learning support programme will be created collaboratively by the student (when is possible), parent, teacher, and CLS Department to create an IEP.

Do

There are several levels of intervention that can take place, depending on the complexity and nature of the additional learning need (ALN).

- **Level 1** – students will receive in-class support from the teacher in the form of differentiated work, access arrangements, behaviour charts, etc.
- **Level 2** – further in-class support or focussed individual work/homework and counselling sessions/Social Stories where necessary.
- **Level 3** – an IEP will be created with specific, measurable (SMART) targets and strategies. Students may require individual support, group work support, and counselling at this stage. The IEP will be reviewed twice a year, in February and June and at any time considered necessary.

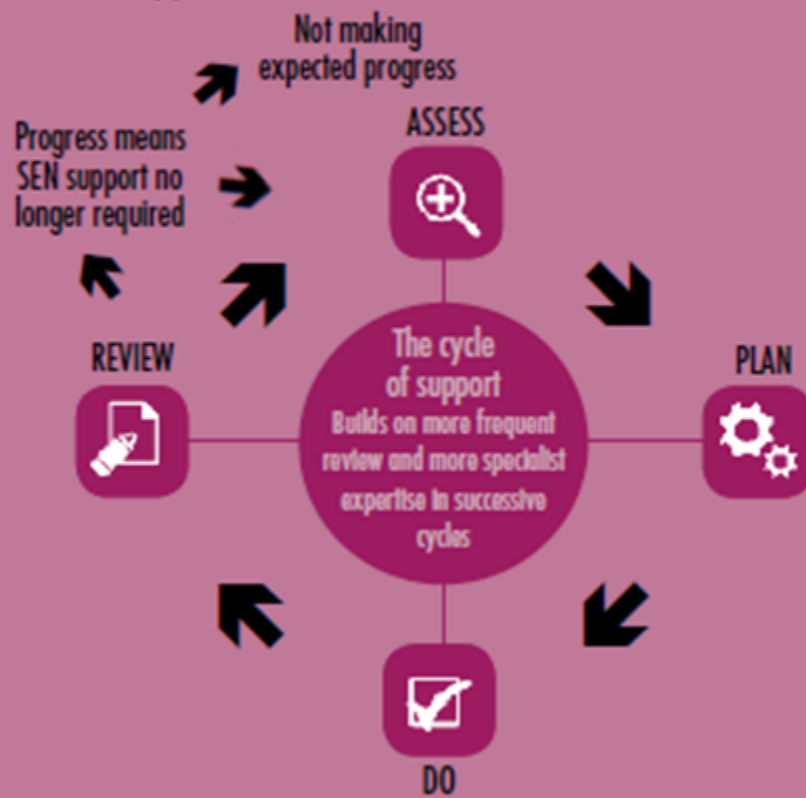
- **Level 4** – if the IEP targets and the support provided does not sufficiently meet the needs of the student, and/or the teacher and CLS Department feel that further assessment is required, parents will be advised to seek the assessment of an external agency to identify any specific learning needs (SpLN) eg. educational or clinical psychologist, physiotherapist, optometrists.

Review

The teachers and CLS Department will continuously monitor the student's progress through professional classroom practices, and the parents will be updated by the class teacher. Twice a year, the parents will be invited to a meeting to discuss the IEP targets with the class teacher and CLS Department, where the parents will be able to see the progress made; this is especially important where students have made progress within a grade but have not yet progressed to the next grade. However, in cases when the gap between the student and his peers continue to grow, it can be recommended that the student will repeat the year.

Progress may vary depending on the additional learning need and on the individual student themselves. **For students who have additional learning needs, we define adequate progress according to each individual pupil's situation. *This could involve:*** closing the gap between the student and his/her peers, preventing the gap getting bigger, ensuring access to the full curriculum, improved progress or even improved motivation, concentration and self-esteem. Each student is an individual, and the graduated approach we provide to additional learning needs reflects this.

The graduated approach



5. Curriculum Access, Inclusion Arrangements and Provisions

Curriculum Access

All students at ISB have the right to access the full curriculum, including those with additional learning needs. Many support **arrangements** can be made by class teachers at level 1 or 2 in the graduated approach, and require **modifications** that can be completed by the class teacher or teaching assistant.

There are some occasions where additional materials may be required to allow students to access the curriculum fully. Any materials further to those that the school provides will be requested by the class teacher and CLS Department if necessary e.g. slanted writing tables, textured seating pads, specifically designed pens/pencils. (Parents will be expected to fully support the additional learning needs of the child with regards to these provisions).

Inclusion Arrangements

Inclusion is about fostering a sense of community and valuing every member of the school community. The ISB philosophy reflects this concept and idea, and provides opportunities for the development of all members of the school community. Students are encouraged, through positive reinforcement, to demonstrate behaviours and attitudes that are conducive to an inclusive ethos school.

Provisions

Class teachers and key stage leaders have a responsibility for ensuring that the curriculum is adapted to meet individual children's needs. Wherever possible, students will be supported within the classroom through a variety of differentiation techniques, learning resources and support strategies. Where appropriate, children may be withdrawn from the classroom, individually or in a small group of maximum 3, to work on specific areas of need, including counselling sessions.

6. Individual Educational Plan

IEPs

Students who have received support at level 1 and 2 of the Graduated Approach for 8-10 weeks and did not make the expected progress, will need additional support modifications, and will benefit from an IEP.

The initial IEP will be done at the end of the first half term, once the teachers have developed a relationship with the students in their class and have accurately assessed their strengths and targets. A meeting will be held between the student, parent, class teacher and CLS Department, and the individual targets of the IEP will be created using information from assessments, class books, and the student's understanding of themselves.

The IEP process should be seen as a positive intervention in the learning continuum, and students should always be encouraged to think of the targets as something they cannot do 'yet'.

The **IEP review meetings** will take place twice a year, in February and June. The CLS Department may discuss with each student his/her progress prior to the meeting with the parents to develop a sense of achievement and self-confidence. The parents will be encouraged to come to the meetings to discuss their child's progress and future strategies.

Where a student has not fully achieved a target, but has made sufficient progress towards it, the target may be changed to promote the student's self-esteem and develop a positive mindset for all those involved.

7. Counselling Guidelines

Counselling is a skilled way of helping young people with personal and developmental difficulties and issues. Counselling gives individuals an opportunity to explore, discover and clarify ways to live in a more satisfying and resourceful ways. It offers the young person the opportunity to increase their self-awareness, develop their personal resources and understanding of their own problems as well as developing strategies to cope with change.

Counselling aims to develop a young person's sense of responsibility for themselves, their life choices and to foster a sense of empowerment through self-awareness and offering feedback to others. Counselling can be an effective source of support for students, enabling them to function better both in and outside school, enhancing their resilience and giving them resources to manage any future difficulties.

Ethical Principles for Counsellors

It is expected that all counsellors working as part of the International School of Bucharest will adhere to the Ethical Framework for Good Practice in Counselling and Psychotherapy, approved by the Romanian College of Psychologists, underpinned by guiding principles. It is based on four ethical Principles, which constitute the main domains of responsibility, within which ethical issues are considered. They are:

(i) **Respect** for the dignity of all people;

(ii) **Competence** - refers to their ability to provide those specific services to a requisite professional standard. A psychologist should not provide professional services that are outside their areas of knowledge, skill, training and experience.

(iii) **Responsibility** ensures that the trust of others is not abused, the power of influence is properly managed and that duty towards others is always paramount.

(iv) **Integrity** includes being honest, truthful, accurate and consistent in one's actions, words, decisions, methods and outcomes. It requires setting self-interest to one side and being objective and open to challenge in one's behaviour in a professional context.

Each Principle is described in a statement of values, reflecting the fundamental beliefs that guide ethical reasoning, decision making and behaviour. The framework allows sufficient flexibility for a variety of approaches, contexts and methods and reflects the ethical standards that apply to all.

Safeguarding and Child Protection Policy includes the requirement for the counsellor to identify and report possible cases of harm to children and young people, via the Designated Safeguarding Lead. This would originate from any disclosures made by the young person or if the counsellor has knowledge, concerns or suspicions that a child is suffering or is likely to be at risk of harm. This will include disclosures relating to alleged physical, emotional and/or sexual abuse and/or neglect from self or other and override any confidentiality agreement made between counsellor and client.

Confidentiality

There is no such thing as absolute confidentiality when working with young people; at all times child protection concerns will take precedence over normal confidentiality codes.

The contract entered into with the young person at the beginning of the counselling relationship will spell out what this means in a way that is relevant to the young person's maturity and level of understanding.

Good practice dictates that at the beginning of a counselling relationship the young person and the school counsellor enter into a verbal contract. This clearly sets out what boundaries exist in the context of a school based counselling service. *The young people will not be offered levels of confidentiality that cannot be kept. Absolute confidentiality therefore cannot be guaranteed.* **The welfare of the young person will, at all times, take precedence over confidentiality.**

At the beginning of a counselling relationship, the counsellor will explain confidentiality and its limitations to the young person. **Two of these limitations** would include:

- When a young person is at risk of significant harm to self or others
- When the counsellor presents their cases anonymously in clinical supervision.

The Counsellor should treat with confidence all personal information about young people, whether obtained directly, indirectly or by inference. Such information includes names, addresses, biographical details and other descriptions about the young person's life and circumstances that might result in identification. All information about the young person's school will also be treated as confidential. Counsellors will not discuss case details outside the service.

While the Head of Primary/Secondary and/or Head of Pastoral Care may have a general overview of the presenting reason for referral, the content of sessions will remain confidential unless the welfare and safety of the young person and/or another is considered to be at risk of significant harm. In these instances, the school's Safeguarding and Child Protection Policy will be activated.

The counsellor will not pass on any detailed accounts of sessions, but may communicate periodically with school staff about general progress with the young person's agreement. School staff should understand the young person's right to confidentiality in counselling, and will respect this in their dealings with the counsellor and the child.

8. Communication with Parents

Class Teachers/Form Tutors

At ISB, we encourage positive communication between students, parents and teachers to provide a community for effective teaching and learning. We recognise the importance of communication and support effective communication between all members of the school community.

The **first point of contact** for the communication of concerns regarding individual student's additional learning needs is an email. Parents and class teachers/form tutors are expected to email to each other regarding any concerns they have. The teachers can then respond to the email or, where the discussion is lengthy or requires multiple teachers, arrange a meeting at their earliest convenience.

Communication regarding the IEP is done twice a year and whenever is necessary. Any queries throughout this period can be sent to the classroom teacher and CLS Department. Parents are advised to always contact the classroom teacher first or include them in any emails sent to the CLS Department to ensure transparency when making provisions for the students.

9. Complaints Procedure

If there are any complaints relating to the provision for pupils in CLS Department's register, these will be dealt with in the first instance by the Head of Primary/Secondary in collaboration with the CLS Coordinator. The Director may be involved if necessary, but only after the initial channels of communication are opened.

10. Policy Review

The CLS Policy will be reviewed annually. This is firstly to coincide with the educational reforms that are taking place with regards to SEN in England and Wales. It is also to allow students, parents, and teachers to provide feedback on the new CLS Policy to ensure that the details set out in the policy have maximum impact on the positive teaching and learning experiences within International School of Bucharest.

The draft reviews will be done by the CLS in collaboration with teachers, Head of Primary and Secondary, and the Director where necessary.

The next revision date: August 2023

Appendix 1. Counselling and Learning Support Department's Roles and Responsibilities

Counselling and Learning Support Department

In the academic year 2022-2023, CLS Department has three qualified psychologists/teachers:

- Camelia Howard – School counsellor/ Psychologist/ DSL
- Andreea Handrea – School counsellor/ Psychologist / Student Support Teacher
- Ana Maria Vioreanu – Psychologist/ Student Support Teacher

They will work together to follow the Graduated Approach to student support, and will work closely with students, teachers, and parents in order to overcome any barriers to learning that the students may have.

The CLS Department will, together, have the following **key responsibilities**:

Provide support to students, parents, and teachers with regards to the additional learning needs of each individual student.



- Attend weekly meetings for primary and secondary in order to stay up-to-date with changes and information.
- Maintain relevant and up-to-date learning resources for use in school, as well as sharing suitable resources and ideas for families to use at home.
- Observe and assess individual students in order to adequately advise on intervention strategies and support, and aid the early identification of children with special educational needs (SEN).
- Analyse pupil progress data to identify children who may need additional support and liaise with teaching staff regularly to discuss students on the CLS register.
- Develop criteria for assessment and referral to outside agencies e.g. educational and clinical psychologist, speech and language therapist, optometrist.
- Maintain and review the CLS register and Provision Map.
- Provide teachers with a timeline for the Graduated Approach, including providing information to parents, writing IEPs, and meetings with parents and students.
- Write and review the CLS Policy.
- Review the CLS practices and provisions within the school, and ensure support is available to students, parents, and teachers when required.
- Create a Yearly CLS Action Plan with targets and action points.

- Make a points of contact list e.g. outside agencies, website addresses, useful resources etc. to be distributed to parents and/or staff as needed.
- Liaise with external agencies when required and provide advice in relation to educational psychologist's assessments.
- Record the current departmental staffing list with CPD and qualifications of staff relating to SEN support.
- Support and disseminate criterion-based access arrangements for testing and key assessments in primary and secondary.
- Report the effectiveness of provision for children with SEN to the Heads of Primary and Secondary, and the Director of the school as and when required.
- Promote Positive Behaviour and Mental health:
 - Improve student's communication and social skills
 - Assess the emotional and behavioural needs of students in evidence
 - Provide individual and group counselling
 - Promote problem solving, anger management and conflict resolution
 - Reinforce positive coping skills and resilience
 - Promote positive peer relationship and social problem solving.
- Create a safe, positive school climate:
 - Prevent bullying and other forms of violence
 - Support socio-emotional learning
 - Implement school wide positive behavioural support
 - Identify at risk students and their vulnerabilities
- Strengthen family-school partnerships:
 - Help families understand their child's learning and wellbeing needs
 - Assist in navigating special education processes
 - Help effectively engage families with teachers
 - Help student's transitions between Romanian school learning environment and our international learning environment
 - Consult with parents and teachers regarding a child's behaviour, academic achievement, or other important needs
 - Consult with parents and teachers regularly regarding a child's behaviour, academic achievement, or other important needs

- Work with families to teach them strategies from managing a child's behaviour to helping their child to improve social skills.

Appendix 2. Student Referral Form



The following referral form should be completed by class teachers/tutors when they have a concern about a specific student, which has been noticed over a period of time. It should be completed in detail, but **does not need to contain any sensitive information**, or lengthy paragraphs about the student. **All referral forms should come with work samples if the concern is academic-related.**

			
ISB Student Support Referral			
Student Name:		D.o.B.	
Class:		Teacher/Tutor:	
Reason for Referral:			
A. Cognition and Learning		B. Behaviour, Social and Emotional	
Reading and/or Writing		Hyperactive or inattentive	
Speaking and/or Listening		Defiant or uncooperative behaviour	
Handwriting		Impulsive or disruptive	

Mathematical		Anxious or nervous behaviours	
Concentration, memory or processing		Self-esteem or confidence	
Conceptual understanding		Aggressive behaviours	
C. Communication and Interaction		D. Sensory and Integration	
Interaction with adults/peers		Gross motor skills (incl. posture)	
Receptive language		Fine motor skills	
Speech-sound difficulties e.g. phonics		Over-responsivity	
Fluency difficulties		Under-responsivity	
Social communication difficulties		Sensory discrimination	
Specific Areas of Concern:			
<ul style="list-style-type: none"> • • 			
Previous Interventions and Evaluation:			
<ul style="list-style-type: none"> • • 			
Date:			

Appendix 3. Counselling and Learning Support Department Observation Form



The following observation template will be completed by the CLS once the initial referral form and evidence have been provided. The student should be observed during lessons where the concerns present themselves most. **Several observations may be required to identify the specific area of need,** and shorter observations may be necessary for younger students.

 	
Individual Student Observation	
Student Name:	D.o.B.
Class:	Teacher/Tutor:
Reason for Action Plan:	
A. Cognition and Learning	B. Behaviour, Social and Emotional
C. Communication and Interaction	D. Sensory and Integration
Lesson Objective:	
Task:	
Observations:	

Further Action:	
In-class strategies sufficiently support the student	
Further assessments/observations needed	
Recommendations required for interventions and in-class strategies	
IEP needed – place the student on the SEND register	
Name:	
Date:	

Appendix 4. Meeting Minutes Template

The following meeting template will be completed by the CLS once any formal meetings have taken place. The form will be saved on the drive and shared with the staff involved in the meeting, and will also be printed and kept in the individual student's CLS file in the CLS Department's office. The document will need to be completed in full as evidence and as a record of the information discussed and the provisions agreed upon by the class teacher, CLS, Head of Primary and/or Secondary and parents.

 	
CLS Meeting Minutes	
Student Name:	D.o.B.
Class:	Teacher/Tutor:
Reason for Action Plan/IEP:	
A. Cognition and Learning	B. Behaviour, Social and Emotional
C. Communication and Interaction	D. Sensory and Integration
Date/Time:	

Place:	
People Present:	
Key Information Discussed:	
Further Action:	
Strategies will be put in place for interventions and in-class strategies.	
Further observations/meetings needed.	
IEP required – place the student on the SEND register.	
Recommendation made for an external assessment.	

Appendix 5. IEP Template

The IEP below is an example of the document that should be completed for students who have moved to Level 3 of the Graduated Approach, and need a more structured and formal approach to intervention planning and student support.

	INDIVIDUAL EDUCATION PLAN	
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Student Name:		D.o.B.	
Class:		Teacher:	
Date of IEP			

AREAS OF DIFFICULTY

A. Cognition and Learning		B. Behavioural, Social and Emotional Development	
C. Communication and Interaction		D. Sensory and Integration	

COMMENTS

TEACHING RESOURCES AND STRATEGIES

Present Level of Academic Performance

SMART TARGETS/GOALS	CRITERIA FOR SUCCESS	OUTCOME/PROGRESS

Review Date:

Date:

Signature:

Teacher:

CLS Teacher:

I agree that this IEP goals will be implemented for my child in the academic year 2022-2023 and I will notify the team involved about any significant changes that may interfere in the daily routine.

Parent

Appendix 7. Useful Websites and Resource Links (subject of continuously updating)

Dyslexia

www.bdadyslexia.org.uk

www.bdatech.org -

Using 'Open dyslexic' font for teacher-made resources

www.twinkl.co.uk – the site has many dyslexia-friendly resources

www.spellingcity.co.uk

<https://www.eduapps.org/> - a collection of software apps to support teaching and learning

www.nessy.com – a paid-for app that could be suggested to parents

<https://www.naturalreaders.com/online/> - free text to speech website

www.nessy.com

Dyspraxia

Dexterity – Android and Apple app for fine motor control

<http://www.readandspell.com/us/how-to-help-a-child-with-dyspraxia-in-the-classroom> -

detailed information on how to support students with dyspraxia

<https://www.smartkids.co.uk/collections/dyspraxia> - examples of useful resources that can be used in the classroom and at home

<http://www.learning-works.org.uk/sian-wilson-workshop-2-pdf> - an introduction to dyspraxia and some ideas for classroom interventions

Dyscalculia

<http://www.aboutdyscalculia.org/teachers.html> - a quick introduction on what dyscalculia looks like and how to support it

<https://www.understood.org/en/school-learning/partnering-with-childs-school/instructional-strategies> - classroom accommodation examples

Autistic Spectrum

<http://carolgraysocialstories.com/social-stories/what-is-it/> - a strategy for students with ASD or other processing or anxiety disorders

ADD/ADHD

<https://www.smartkids.co.uk/collections/adhd> - examples of resources that can be used in the classroom e.g. timers, memory games etc.

<https://www.adhdfoundation.org.uk/wp-content/uploads/2017/05/Classroom-Ideas.pdf> - ideas for supporting students in-class

Appendix 8. Criteria for Referral to External Agencies

If the Class Teacher/Tutor and the CLS Department are unable to identify a specific need, or they feel that it would be of benefit to the student to have their need assessed externally, then the criteria below should be considered before meeting with parents to express the concern.

Criteria for Referral to external agencies

The criteria for referring a student to an external agency will depend upon the individual needs of a student. The following are **examples of criteria** that may be considered:

- The student's needs are outside of the expertise of the Class Teacher/Tutor and CLS Department.
- Health related issues of an individual student.
- Persistent emotional and/or behavioural difficulties which are not improved by the techniques employed by the classroom teacher and CLS, including any interventions that have been put in place.
- No progress is made towards IEP goals when teaching approaches/learning styles are particularly targeted to improve the child's identified area of need.
- Communication or interaction difficulties which create barriers to learning and specific interventions are needed.

Expectations of Referral

The purpose of referring a student to an appropriate external agency is to support an individual student, not to label or to 'place them in a box'. The aim of the referral is to gain an insight into any Specific Learning Difficulties (SpLD) that are affecting the student's ability to learn, and to use information, recommendations and strategies from the referral to inform future teaching and learning.

Who Makes a Referral?

The decision to refer an individual to an external agency will be made by the CLS Department after evaluating the particular situation.

The parents should be informed in writing once evidence is gathered and a decision is made, not before. If parents refuse to refer a student, then the progress and attainment of the student will be monitored closely and a formal letter will be sent to the parents confirming our recommendation and that the parent has chosen not to take it. The Head of Department and/or Director may need to intervene if the ALN/SpLD is significantly affecting their learning or the learning of their peers.

Monitoring Tracking and Evaluation

The CLS Department will update Provision Maps accordingly once a referral has been made/completed by the parents. The referral, including any recommendations from the referral, will be kept in the individual student's CLS file in the CLS Department's office for confidentiality reasons.

Appendix 9. SEN Register Template

The document below will be updated and reviewed by the CLS Department to allow the school to effectively monitor the number of students with additional and specific learning needs. It will allow us to manage provision, assess need, and adjust the timetables of the CLS Department to provide a fair and equal share of resources.

Year Group	Children with SEN Concerns	Special Educational Needs – SEN Support			
		A Cognition and Learning	B Behavioural, Social and Emotional	C Communication and Interaction	D Sensory and Physical
Year 2					
Year 3					
Year 4					
Year 5					
Year 6					
Primary Total SEND =					
Year 7					
Year 8					
Year 9					
Year 10					
Year 11					
KS3 Total SEND =					

Year 12					
Year 13					
KS4 Total SEND =					
Whole School SEND Total =					

Appendix 10. Provision Map Template

The whole-school provision maps can be organised in various ways: by key stage, year group or class. At ISB, the Provision Map will be organised by year group due to small class sizes, and we will have two waves of support periods. The first is done in the Autumn term, the second is done in the Summer term. The Provision Map will be updated by the CLS Department using input from the teachers to carefully track and review the types of support we are providing to our students.

School Name: International School of Bucharest (Primary Department)						
Whole School Provision Map School Year 2021-2022						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Examples of SEN Support	A Cognition and Learning Differentiated curriculum Differentiated delivery Differentiated outcome Increased visual aids Visual timetables Use of writing frames ICT/tablet devices to support	B Behavioural, Social and Emotional Whole school and class reward system Whole school/class rules Whole school policy for behaviour Circle time as part of citizenship Buddy system	C Communication and Interaction Flexible teaching arrangements Social stories for routines Differentiated delivery Differentiated outputs Increased visual aids Visual timetables Use of symbols	D Sensory and Physical Noise-cancelling headphones to reduce senses overload Calming colours to be used in the room Sitting at the front of the class		
Wave 1						
Wave 2						

Appendix 11. Timeline for the Graduated Approach and Effective Communication

The Graduated Approach to CLS provisions within ISB has been developed with the aim of supporting students to achieve their potential at their own pace, and allow for variables that can interfere with a student’s learning progress. **It also allows teachers to focus on the provisions for these students, rather than the additional paperwork and meetings.**

The timeline below is an outline of the requirements expected from the class teachers, subject teachers and form tutors in order to effectively assess, plan, do and review the additional learning needs of the students under their care.



		Graduated Approach (Assess, plan, do, review)	Communication
Term 1	First half-term	Teachers to assess students using strategies in-class. CLS Department to observe students in class and in common areas to identify need and possible interventions.	Teachers to discuss concerns with CLS Department during weekly staff meetings or via email.
	Second half-term	CLS Department to record the students on the different levels of support, using the Graduated Approach guidelines in the policy.	Initial meetings with parents should take place for the students on Level 3 of the Graduated Approach to write the IEP targets together as a student, parent, and teacher team. The CLS

		Teachers to write a standardised IEP for students on Level 3, containing targets and strategies to support their learning.	Department and/or Head of Department may also be present in these meetings; which should coincide with the bi-yearly parents' evenings.
Term 2	First half-term	Continue with various levels of support using the Graduated Approach.	Teachers to discuss concerns with CLS Department during meetings or via email.
	Second half-term	Teachers to follow the Assess, Plan, Do, Review Graduated Approach to assess the students' current level of understanding using the SMART goals set last term, and update the students' IEPs as appropriate.	Teachers to discuss concerns with CLS Department during meetings or via email. CLS Department to support teachers to assess the SMART targets set, where necessary.
Term 3	First half-term	Continue with various levels of support using the Graduated Approach.	Meetings with parents should take place for the students on Level 3 of the Graduated Approach to write the IEPs targets together as a student, parent, and teacher team. The CLS Department may also be present in these meetings which should coincide with the bi-yearly parents' evenings.

	<p>Second half-term</p>	<p>Continue with various levels of support using the Graduated Approach.</p> <p>Teachers to assess and review the student IEPs, in line with the CLS Department Policy and SMART goals set during the last term.</p>	<p>Teachers to discuss concerns with CLS Department during meetings or via email.</p> <p>CLS Department to collate information on students to inform future teachers of the additional learning needs across the student cohort.</p>
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Appendix 12. Yearly CLS Department Action Plan Template

The following action plan template will be created by the CLS Department at the start of each academic year. It will be updated and reviewed throughout the year, and any suggestions by staff members will be taken into account and added to the document if necessary. **It will be available to all members of staff to view**, including the Heads of Department and Director, and will be used to positively impact the CLS provisions and support arrangements within the school.

  International School of Bucharest – Whole-School Action Plan					
Task	Actions	Lead Person	Timescale	Success Criteria/ Outcomes	Resourcing/ Costs

Appendix 13. Criterion-based Access Arrangements

Access arrangements allow students to demonstrate their abilities and understanding, regardless of any additional learning needs they may have. The arrangements should be agreed upon before any assessments are undertaken, and should only be permitted if the students are on Level 3 of the Graduated Approach **and** have received a recommendations report from an external agency e.g. an educational psychologist or clinicians report. **Only a full educational/clinical psychologist or medical report with access arrangements clearly stated will be permitted.**

Access arrangements for the **Primary School** mainly involve making in-class **accommodations**, such as:

- Larger print tests or texts
- One question to a page (to avoid confusion)
- Larger lines for students with motor impairments or coordination difficulties
- Supervised rest breaks or activities broken down into smaller tasks
- TA or Counselling and Learning Support Department support
- Coloured overlays or magnifier
- Reader/computer reader
- Assistive technology e.g. recording devices, apps on technology, use of computers to record information etc.
- Additional time
- A reader or a scribe

In the **Secondary School**, access arrangements will differ, as assessments must follow strict guidelines and will have external providers and markers. The aforementioned accommodations may be used by the class teacher for students on an IEP (Level 3), but careful consideration should be taken before allowing them to have the same accommodations for testing arrangements, as external testing agencies will only allow for accommodations to be made if the student has an educational psychologist's report giving specific recommendations for access arrangements.

For any test provided and marked by an external agency, the recommendations and guidelines from the provider themselves should be followed. If a student qualifies for an accommodation e.g. extra time, a scribe, a reader etc. then the CLS Department should administer the support; in a separate room where necessary. The CLS Department will be aware of the students that have a report identifying recommended access arrangements and will work together with the class teacher/tutor to develop a relationship with the student before any formal testing is completed. This will allow the student to feel

comfortable with the access arrangements in place and will allow them to familiarise themselves with the CLS Department and the arrangements themselves.

Appendix 14. Parental Letter Example – IEP

The letter below is a basic example letter to introduce the IEP format to parents. It should **only** be given by the CLS Department during a parent meeting, **after** the team have met with the class teacher and the Head of Department to discuss the individual student and their circumstances.

Dear parents,

As you know, date has been set as our meeting time to discuss student. Please contact class teacher/tutor name as soon as possible if this date and time is no longer suitable, or if you'd like for us to arrange a translator for the meeting.

We will meet as a team to collectively talk about how best to help student reach his/her potential, and to create an IEP of targets that the CLS Department and class teacher/tutor name can use inside and outside the classroom.

We invite you to bring student with you, so that they can share their own learning experiences too.

The IEP includes the following sections:

- Key information about student i.e. name, date of birth, class
- The reason for the IEP
- Present level of academic/social performance
- Child's current grades, targets to achieve, and strategies to support child
- A section for the student, parent, teacher, and CLS Department to sign

Your input as a parent and the input of child as the student is critical, and we believe that we should all have a say in how to support child best. To help us in discussing your child's strengths and targets, we have included a student profile form for you to complete before the meeting.

We look forward to our meeting to make child's experience at school a positive one. Please email class teacher or CLS Department if you have any questions before our meeting.

Appendix 15. Glossary of Terms

ADD – Attention Deficit Disorder – Difficulty concentrating or sitting still for any length of time, but not necessarily restless or fidgety e.g. a child who may look up/out the window during lessons.

ADHD – Attention Deficit Hyperactivity Disorder - Difficulty in concentrating or sitting still for any length of time. Restless, fidgety behaviour, also a child may have sleeping difficulties e.g. a student who may tap a pen without realising they're doing it, or shows severe impulsivity.

ALN – Additional Learning Need – a term used to describe a wide range of needs and learning difficulties e.g. working memory problems, processing difficulties.

IEP – Individual Educational Plan – a document outlining the present levels of performance, targets and strategies to use in order to achieve them.

APD – Auditory Processing Disorder – a difficulty in processing what is being said e.g. delayed response to verbal instructions or questions.

ASD – Autistic Spectrum Disorder – a board term to define a complex developmental disability, typically affecting a person's ability to communicate and interact with others.

Cognitive Ability – thinking and reasoning abilities, often linked with intelligence.

Expressive Language – how a student expresses ideas, thoughts and feelings through speech.

Graduated Approach – the manner in which students' needs are identified and grouped in terms of acuteness.

Perceptual Reasoning – visual-spatial problem solving and fluid reasoning e.g. picture concepts and block design.

Processing Skills/Speed – the ability to process and understand visual or verbal information given.

Receptive Language – the ability to understand and process what is being said.

SENCo – Special Education Needs Coordinator – the teacher responsible for special needs provisions across the school.

SPD – Sensory Processing Disorder – a board term given to a neurodevelopmental disorder which affects a person’s ability to process information gained from their senses e.g. an over or under-response to sensory stimulation.

SpLD – Specific Learning Difficulty – a term used to describe an identified learning difficulties within a specific area e.g. dyslexia, dyspraxia, dyscalculia.

SMART Objectives – Specific Measurable Achievable Realistic Trackable – the term used to describe the types of targets we set students in order to make the targets attainable but also challenging.

Verbal Comprehension – verbal reasoning, verbal expression and the ability to recall verbal information e.g. comprehension skills, level of vocabulary, and describing similarities and differences.

Working Memory – a measurement of attention and immediate memory with verbal material that needs to be manipulated e.g. giving a child step-by-step instructions.

Approved by:	Whole School SLT
Date:	August 2022
Review:	August 2023