

SIS POLICY MANUAL

412-1 Inclusion Practices

CREATED	EFFECTIVE ON	REVIEWED YEARLY	NEXT REVIEW
Sep 24, 2018	Sep 24, 2019	May 2024 LAST REVIEW	May 2026

Contents

SST BELIEFS	2
CORE PRINCIPLES:.....	2
STUDENT SUPPORT TEAM (SST) DEPARTMENTS:	3
MULTI-TIERED APPROACH:.....	4
PATHWAYS.....	5
MODELS OF DELIVERY.....	5
QUALIFICATION FOR STUDENT SUPPORT SERVICES:.....	6
SCHOOL AND PARENT/GUARDIAN PARTNERSHIP EXPECTATIONS.....	6

Overview of Student Support Team (SST)

The Student Support Team (SST) at Shekou International School is a multi-disciplinary team dedicated to providing comprehensive care and support to students with diverse learning needs within our International K-12 school community. The SST comprises professionals from various fields, including learning support, English as an Additional Language (EAL), and counselling. It is supported through collaboration with the school's middle and senior leadership faculty. The team collaborates closely with teachers, teaching assistants, programme coordinators, and assistant principals to ensure a holistic approach to identifying and addressing learning barriers.

Mission Statement:

The mission of the Student Support Team is to promote an inclusive and supportive learning environment where all students can thrive academically, socially, and emotionally. Through a multi-tiered approach, we aim to identify and address barriers to learning in a rigorous academic program, provide personalised support, and empower students to reach their full potential.

SST Beliefs

- All students should have access to comprehensive and effective school inclusive practices and resources.
- All students have great worth and have unique combinations of talents and abilities.
- All students should be heard, respected, and feel safe and supported at school.
- All student's ethnicity, culture, language, socioeconomic status, gender identity, sexual orientation, and religious beliefs should be respected, and therefore any form of discrimination is unacceptable at SIS.

Core Principles:

1. Inclusion: We are committed to fostering a culture of inclusion where every student is valued and supported regardless of their individual learning needs or differences.
2. Collaboration: Collaboration is at the heart of our approach. We believe in working closely with teachers, parents, and external professionals to ensure a coordinated and effective support system for our students.
3. Individualised Support: We recognise that every student is unique and may require different levels and types of support. Our interventions are data-driven and tailored to meet each student's individual needs.
4. Early Intervention: We believe in early identification and intervention to prevent learning barriers from escalating. By addressing issues proactively, we aim to support students in overcoming challenges and achieving success.
5. Evidence-Based Practices: Our interventions are informed by research-based strategies and best practices in education, psychology, and inclusion.

6. Schoolwide Positive Behavior Interventions & Support: We believe in empowering students to solve intrapersonal and interpersonal issues healthily. Students are taught appropriate strategies to promote wellbeing and healthy communities. Social and emotional competencies, including restorative practices, are part of daily teaching and learning, and interventions and support are provided as needed.

Student Support Team (SST) Departments:

1. Learning Support Specialists:

- Learning support specialists are highly trained professionals who provide individualised support to students with diverse learning needs.
- They conduct assessments to identify learning strengths and challenges, develop Individualised Learning Plans, and implement evidence-based interventions to address academic difficulties.
- Learning support specialists collaborate closely with teachers, parents, and other members of the SST to ensure a coordinated approach to student support as part of a continuous approach.

2. English as an Additional Language (EAL) Specialists:

- EAL specialists support learning English as an additional language.
- They provide language acquisition support, English language instruction, and cultural orientation to help students access an academic environment with English as the primary language of instruction.
- EAL specialists collaborate with classroom teachers to foster integrated content and language instruction through translanguaging, scaffolded materials, the implementation of various co-teaching models, and the use of data to inform language instruction to meet the linguistic and cultural needs of our multilingual learners.

3. Counselors:

- Counsellors are trained professionals providing students with emotional, social, and behavioural support.
- They offer individual and group counselling sessions to address a range of issues, including academic stress, social skills development, emotional awareness, and personal wellbeing.
- Counsellors collaborate with teachers, parents, school leadership, and external agencies to provide comprehensive support services and referrals as needed.
- Counselling services empower students to develop the necessary capacity and skills to navigate school life.

- Parents or guardians are responsible for seeking sufficient and appropriate support for their children if their needs are outside the scope of practice for SIS counselling services.

4. Teaching Assistants:

- Teaching assistants provide instructional and classroom support to students with diverse learning needs.
- They work closely with teachers to implement UDL, access arrangements, and interventions to support student learning.
- Teaching assistants may provide additional one-on-one or small group support to students, assist with classroom management, and facilitate access to classroom materials and resources.

Each area within the SST brings unique expertise and perspectives to the team, ensuring a comprehensive and holistic approach to supporting students' academic, social, and emotional well-being. Collaboration among these professionals is vital to providing effective interventions and fostering an inclusive learning environment where all students can thrive.

Multi-Tiered Approach:

The SST utilises a multi-tiered approach to support students at different levels of need. The multi-tiered approach may have different designations depending on the division, resources, personnel available, and context around the support. Still, all will be understood to fall under either universal, targeted, or intensive approaches.

Universal Tier:

The foundation of our support services lies in the Universal Design for Learning (UDL) within the whole-school universal approaches to teaching and learning. This includes differentiation strategies to promote accessibility, engagement, and flexibility for all students in the classroom.

Targeted Tier:

Students who continue to experience barriers to learning despite the implementation of differentiation and UDL strategies may be referred to the SST for targeted support and potential support plans to be used in conjunction with universal strategies and supports. These plans are implemented by the classroom teachers and members of SST as needed. This may involve push-in support, pull-out support, small group interventions, co-teaching support, goal setting, and alternative resources.

Intensive Tier:

Cases requiring higher or more immediate intervention are discussed in weekly SST meetings in collaboration with assistant principals and program coordinators. The SST collaborates to determine the next steps for these cases, including referrals to external professional assessments or support, the development of Individualized Learning Plans (ILPs) and more intensive support services such as pull-out sessions, 1-1 support, or more intensive co-teaching arrangements.

Response to Intervention

Progress Monitoring: The case manager and relevant members from SST review the effectiveness of current interventions and support, considering whether the student is making adequate progress toward academic and behavioural goals.

Decision-Making: Based on the data and discussion, the SST determines whether adjustments are needed to the student's intervention plan. This may include modifying existing interventions, intensifying support, or exploring additional assessment or referral options. When a student has displayed adequate growth and is demonstrating desired results and outcomes, the decision can be made to remove targeted or intensive support.

Pathways

To meet all our learners' needs, SST also collaborates with program coordinators to ensure that students access appropriate language and academic pathways.

We acknowledge the diverse learning needs of our students and offer alternative pathways to graduation when the full International Baccalaureate (IB) Diploma Programme may not be suitable. Through the Student Support Team (SST), a flexible and inclusive diploma pathway option can be created. Working collaboratively with students, families, and educators, the SST develops graduation plans tailored to individual strengths, interests, and goals.

Models of Delivery

In addition to the delivery methods noted above, SST utilises a range of collaborative co-teaching models with teachers and TAs to meet the various needs of learners.

Alternative Teaching

In this model, the two teachers each teach a different lesson, possibly using other methods or materials, but with the expectation that the outcome will be the same.

Parallel Teaching

In this model, the same content is taught simultaneously but using different methods.

Station Teaching

In this model, various stations are arranged throughout the classroom, supervised by different teachers. Students rotate between the various stations.

Complementary Teaching

In this model, one teacher leads, while another 'teaches on purpose' by providing scaffolds or 1-1 support for particular students.

Team Teaching

In this model, teachers lead the lesson together, sharing its planning and delivery.

Support Teaching

In this model, one teacher leads a lesson while another monitors and supports students as needed.

Collaborative planning and teaching models can be noted in the [4. SIS - EAL Collaboration Guide 2023.pdf](#)

Confidentiality

Confidentiality is of utmost importance in our work with students and families. Information shared with the SST is treated with the highest level of confidentiality. Information relevant to teachers and TAs supporting students' learning can be accessed through SIS databases.

SIS school counsellors recognise their primary obligation regarding confidentiality is to the student. However, they balance that obligation with understanding the family or guardians' legal and inherent rights to be the guiding voice in their children's lives.

Qualification for Student Support Services:

Students are eligible for admission and for the provision of services where their Learning Differences can be met within available internal resources and external service providers as needed.

School and Parent/Guardian Partnership Expectations

If a child requires ongoing intensive support and the parents/guardians have not yet completed psychological and educational testing for the child, SIS may require, by request from an SST member, that this testing be completed. Proof of assessment completion and appointment may be necessary to expedite the process. For an accurate assessment to be completed, the external professional, school, and parents/guardians need clear and open communication. Parents/Guardians will sign an [SIS Release of Information form](#) to consent to this information sharing. Reassessment for students will be required every three years as part of a comprehensive triennial assessment. Refusal to complete the required assessment or allow the school to share relevant information jeopardises the school's ability to support the child adequately.

Identification of learning barriers and referrals:

Learning barriers recognise that many factors may affect student's ability to access learning but do not significantly impact daily functioning. These may include:

- Cultural diversity
- Language diversity (EAL)
- Social, emotional and behavioural needs
- Speech and language needs
- Mild visual, aural, and physical impairments
- Memory and processing needs
- High-aptitude learners
- Medical conditions or illnesses

Further understandings and programme-specific procedures regarding learning barriers can be found in the [Inclusion Policy](#).

Learning Support:

When students need to progress within one or more subject areas, teachers may refer them to learning support services. At the time of referral, teachers are expected to utilise various UDL and differentiation strategies to meet the learner's needs. More details about the referral process are available within the divisional SST handbooks.

English as an Additional Language (EAL) Support:

The WIDA MODEL (Measure of Developing English Language) assessment is the primary instrument for measuring student English language proficiency. Students who do not have English as a home language are tested on admission and throughout their enrolment until they exit the EAL program and successfully engage within the international program without additional EAL support.

Counselling:

In addition to teacher referrals and student self-referrals, the counsellors use structured and unstructured screening tools to assess students' wellbeing, including a schoolwide wellness survey administered twice a year. Students are screened on multiple areas of wellbeing, including a sense of belonging, anxiety, bullying issues, and happiness. The counselling department keeps individual survey results confidential for future reference. Counsellors follow up with students who exhibit concerning responses. Aggregate data is shared with school staff and community stakeholders. Responses from this survey inform individual, class-wide, grade-level, and schoolwide wellbeing initiatives for students.

Program Development:

The SST program development's central mission is to meet the needs of our ever-evolving student body and align our approaches to current best practices. As part of continuous program development, we will prioritise building capacity and ongoing professional development for our teaching staff to ensure they have the skills and resources to support diverse learners effectively by fostering a culture of co-teaching partnerships and professional



growth committed to providing high-quality support and empowering all students to achieve their full potential academically, socially, and emotionally.