



MEF NATIONAL AND INTERNATIONAL SCHOOL ACCESS AND INCLUSION POLICY

Statement of Aim

The aim of this policy is to ensure that all students receive appropriate support for their academic and social success. MEFIS is committed to offering an inclusive approach to learning, which supports and encourages individual differences.

Inclusion Mission Statement

MEF International School inspires, nurtures and challenges students to realise their unique potential. It provides equality in opportunities so that each child is guided to discover and develop intellectual, creative, social and physical potentials. It encourages an open-minded community striving for creativity, innovation and excellence. Students are encouraged to become confident, balanced and socially responsible individuals who will contribute positively to local and global communities. MEF International School can support mild/moderate learning support students and aims to apply an individualized approach to learning through differentiated instruction. MEF International School believes in an inclusive approach to education that is designed to remove or reduce barriers so that every student can fully participate in, and develop through, IB programmes.

Procedure

- During the admission process, a student's file is assessed by the Student Support Team; if deemed appropriate, then the school may require an educational assessment prior to admittance to the school.
- Once a student is admitted into a school, it is the responsibility of the school to meet the student's learning needs within reason. This includes provision of access to learning and teaching with suitable access arrangements.
- It is the responsibility of the parent to collaborate with the school (including obtaining external support or services if recommended) in order to best meet the student's learning needs.
- It is the responsibility of the parent to share all relevant information, reports, challenges, observations with the school, including any reports from psychologists and doctors.
- It is the role of the student to take responsibility for their own learning, by completing tasks, homework and following instructions to the best of their ability.

Student Support Team

The MEF IS Student Support Team is composed of specialists in their field including Learning Support Specialists, School Counselors, English Language Learning Specialists, a Reading Specialist, and University Counselors. A brief overview of their roles and responsibilities is below:

Role	Grade Level(s)	Description
Reading Support	Primary	Responsible for students who need intervention in their reading, comprehension and writing skills
ELL Support	Primary & Secondary	Responsible for students who need support to improve their English proficiency level. Ensure students have access to the curriculum using English as a medium of instruction.
Learning Support	Primary & Secondary	Learning Support is offered both in primary and secondary. Information is gathered through observation and teacher data collection. IEP's are written for students with disability diagnoses and these allow support to be made on the basis of individual need. <i>*Refer to Appendix A, and/or the Learning Support Policies for Primary/Secondary, for more information about Learning Support.</i>
Counseling Support	Primary & Secondary	All students may receive counseling support at one point for academic, behavioural, or socioemotional reasons; however, some students may receive consistent support. If a student's level of support is deemed 'high', then the parents will be recommended to seek external support.
College Counseling Support	Secondary	All students are offered career counselling, academic advising, and intensive, personalised guidance with the university application process.

Differentiation

MEF IS teachers aim to apply an individualized approach to learning through differentiated instruction. Through varied teaching techniques that support different approaches to thinking and learning, each student is supported in reaching their full academic potential. In addition, the Student Support Team remains in contact with teachers to collaboratively work on supporting students with language, learning, social, or mental health needs.

Accommodation

Accommodations refer to supports we put in place which help a student reach their true academic potential, despite having a physical, mental health, learning, or language difficulty. Accommodations allow us to assess and address the needs of each individual student, in order to help them shine. Accommodations are provided when the Student Support Team has assessed that a student is in need of an accommodation, and/or when the Student Support Team has received a report from a doctor or psychologist which states why a student needs an accommodation and what type of

accommodation they need. The accommodations may be implemented by teachers, but are consistently monitored by the Student Support Team.

Primary School Accommodations

- Alternative ways to complete tasks, differentiated working environments e.g. alternative seating, manipulators, instruction.
- Additional time to complete work and small group support e.g. students can complete tasks in groups with additional teacher support.
- Push-in and pull-out supports. Depending on the students individual needs students can be supported in or out of the classroom. Support may align with the classroom curriculum or support students in areas that they are struggling with.
- Instructions are delivered in a number of different ways and students can complete activities in a variety of ways e.g. Google slides, canva, posters, videos
- Other individualised accommodations are outlined by the Student Support Team when needs arise and appropriate documentation (from a doctor or psychologist) is provided.

Secondary School Accommodations

- Accommodation is offered through differentiation of both work and instruction.
- Students with beginner-level English proficiency, a diagnosed learning disability, or a mental health difficulty that makes it difficult to focus on tests, may receive the accommodations of: additional time on exams and a separate testing space.
- Other individualised accommodations are outlined by the Student Support Team when needs arise and appropriate documentation (from a doctor or psychologist) is provided.
- Accommodations are provided for official Cambridge and IB Diploma examinations, when an educational psychologist or doctor has been consulted and an official report, with specific accommodations, has been submitted to the school.
- Accommodations may include (but are not limited to): extra time (25% or 50%), use of a word processor, use of a dictionary, a reader, smaller testing space, etc.

Modification

Modifications refer to: making changes in the curriculum or in the work (i.e. worksheets, tests, projects), in order to help a student access the academic knowledge, concepts, and skills, despite having a physical, mental health, learning, or language difficulty. Modifications are provided when the Student Support Team has received a report from a doctor or psychologist which states why a student needs modifications and what type of modification they need. In Secondary, students are only provided modifications if they do not intend to complete the standardised Cambridge or IB assessments; exceptions may apply for Grade 6 & 7 if: the Student Support Team needs to provide modifications in order to better assess the extent to which modifications may support their learning, or if they are ELL students who need modified exams to accommodate for their English proficiency. The modifications may be implemented by teachers, but are consistently monitored by the Student Support Team.

Primary School Modifications

- Scaffolding for tasks
- Curriculum adaptations

Secondary School Modifications

- Exams and classwork can only be modified for students when (1) they have an educational psychological evaluation, which displays a clear learning need or (2) they are an English Language Learner who requires modification to access the curriculum in English.
- Modifications may include: shortened tasks, shortened questions, and alternative question format.
- Modifications are not provided to students who are completing the official Cambridge or IB Diploma examinations. Therefore, students and parents must sign a contract to opt-out of these examinations to receive modified work. Such decisions would be discussed with the Secondary Student Support team, administration, and parents.

Limitations to Support

MEF IS can offer support to mild/moderate disability levels, but it does not have the resources to support (Please contact the MEFIS Learning Support Department if you have further questions about the specifics involved here):

- Physical handicaps that require wheelchair access due to lack of accessible accommodations
- Serious sight impairment which prohibits students from using a screen or seeing the board in class and cannot be combated through visual aids such as sight corrective lenses
- Serious hearing impairment which prohibit a students ability to hear the teacher in a non-isolated classroom environment (i.e. an environment in which multiple voices are speaking)
- Serious Occupational Therapy (OT) needs. If OT needs are met by an out-of-school professional, students with occupational therapy can be accommodated in school. However, there is no in-school occupational therapist to assist in these needs.
- Non-fluent English speakers beyond Grade 9
- Students with Autism who require substantial support (such as a one-to-one aide)

Appendices

Appendix A

Individual Educational Plan (IEP)

The *Individual Educational Plan* (IEP) is a working document that is designed specifically for each student who has been formally diagnosed with a learning difficulty. This plan identifies that the student is on a learning program, which may be modified and may have curriculum adjustments (accommodations or modifications - see below) appropriate to their level of ability. Students who have an IEP will have personal and academic goals. The IEP is reviewed during and at the end of the year and is updated accordingly. The IEP is a working document that, while kept confidential within school staff, is communicated to all appropriate teaching staff ensuring student services and accommodations are provided across school settings.

Assessment and Documentation

MEF IS aims to promote professional dialogue and strengthen pedagogical practice. Good pedagogy relies on consistent, reliable and valid assessment and reporting. The Learning Support Specialist seeks to work alongside staff to ensure that the curriculum meets the specific needs of their students. They use this to form the basis of determining the next stages of learning. This then nourishes:

- The development and documentation of IEP's/Action Plan's
- Student support plan (IEP) is constantly reviewed and updated throughout the year
- Documenting staff meetings/Student Support Group meetings
- Monitoring student academic data
- Modifying tasks/activities
- Modifying exams
- Documenting tier support accommodations/modifications;
 - **Tier 1 intervention** - simplified language, directions explained.
 - **Tier 2 intervention** - moderate modifications, simplified language, some visual assistance, small group testing, access to a dictionary and extra time.
 - **Tier 3 intervention** - highly modified, simplified language, explicit instructions and directions, visual guides, small group testing, the scaffolding of questions, sentence starters, access to a dictionary, access to a calculator and extra time.
- Use a variety of assessment tools to identify student strengths and weaknesses and/or learning difficulties.
- Where there is a possibility of a learning difficulty, a Learning Support Specialist informs Student Support Team Lead to inform parents and arrange for an educational psychological assessment.
- Responsibility for obtaining formal assessment documentation ultimately rests with families and not the school.
- Refer to MEF IS Communication Procedures
- Communicating with appropriate outside professionals for assessment purposes whilst maintaining confidentiality
- Maintaining a log of communication between Learning Support Specialist and staff

- Presenting and providing resources to staff on specific learning difficulties

Students entering Cambridge examinations wishing for special arrangements in line with their needs must submit medical or psychological evaluation materials by Cambridge deadlines.

Students in the IB Diploma wishing for special arrangements in line with their needs must submit medical or psychological evaluation materials by IB deadlines. The formal assessment must be from a medical or psychological service. The report may be written by a clinical team comprising various medical, health, educational or counselling professionals with appropriate qualifications.

Learning Support Referral Process

The Student Support Referral Procedure is put in place to maintain a systematic school which fully supports our students. The Student Support Team will work with teachers to ensure all tiers of Responses to Intervention (RTI) are being implemented. This requires teachers, Student Support Team members, and the community as a whole to work and follow these procedures with fidelity.

In order to refer a student to the Student Support Team the following referral process must be completed in full.

Student Support Referral Process

1. Collaborate with other teachers and specialists to determine if concern occurs in specific or multiple settings.
2. Implement strategies, differentiate and collect data. Consult with the Student Support Team for ideas.
3. Share concerns with parents and students to come up with solutions.
4. After implementing pre-referral strategies with fidelity and concerns continue, the teacher completes the Student Support Team referral form and shares any documentation, including any pre-referral strategies and outcomes. The teacher must inform the student's parents that a referral is being made.
5. The referring teacher attends the Student Support Team meeting to present the referral.

Post Referral

After a referral is made the Student Support Team will work with the student, their teachers, and parents to put in place a tier 2 intervention plan lasting between 4-6 weeks. This may include counseling, behaviour, and/or learning support. It may involve push-ins, observations, check-ins, and mentorship.

Psycho-Educational Assessment

If the tier 2 interventions fail to show significant improvement in student progress, the Student Support Team will contact the student's parents and request a psycho-educational assessment recommended by the school. A psychoeducational assessment identifies areas of strength and weakness in a student's learning profile and provides a deeper understanding of their educational abilities. It can also identify Learning Disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Intellectual Disabilities, reading (dyslexia), writing (dysgraphia) and mathematic (dyscalculia)

challenges and other mental health issues that can interfere with learning. Such an assessment should include the Wechsler Intelligence Scale for Children (WISC) IV or V.

If an assessment is completed and is returned with a diagnosis of a learning difficulty or other, the student will officially be placed on the Student Support caseload. At this stage we will offer tier 3 individualized support including intervention plans, push-ins and/or pull-outs with team members. An IEP will be written and shared with all of the students' teachers to clarify needs and support.

Families are obligated to obtain and share the full psycho-educational assessment for their child including diagnosis, assessment findings and recommendations. If a family refuses to obtain or share the findings the school has the right to choose not to renew the student the following school year.

Exiting students from Learning Support

Students may be exited from Learning Support services when at the discretion of the Student Support Team when they find the student can meet their grade level expectations for a sustained period of time (at least half a school year). Standardized and other forms of assessments will be utilized to make this determination.

Document History		
Date	Details	Responsible
December 2022	Policy Created	Dana Masri, Gillian Davidson, Alex Fricker, Alex Axenbeck., Shirina van Hierden, Karen Ozkurt
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