

Inclusion  
POLICY



**STILL**  
**I RISE**

INTERNATIONAL SCHOOL  
*Nairobi*



*We raise passionate, caring and brave leaders  
to shape a peaceful tomorrow  
through the best quality education.*

*At Still I Rise International School Nairobi  
we change the world  
one child at a time.*

... Still I Rise International School Nairobi, Mission Statement



# THERE IS NO AVERAGE BRAIN AND THUS NO AVERAGE STUDENT

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*Learning diversity and inclusion in IB programmes, 2016,  
International Baccalaureate*

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## OUR PHILOSOPHY OF ASSESSMENT

Inclusive education is acknowledged by the United Nations as a matter of human rights and social justice. According to *Learning diversity and inclusion in IB Programmes*, 2016, inclusion is “an ongoing process that aims to increase access and engagement for all students by identifying and removing barriers” (p1). By addressing learning support requirements within our pedagogy, curriculum and assessment, we aim to foster the “culture of collaboration, mutual respect, support and problem-solving involving the whole school community” (p1) to which all IB schools must strive.

Our international school admits students from economically disadvantaged backgrounds across East Africa. We recognize that the diversity of personalities, experiences, nationalities and cultures of our school’s composition is an enriching factor. It strengthens our international outlook, and it brings with it too a multiplicity of strengths, capacities and scholastic interests. We are preparing our students to graduate into caring leaders in a diverse world; it is an asset, therefore, that during their formative education they experience companionship and collaboration with such a rich tapestry of young people.

Inspired by the IB Learner Profile, staff and students alike are determined to be balanced, caring and principled. This means going beyond being merely accepting, it means being actively inclusive. We employ multiple strategies so that there is no obstacle to a joyful, rewarding experience for all at our diverse school. Children with special educational needs are not only welcome here, but are given the opportunity to flourish alongside their peers. By applying differentiation techniques to our pedagogy, curriculum and assessment, as well as considering our learning spaces, we seek to make our school as accessible as possible to the broadest range of students. This, in itself, is an extension of our philosophy which led to the founding of our school in the first place: that high quality education should be a right for all. It is also an extension of our commitment to provide individualised attention and care to all our students, no matter whether their educational needs include diagnosable learning difficulties or not.

This SEN policy supports the following Programme standards and practices:

- **A9.** The school supports access for students to the IB programme(s) and philosophy.
- **B1:5.** The school develops and implements policies and procedures that support the programmes.
- **B2:8.** The school provides support for its students with learning and/or special

educational needs and support for their teachers.

- **C1:6.** Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.
- **C3:10.** Teaching and learning differentiates instruction to meet students' learning needs and styles."

## SPECIAL EDUCATIONAL NEEDS

Students with SENs in this context are those with the intellectual capacity to meet all our curriculum and assessment requirements, but who may require reasonable adjustments in school practices in order to realise and demonstrate their achievement potential.

Candidates who require inclusive arrangements of pedagogy, curriculum, assessment or learning space may have learning support requirements due to one or more of the following:

- **Language and communication disorders** affecting reading, writing, spelling, handling numbers or processing symbolic language (dyslexia and dyscalculia being amongst the most common diagnosed conditions).
- **Speech and language disorders** affecting both receptive and expressive communication (e.g. aphasia, dysphasia, stuttering, selective mutism).
- **Emotional and behavioural issues resulting from disorders** including attention deficit disorder, attention deficit hyperactivity disorder, autism spectrum disorder, Asperger's syndrome, phobias, obsessive and compulsive disorders
- **Social, emotional and behavioural issues resulting from mental health difficulties.** Anxiety, depression, schizophrenia, manic depression and eating disorders are among the most commonly used vocabulary within this category, but there is an infinite variety of causes and manifestations of mental health difficulties, especially in the context of our students' often vulnerable backgrounds and daily lives.
- **Physical and sensory challenges** including any form of physical disability or physical challenge and difficulties regarding hearing or vision.
- **Medical conditions** (skin disorders, heart disease, epilepsy, asthma, cystic fibrosis, sickle cell anaemia, diabetes, renal failure and allergies being amongst the many possibilities).

Many of these terms and disorders are named. Such terms can help us identify needs and respond accordingly, but it is important to recognize that our students are more

than a set of labels and we concentrate instead on their area of challenge.

## SCHOOL CONTEXT & SELECTION PROCESS

### **KENYA AND SENs**

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Whilst a little behind the international curve on establishing a structured response to learning differences, Kenya has made strides forward in the 21st century.

The Revised Edition of the National Education Act (1980) had already enshrined into law a certain degree of inclusivity by stating that “no pupil shall be refused admission to, or excluded from, the school on any grounds of sex, race or colour or on any other unreasonable grounds”. But it was not until the Sessional Paper No. 1 of 2005 when the country first explicitly laid out a policy direction on special needs and disabilities. It underscored “the government’s commitment to ensuring that learners with special needs and disabilities have equal access to quality and relevant education.” In the years that followed, efforts have been made to improve the Kenyan education sector’s policy and legal framework. There has also been a focus on collecting adequate data on children with SENs, providing appropriate facilities, and advocating the importance of mainstreaming special needs education in the nation, though on all counts this is work in progress rather than mission complete.

### **OUR SCHOOL**

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The Still I Rise International School of Nairobi is located in Mathare North, an area neighbouring the Mathare slum in Nairobi, capital city of Kenya. We welcome students both from the surrounding areas and from other Nairobi’s neighbourhoods (Kawanguare, Kayole, Eastleigh).

8 different nationalities are represented in our school: 51% of our students are refugees from Democratic Republic of Congo, Ethiopia, Somalia, Uganda, Rwanda, Burundi and South Sudan, 49% are Kenyan, representing all the major ethnic groups residing in the area.

Our selection of students, detailed in our admissions policy, is primarily based upon the vulnerable status of children. We actively prioritise those students who lack a

support network such as family and a stable home life, and resources like a hygienic home and an income which would pay for schooling. This poverty takes its toll on the mental health of our students who arrive requiring support and intervention. Through regular 1-1 sessions with our Child Protection Officer, group sessions with boys and girls discussing adolescent issues, psychodrama and playful workshops working through trauma, group projects about topics from loneliness to bullying, yoga and meditation sessions outdoors, we attempt to slowly calm the students and take them from what we refer to as the 'survivor brain' toward a 'learner brain' where cognitive development can occur in a child with a relaxed state of mind.

## **OUR SCHOOL**

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Our selection process has two stages.

The first is to identify which children in the geographic locality are suitable beneficiaries of our charitable organisation. In practice, this means prioritising children with extremely low-income families, out of school children and those displaced from their original homes. We ultimately seek to admit a student body of which 51% are refugees and Internally Displaced Persons and at least 50% are female. Neither medical background nor academic capability are factored at this stage.

The next stages of our selection process are trial periods at the school where the candidate students partake in engaging activities in the classroom and around the school, both individually and in groups. The assessment criteria of this stage are based upon the Approaches to Learning (ATLs) which is a core tenet of IB schooling. The design of the activities and assessment instruments mean we seek the *potential* to develop a broad range of ATL skills, rather than just current achievement. In order that they may get the very best out of their school experience, we select students who demonstrate some potential to interact, to communicate, to collaborate, to create, to think critically, to organise, to transfer skills, to reflect and to be resilient and positive.

This means that many students who struggle in certain skill clusters, for example critical thinking or affective skills can – and do – join the school. The stage is only likely to preclude those students who, whether for reasons related to SENs or not, struggle to a considerable degree across a broad range of ATL clusters. Bold in our ambition to bring world class education (and ultimately the rigour of IB assessment) to a particularly disadvantaged community of children, we recognise that there is a limitation to our capacity to mitigate the difficulties faced by those children with the most severe learning challenges. One asset of the trial stages of our selection process

is that it enables us to honestly confirm that those students who begin their first year at our school are students who we are confident we can support as they strive for success. The following sections outline what this support does, and could, entail.

## IDENTIFICATION OF SPECIAL NEEDS

All of our students know first-hand the realities of economic poverty. Many have undergone the traumas of forced migration, domestic violence, sexual assault and a host of other experiences which no child should go through. The delicate and nuanced nature of each student's background and psychological condition means that wherever possible we consult the expertise of local Kenyan professionals who are best placed to understand the context. This is of heightened importance when identifying SENs and making necessary adaptations to support children with challenges.

### CHILD PROTECTION OFFICER

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Our full time Child Protection Officer is at the heart of our school. They take into account the multifaceted issues facing each child at school and at home. They are trained to recognize the issues which may be hindering learning or causing the exhibition of challenging behaviours, and distinguish these external factors from potential disorders. A new student exhibiting distress could have an undiagnosed SEN, but they could also be homesick, expressing trauma or feeling frustrated at the wave of challenges they are facing in this new environment, such as attending a school for the first time or receiving classes in their non-native English.

The Child Protection Officer must therefore know each of our students in great depth. To achieve this, they have the following duties:

- Conduct extended 1-1 listening sessions with each student at least every two months
- Follow up any referral of child protection concerns as well as child safeguarding issues
- Develop individualised behavioural and learning support strategies for students with additional needs in collaboration with the teaching team
- Plan and run 1:1 sessions with students requiring additional support
- Work closely with teachers to assess and refer children in need of additional support.



- Implement strategies on supporting children who have experienced and continue to experience trauma
- Outreach work with the families of enrolled students

## **TEACHER LEADERSHIP**

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Within our school, there are various teachers who step into leadership roles to guide the school in providing Special Education support to identified students and to lead their peers in using inclusive and supportive practices in their classrooms. These teachers collaborate with the Professional Development Specialist and gain further training on evidence based practices to support diverse students and differentiate instruction. They also collaborate with the teacher leader who coordinates Extra Sessions which is our school's small group instruction and response to intervention program for students who may have fallen behind in their class work. Together this group of 3-4 teachers provide the necessary support to the Child Protection Officer and enact the tasks outlined in this policy.

## **REFERRAL AND SCREENING**

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Students within our school may be identified by teachers who have concerns about their ability to access material or make progress in the curriculum. We encourage teachers to think through these questions:

- What are the barriers to participation and learning?
- Who experiences these barriers?
- How can such barriers be minimised?
- What resources to support participation and learning are available?
- How can additional resources be mobilised?

Our Extra Sessions tiered system of support identifies the students who are demonstrating consistently low scores in Mathematics and English and provides tiered specific small group support in 8 week cycles of 1-2x/week sessions. When a teacher has a concern about a student, the SEN teacher leader meets with them and gathers the following information:

- What is the nature of the concern?
- Is this child already receiving Extra Session support? If so, for how long?
- What adjustments, modifications, or accommodations have been made already within the classroom? Examples of these adjustments are listed later in this document.
- Is there something that appears to help the child access the material?

After this information has been gathered from the teacher, the CPO may be contacted to understand if there is a related behaviour or home concern connected to the child. The CPO may also reach out to the caregiver to understand if this concern is observed at home as well. Once this information has been gathered, the child may be screened for a specific area of difficulty. Some of our screening tools are noted below:

### **DYSLEXIA**

The teachers gather the student scores from all academic areas and use this [Dyslexia Assessment Worksheet](#) to rule out other explanations for the student's experienced difficulties. If the teacher SEN leaders feel that they can confidently answer 'yes' to all the following questions with evidence, the student may be identified as having dyslexia.

- Does the student perform significantly below peers on measures of letter-sound knowledge, word decoding, reading fluency, and/or spelling?
- Has the student had sufficient instruction?
- Has it been determined that the difficulties identified earlier are not due to another factor, such as intellectual disability, ADHD, or emotional disturbance?
- Does the student have a deficit in phonological processing, phonological memory, orthographic awareness, rapid naming, processing speed, or working memory?
- Does the student have broad oral language abilities within the average range?

### **ADHD**

The teacher and caregivers gather information on the student in a variety of settings. They determine if simple classroom adjustments have been tried and to what extent they've assisted the student in maintaining attention. The school may use the [Swanson, Nolan, and Pelham \(SNAP\) Questionnaire](#) which is appropriate for use with children ages 6-18 in screening for attention-deficit/hyperactivity disorder with specific sub-scores in the area of inattention and hyperactivity/impulsivity.

### **SPEECH OR LANGUAGE DISORDER**

The teacher leaders collect information on the student from all areas of academics. This may include:

- Reading comprehension test scores
- Writing samples
- Extended written responses on tests

- Math assessment scores (especially word problems)
- Vocabulary assessments (content areas, language arts)

Students who demonstrate difficulty with this area may be screened using non-standardized language tasks. These tasks may include things like:

- Having the student retell stories or answer questions about paragraphs they've read or heard
- Doing sentence repetition tasks
- Having the student answer questions about sentences with complex syntactic forms
- Having the child write/say vocabulary words in a sentence
- Asking the child to explain/define word meanings
- Doing blending/segmentation tasks
- Asking the child to follow directions with complex syntax/grammar/vocabulary

### **PSYCHO-SOCIAL DEVELOPMENT**

The [Pediatric Symptom Checklist - Youth - 17](#) is a 17 item screening questionnaire listing a broad range of behavioural and psychosocial problems in youth. The screen is intended to facilitate the recognition of emotional and behavioural problems so that appropriate interventions can be initiated as early as possible. The PSC-Y-17 is used to screen for emotional and behavioral problems in youth aged 11-18 years including those of attention, externalizing, internalizing, and suicidal ideation.

### **POST-TRAUMATIC STRESS DISORDER**

If the child appears to have behaviours connected to trauma, the CPO may collaborate directly with the family and provide support. If the caregivers agree, the CPO may use the [Primary Care- PTSD Screen](#) with a student aged 13 years or older.

### **KENYA INSTITUTE OF SPECIAL EDUCATION**

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Kenya Institute of Special Education (KISE) is a semi-autonomous government agency of the Ministry of Education, Kenya. Their mission is to “facilitate service provision for persons with special needs and disabilities through human capital development, research, data management, functional assessment, rehabilitation, inclusive education practices, technology and production of educational resources and assistive devices.”

In order to continuously improve our identification of potential SENs, we use KISE for the following services:

- Their teacher training courses about SENs and disabilities
- Their educational and psychological assessment centre for the training of teachers of children with special needs education
- Visitation of their orientation and mobility centre for training and demonstration purposes
- Their wealth of written resources about SENs and disabilities
- In individual cases where a potential need has been established, we refer the child to their Functional Assessment service. Located in Nairobi, their qualified experts can assess for visual impairment, hearing impairment, intellectual differences such as autism, emotional and behavioural disorders, physical and multiple disabilities and speech, language and communication.

## **KENYA DISABILITY RESOURCE**

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Material for teacher training and screening resources are also available online. [www.kenyadisabilityresource.org](http://www.kenyadisabilityresource.org) is a not-for-profit site with free resources on disabilities and SENs, as well as an online support network for those working in the area in Kenya.

## **AN ENVIRONMENT FOR LEARNING DIFFERENCES**

Before explaining adjustments we make on a needs basis, it is important to clarify how our 'default' learning environment is conducive to the benefit of all students and their learning differences:

- Safety is of the highest priority. Our school is designed to be a haven for students who come from the most challenging of circumstances.
- We strive to build the confidence of each student as they discover their strengths as well as areas of improvement.
- We differentiate class activities so that all students are challenged.
- Students feel part of a community. Cultural festivals to regular class activities and competitions, whole-school events and sports days all help every student feel included and part of a wider team.
- Students are listened to. The student voice, channelled through democratically elected Class Captains, is powerful and drives change within the school community.

- Internationally minded, the school gives the students hope for a life beyond the slum in which they live, should they wish to expand their horizons.
- We provide a safe, structured setting, with scheduled routine
- Humour is employed by the teachers, but not sarcasm which can be misconstrued. The classroom's atmosphere is one of positivity and optimism.
- Language is clear and understandable
- Feedback is prompt and students are given the opportunity to ask follow up questions and discuss the methodology behind assessment.
- Peer support is built into our Unit Plans as students provide emotional and academic support to each other. The goal is to create a cycle of positive behaviour, with adult influence only when necessary.
- Students are provided a regular outlet to discuss feelings. Teachers are encouraged to spend time bonding with the students in the break times, and the Child Protection Officer is on hand. There are also group opportunities in pastoral time, health education classes, music, art and drama, amongst others.
- While achievement is measured precisely so students can track their learning, the emphasis is moreover on trying our best.
- We ground learning in real life so that students understand why they are studying what they are studying.
- Storytelling, role play and drama are regularly included in classroom activities to encourage collaboration, communication, responsibility and the concept of personal belongings.

Independence is engendered through regular pedagogical techniques such as scaffolding, experiential learning, inquiry, chunking, graphic organisers, reinforcement using ICT programs, demonstrations and experiments. All students have equal access to all school facilities, including technology.

Diversity is celebrated at all stages. We select based on diversity of nationality, background and gender. We then instil an anti-bias approach into our curriculum which celebrates identity and diversity, as well as advocating for justice and activism. Jenga Pamoja is our annual festival of each child's heritage as well as the core value of interculturalism. Our curriculum and library offers an insight into a world of the variety of human lives. Difference, the children learn, can be a very good thing.

As well as taking measures to ensure a safe learning environment, we cover all

medical costs of our students, small or large – via an insurance scheme with public hospitals and we privately cover anything not covered under that scheme.

## ADJUSTMENTS

### ADJUSTMENTS TO PEDAGOGICAL PRACTICES

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Inspired greatly by IB's *Meeting Student Learning Diversity in the Classroom (2013)*, we may make the following adjustments to classroom practice on a needs basis.

#### **Language and communication disorders:**

Pre-teaching notes can be made available to students who require them as an assistive aid and visual prompt. Extra time may be put into proofreading and marking work to pick up on recording and decoding errors. Within the Individual Education Plan for such a student, there may be an emphasis on multi-sensory learning, such as offering audio versions of a text. Print size can be increased at request. Graphics and mind maps can help those students with certain disorders such as dyslexia as they develop their writing. Extra time may be given for certain class tasks.

#### **Speech and language disorders:**

Through the aforementioned Kenya Institute of Special Education we source speech and language therapists when required. We follow their advice regarding individualised style of lesson delivery, for instance putting emphasis on certain words, prioritising partner work where a student can speak directly to their companion rather than a large group, modelling participation, allowing video-taped responses and offering sentence frames for more complex language etc.

#### **Emotional and behavioural issues resulting from disorders:**

We may allow a student to fiddle and doodle during the class. A quieter spot of the classroom is offered to reduce unwanted distraction. More frequent breaks are afforded to students who evidently benefit from them – these are outside the classroom with a member of staff when possible, giving the student an opportunity

to release energy through a brief walk or controlled distraction. The library and “The Den” (a safe space usually occupied by our Child Protection Officer) are places students may be given rights to visit beyond the usual schedule.

Simple classroom tools are adapted to the need such as specialised planners, stress balls, visual cues and mind maps. Earphones with music may be allowed in class. A timer to help the student keep on task may be provided, whilst potentially dangerous implements such as scissors may be removed if a student is physically impulsive.

If a student displays behaviour on the autism spectrum, whether or not they are diagnosed, we keep communication with the family in order to ensure consistency and common expectations. We are also especially careful to communicate a clear routine and check for understanding.

### **Social, emotional and behavioural issues resulting from mental health difficulties:**

Mental health may be the speciality of our Child Protection Officer, who offers a reassuring listening service for our students, but it is the duty of all our staff to be sensitive to the mental health of the children in our charge and to be bastions of support. This means showing empathy, providing safe spaces for conversation if the student wishes to initiate such interaction, taking concerns seriously, following the appropriate reporting channel of our case-based software and passing the responsibility on to the suitable professional who can escalate the response as necessary.

When such a case is deemed the matter for someone beyond our full time staff, we hire a private, local psychologist to address the child’s needs and maintain confidential communication with us about progress.

### **Physical and sensory challenges:**

Both the learning space and pedagogical practices are open to adjustment as required depending on their needs. In a classroom this may mean changing seating formation, maintaining eye level communication with a student using a wheelchair, automatic permission to go to the toilet if the student has incontinence and many other tailored responses. Assistive technologies may also be purchased and physiotherapists hired as required.

Those students with hearing impairment are sat optimally in the class. The teacher ensures there is no obstacle to lip reading and may repeat instructions personally to the student. Whenever possible, visual and written aids are used such as class notes or vocabulary lists. Noise is monitored extra closely and audio played the class is loud and clear with subtitles – earphones are provided to the student if this helps them. In the most extreme cases, an interpreter may be provided.

Those students with visual impairment may be given tactile materials, allowed to submit work orally, positioned optimally and provided with the assistive technology they require to succeed at school. As part of the medical insurance we provide all our students, there is free access to opticians and eyecare services when needed.

### **Medical conditions:**

We maintain contact with the doctors who supervise our students' cases, ensuring all teachers are aware of the prevalent information pertaining to the medical condition and how we may aptly respond to the child's needs.

This response is as unique as the child's condition, but to give an example, at the time of writing, we have a student at our school with diabetes. With their doctor's expertise and our support, that student is provided with insulin and a machine to measure their sugar levels. A teacher monitors the glucose levels each day and we support the child with a personalised and adaptive school menu developed by a nutritionist who consulted with the family and remains in contact. Their doctor who specialises in diabetes visits the family and we finance those visits.

All needs and adjustments are recorded within the student's Individual Education Plan, kept confidentially on our software system and shared only with those members of staff who work directly with that student each term.

### **ADJUSTMENTS TO THE LEARNING SPACE**

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Our school has two floors. A ramp has been built to the first floor. Second floor access via ramp is also part of the long-term plan and should a student require this in the short-term future we will bring this construction forward.

We are also prepared to make additions such as signage, white lines for navigation, contrasting strips on stairs and other adjustments for students who are visually



impaired.

Gender-specific disabled toilets are available on the first floor.

Within our buildings, we maximise natural light and flow of air. Classroom walls that are painted lighter colours can help all children to see better.

We ensure that play areas are accessible and safe (in terms of minimising both physical hazards and child protection risks).

We ensure that toilets are accessible, safe, clean, private and separated by gender; and that there is safe drinking water easily accessible to all students and teachers.

## **ADJUSTMENTS TO ASSESSMENT**

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In accordance with IB protocol, we ensure that assessment is accessible in terms of design, content and medium so that all students have the opportunity to succeed. Our flexible approach is tailored to the needs of the students as well as the assessment, as outlined in our Assessment Policy. We always communicate the purpose, product, process and medium of every assessment beforehand so that students fully understand expectations and may communicate a need for any adjustments not already provided.

We provide inclusive assessment arrangements in whichever way is feasible and within the regulations of IB, individualised to current requirements. No adjustment gives any candidate an advantage. Where necessary, our MYP coordinator, with the permission of the candidate, submits the assessment adjustment request along with the appropriate documentation to the IB Global Centre. *Candidates with Assessment Access requirements (2017)* outlines the arrangements which require IB's prior authorization and those which do not.

## **INDIVIDUAL EDUCATIONAL PLAN**

A child who has been identified by their teacher and caregivers through careful screening as having special educational needs benefits from an Individual Educational Plan (IEP). The IEP is designed by the SEN teacher leaders in collaboration with the CPO and caregivers to formulate an educational plan that includes specific supports provided and actions to be taken by the school to benefit the student and enable educational growth toward potential. This document is reviewed and updated at least annually. The IEP is not necessarily a long document;

however it always includes the following essential elements:

- The student's demonstrated strengths and weaknesses.
  - This portion may also include a descriptive statement of the student's current level of functioning within the classroom.
- Description of diagnosis or area of special need
- Current performance indicators.
  - This is a listing of academic assessment results as well as any noted changes in other areas such as social emotional growth or behaviour
- Valid interventions.
  - This is a list of pedagogical adjustments and/or direct interventions such as counselling or Extra Sessions provided to the student. It is likely that the CPO is listed as the supporting interventionist. Adjustments to assessments area also listed here.
- Realistic, measurable goals.
  - Using straight forward language and including the child and their caregiver, the team formulates a few goals for the child and teachers over the course of the year.
- Short-term objectives.
  - Within the larger goals, term-length objectives are formulated which are clear and concrete. A specific teacher or staff member will be listed to provide check-ins and support toward this goal.
- Social considerations.
  - Any behaviour or social considerations that may benefit the child are listed in this section. This may include a goal to make a friend or awareness activities the school may provide for other students to better support the child.

The caregiver, the Child Protection Officer, and a SEN teacher leader will meet together at least once a year to update the IEP and check progress toward designated goals. The child may participate in a portion of the meeting if the team feels this would be positive and beneficial for them. It is possible that a child may no longer require an IEP due to significant changes and growth, in this situation the plan would be concluded. Regular documentation of the child's area of need as well as the school's provision of support will provide the evidence necessary for the student to gain adequate accommodations in higher educational settings and/or workplaces.

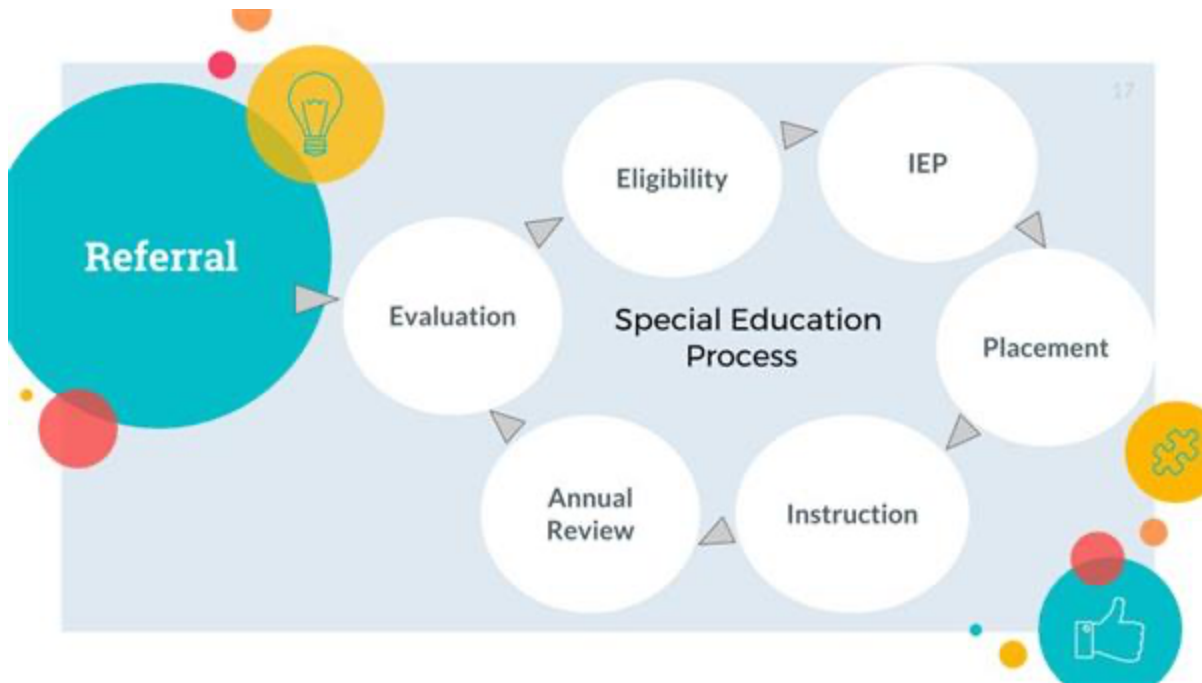


Image credit: <https://www.minneota.schools.org/Page/1592>

## CONFIDENTIALITY, DISTRIBUTION & REVIEW OF POLICY

We obtain prior consent from all parents for carrying out all activity relating to SENs and storing data regarding their child. Any physical material is kept in locked filing cabinets in the school office, managed by the school administrator. Only the Education Director, School Principal and Child Protection Officer can access confidential information regarding individual students on the school software. Any written reports and observations of doctors or psychologists are directly sent to the School Principal and Child Protection Officer. If a student changes school, these files are directly passed on to the appropriate member of staff in the new institution.

We distribute this SEN policy during initial onboarding for all teachers, and workshops for the wider school community (other school staff, parents, students) are run regularly throughout the school calendar to disseminate information on the topic and refer to the policy.

This SEN policy will be regularly reviewed by our committee so that it continues to reflect the needs and profiles of our students. This committee comprises the School Principal who acts as Coordinator, Child Protection Officer, a teacher representative, a parent representative, members of Still I Rise's education management team and the on-site logistics officer.

## REFERENCES

Learning diversity and inclusion in IB programmes (2016), International Baccalaureate

Middle Years Programme: Principles into Practice (2014), International Baccalaureate

Rules for IB Candidate Schools (2014), International Baccalaureate

Guide to school authorization: Middle Years Programme (2015), International Baccalaureate

Handbook of procedures for the Middle Years Programme: Moderation and monitoring of assessment (2015), International Baccalaureate

The IB Guide to Inclusive education: a resource for whole school development, [https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=g\\_x\\_senxx\\_tsm\\_1501\\_1\\_e&part=1&chapter=1](https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=g_x_senxx_tsm_1501_1_e&part=1&chapter=1)

Candidates with Assessment Access requirements (Updated 2017), International Baccalaureate.

Meeting Student Learning Diversity in the Classroom (2013) International Baccalaureate.

[Education in Emergencies: Including Everyone](#)

📄 LEARNING AND BEHAVIOUR SUPPORT training manual Edukans 2021\_1.pdf