

STUDENT SUPPORT POLICY

OIS has an open-admission policy, except in the case of students with severe educational or emotional needs (see our admissions policy). We believe that with appropriate targeted support all students may be helped to achieve their potential, and this policy is directed towards that goal.

OIS seeks the advice of educational psychologists from an outside agency in determining whether the school has the capacity to serve the needs of specific students with identified special educational needs. This student support policy applies to any OIS students who are having difficulty fulfilling the academic requirements of their programme. This may be due to extended absence, emotional or organizational challenges, a lack of English language proficiency or learning difficulties. OIS views student support as primarily a pastoral care issue; hence the Homeroom tutors and the Special Educational Needs Co-ordinator (SENCO) play central roles in the process.

Subject teachers practise differentiation by task within the classroom, to meet the needs of students who have learning difficulties. In line with the IB philosophy, students with special educational needs are assessed using the MYP and DP criteria, but may be allowed extra time, have tasks broken down and have support through scaffolding of tasks. Subject teachers who perceive that a student may be in need of even more support can raise the issue during pastoral year level meetings or contact the Homeroom tutor and the SENCO directly. The SENCO will inform the appropriate Programme Coordinator (MYP or DP) and may attend some of the student's classes to make observations and suggestions to address the student's difficulties. These might include attendance at the homework club, peer tutoring by CAS Students in liaison with the Homeroom tutor, a student support sheet to track assignments and deadlines, or in-class strategies for the subject teacher/s. In some instances, the SENCO or a member of an outside agency may attend the student's classes regularly to provide in-class support. Outside agency support is provided at parents' expense.

If the difficulties persist in spite of interventions, the SENCO will request a meeting with the Programme Coordinator, the Homeroom tutor and the student's parents. If this team agrees that the student is in need of additional support, the SENCO and Programme Coordinator may recommend testing by an outside agency. With the parents' permission and support, the student will meet with an educational psychologist. This may lead to a regular programme of consultations with the educational psychologist, a referral to a clinical psychologist, or arrangements for an in-class support person.

OIS does not promote the practice of academic retention. However, in extreme circumstances a student may be expected to repeat a year or required to participate in summer tuition in order to move forward. (Please see the attendance policy for details of unjustified absences that may lead to a request to repeat a year).

The SENCO will maintain a list of all students, noting any difficulties or challenges, whether testing has been conducted, the solutions being implemented and the outcomes of these implementations. Homeroom tutors are responsible for returning student support sheets to the SENCO once all of the targets have been addressed, and the SENCO will log the information with the appropriate Coordinator and the Office.



Appendices:

- 1. Student Concern Form**
- 2. SEN Student Report for Teachers**
- 3. Student Peer Support Plan**
- 4. Student Academic Support Plan**