

**Special Educational Needs Policy
(Learning Difficulties, Gifted and Talented)
Using a Three-Tiered Intervention Model**

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1. INTRODUCTION

The school is committed to fair and equal treatment of all individuals regardless of ability. No disabled student or staff member will be treated less favourably as a result of their disability. Both able and less able students will be provided with appropriate learning activities, learning environment and materials to meet their general education, in age appropriate classrooms.

2. PURPOSE

The purpose of this policy is to ensure that students (able and less able) can interact and develop interdependent relationships so that, as adults, they can successfully participate in a society that values full community involvement and contribution. As such, this policy reflects the needs of both able and less able learning.

Professionals and parents have become more and more sensitive to the issue of providing appropriate instructional interventions for students with special learning needs. There is also an increasing need to provide classroom teachers and administrators with resources to help better meet this challenge.

In response to the challenges these students may bring, these same classroom teachers will need to develop an array of teaching strategies to better meet their students' needs.

3. THE INDIVIDUAL NEEDS PROGRAMME

ACE of BRUSSELS uses the term “Special Educational Needs” (SEN) to describe any student in need of differentiated and/or individualised instruction. An individual needs student may also need specially designed instruction and related services in order to best meet their learning needs, instruction and services provided by Learning Support Personnel.

Our primary aim is to provide the opportunity for those children who are identified as having a “special educational need” to have full and complete access to the curriculum standards and the opportunity to progress in those standards. Ultimately, every student should then be able to successfully transition from school to adult life.

The Guidance statements are based on the following principles and values:

1. Every student, regardless of the nature or severity of their needs, will receive an appropriately challenging education.
2. Students should have (wherever it is feasible and practicable) the opportunity to be educated in class and, preferably, in content rich general education classrooms. Students can benefit from an environment – including social and extra-curricular activities – appropriately designed to meet their unique needs. It is only fitting then that every student be treated with respect and rightly ensured an equal opportunity to learn.
3. This Policy recognises the value of parental input and parental involvement in their child’s education and strongly advocates for the active participation by any parent across the entire spectrum of their child’s educational career. Schools should not, ideally, provide any individualised service(s) without first realising parent involvement. The knowledge, opinion, and experience of parents are essential to the effective implementation of a programme purposefully designed to meet the individual needs of their child.

Individual needs provision means:

- For a child or student over the age of 3 years, educational provision which is additional to, or otherwise different from, the educational provision made generally for other same age students at the school;

The fundamental principles of the policy are that:

- The needs of all students who may have individual needs must be addressed;
- The needs of most students can be met in the school without an Individual Learning Plan (ILP);
- Gifted and Talented students should have an Advanced Learning Plan (ALP);
- Students with individual needs should be educated alongside their same age peers, unless there are exceptions.
- The knowledge, views and experience of parents is vital. Effective assessment and provision will be secured where there is the greatest possible degree of partnership between parents and the school.

The practices and procedures essential in pursuit of these principles are that:

- All students with individual needs should be identified and assessed as early as possible by their teacher, who will act as quickly as is consistent with thoroughness;
- Provision for all students with individual needs will be made by the school in partnership with the child's parents;

At the heart of the work of ACE of BRUSSELS lies a cycle of planning, teaching and assessing. These general arrangements in the school take account of the wide range of abilities, aptitudes and interests that all students bring to school. The majority of students will learn and progress within these arrangements. Those who have difficulty in doing so may have individual needs.

4. ACCESS

Staff and students with disabilities will have access to the appropriate support to enable them to be fully included in the life of the school. Additionally, gifted and talented students will have access to the appropriate activities and learning opportunities to enable them to make progress and succeed. The views of individual students or staff with disabilities will be taken into account when their requirements are being assessed.

The school will ensure that a program of training is offered to staff to increase their awareness of students with disabilities, learning difficulties or who are talented, to inform them of appropriate action to be taken when delivering the curriculum.

Individual needs will be considered and addressed by all curriculum areas in collaboration with Social Workers, Learning Support Personnel, the Head of Inclusion. An ILP (Individual Learning Plan) or Advanced Learning Plan (ALP) will drawn up on the minimum of an annual basis. The Head of Inclusion will contact the relevant support services to support any able or less able students.

The school recognises that “special considerations” may be required to enable students with disabilities or learning difficulties or who are gifted and talented to exhibit their capabilities and knowledge during public examinations.

As far as is reasonably practicable, the school premises will be accessible and safe for disabled people. Any future building projects will be considered at the planning stage for accessibility and usability by people with disabilities. Evacuation procedures and escape routes for students and staff with disabilities will be carefully planned and published. As far as the resources allow, the needs of disabled students will be taken into account in the design, structure and flexibility of teaching methods and delivery.

Where the curriculum area is organised in such a way that a disabled student cannot fully participate, alternative provision will be made.

5. PROCEDURE FOR REFERRAL FOR LEARNING SUPPORT OR ADDITIONAL EXTERNAL SERVICES

Step one- Teachers who see an area of concern or gift and talent will complete a General Education Concerns form and submit it to the Head of Inclusion..

Step Two- The Head of Inclusion will come to the requested subject or class area and complete an initial observation form of the student. If needed, they will also complete an on-task/off-task observation form. If the problems are behavioral, an Antecedent-Behavior-Consequence (ABC) Chart, a Functional Behavior Assessment (FBA), and Behavior Data will be completed.

Step-Three- The Head of Inclusion will meet with the Principal and Class Teacher to discuss their observations.

Step Four- If further evaluation and assessments are needed outside the school, a meeting with the parents will take place where there is the option to refer the child for assessment by Learning Support Personnel (LSP).

Step Five- An ILP, BIP, or ALP will be created for the student and coordinated by the class teacher in collaboration with the SENCO.

Step Six- A meeting will be conducted with the team, including the parents, to discuss the upcoming goals and procedure. If they agree, the ILP, BIP or ALP will be implemented immediately. It will be reviewed at least once a term.

All SEN documentation includes the option to gain parental permission so that data can be shared with necessary individuals. A log must be kept of any sharing of data and documents after parental permission is received.

6. ROLES AND RESPONSIBILITIES

The Principal and the Head of Inclusion will have overall responsibility for ensuring that this policy statement is implemented and that parents are consulted on the implementation and reviewing of this policy.

The Principal is accountable for ensuring that their school effectively implements the three-tiered model of intervention and that all policies, practices, and procedures for the individual needs programme are put into practice. The Principal works closely with the Head of Inclusion in all aspects of the individual needs program.

The Head of Inclusion will oversee and support subject departments and class teachers with less able students.

The Head of Inclusion is responsible for ensuring that staff and parents are made aware of this policy. The Head of Inclusion may receive specific training to assist in designing appropriate services for individual needs students. The Head of Inclusion will work closely with teachers to implement the three-tiered model. In addition, the Head of Inclusion will lead the school effort to:

1. lead the progress meetings when the conversation is about any student in need of a change to their instructional environment;

2. lead the effort when constructing an ILP, BIP or ALP;
3. monitor the implementation of the intervention.
4. maintain the school's student count information, and communicate regularly with the school's management team relative to any/all individual needs programs issues.

Teachers – shall be fully aware of their school's process and procedures for referring, identifying, assessing, and providing a full range of instructional practices for any individual needs student. Teachers are the primary implementers in Tier 1, working in cooperation with the Head of Inclusion. Likewise, teachers will participate in developing an ILP for students receiving services in either Tier 2 or Tier 3. As students are receiving services from more than one teacher, the Head of Inclusion will determine which teacher(s) will write the ILP, BIP or ALP and actively participate in any progress ILP, BIP or ALP team meetings. Likewise, teachers will collaborate with the Head of Inclusion and any other specialists to develop and implement specific instructional interventions for students receiving services in either Tier 2 or Tier 3.

Learning Support Personnel and Related Services Specialists – may provide students with either direct or indirect services and/or interventions as well as consulting with the Head of Inclusion and other teachers. Learning Support Personnel and related services specialists may include: speech and language specialists, occupational therapists, psychologists or other special needs and related services specialists that are part of the school-wide team of service delivery.

All staff will differentiate learning activities and learning materials for able and less able students, in order for them to be successful in the lessons.

7. THE THREE TIER MODEL OF INTERVENTION

Individual needs students do not learn at the same rate as their peers but may not have an obvious cognitive or sensory impairment. A student has an individual need if he/she:

1. Has a significantly greater difficulty in learning than most of his/her peers; and/or,
2. Has an identified disability which either prevents or hinders the student from making use of educational facilities provided to all students of the same age in the school.
3. Has talents or gifts which demand an individualised or differentiated learning program.

Commonly referred to as “response to intervention” or “RTI”, this three-tiered model of intervention has its foundation in general education (Tier 1) and focuses on evidence-based “regular” classroom instructional practices while acknowledging that students do indeed learn differently. The second tier of interventions involves targeted, short-term practices, while the Tier 3 strives for intensive interventions in the form of specially designed instruction. These practices include provisions for interventions and instruction which are in addition to the educational provisions made generally for all students.

Tier 1

- (1) Identify specific instructional approaches to address the student's problem(s); and

(2) Implement a progress monitoring system.

The progress monitoring system is characterised by the teacher gathering information about the particular student's individual needs and then, after identifying differentiated instructional interventions and strategies, likewise confirms the best data-based format(s) for tracking the student's response to the interventions and strategies.

Tier 2 and the Individual Learning Plan (ILP), Advanced Learning Plan (ALP) or Behaviour Intervention Plan (BIP).

In order to help teachers and parents document a student's learning history, verify the student's present level of performance and plan for a more individualised course of intervention and instruction, an individual learning plan (ILP) or Advanced Learning Plan (ALP) or Behavior Intervention plan (BIP) will be developed. An ILP will be initially developed when a student is determined to be eligible for Tier 2 ("targeted") services. The Special Education Needs Co-ordinator has the primary responsibility for writing the ILP, but may seek guidance and assistance from the class teacher as well as assistance from Learning Support Personnel, related services staff and especially with input from the child's parents.

The ILP, BIP or ALP will be reviewed at least each term in a "progress meeting." The progress meeting shall be chaired by the Head of Inclusion. Any time a student's ILP, BIP or ALP progress meeting is held the parents will always be invited to attend and participate. Progress meetings may also be held more often in order to review, update and/or amend the document as specified by the timelines in the ILP, BIP or ALP goals and objectives.

Tier 3 and recognition of the need for specialist support

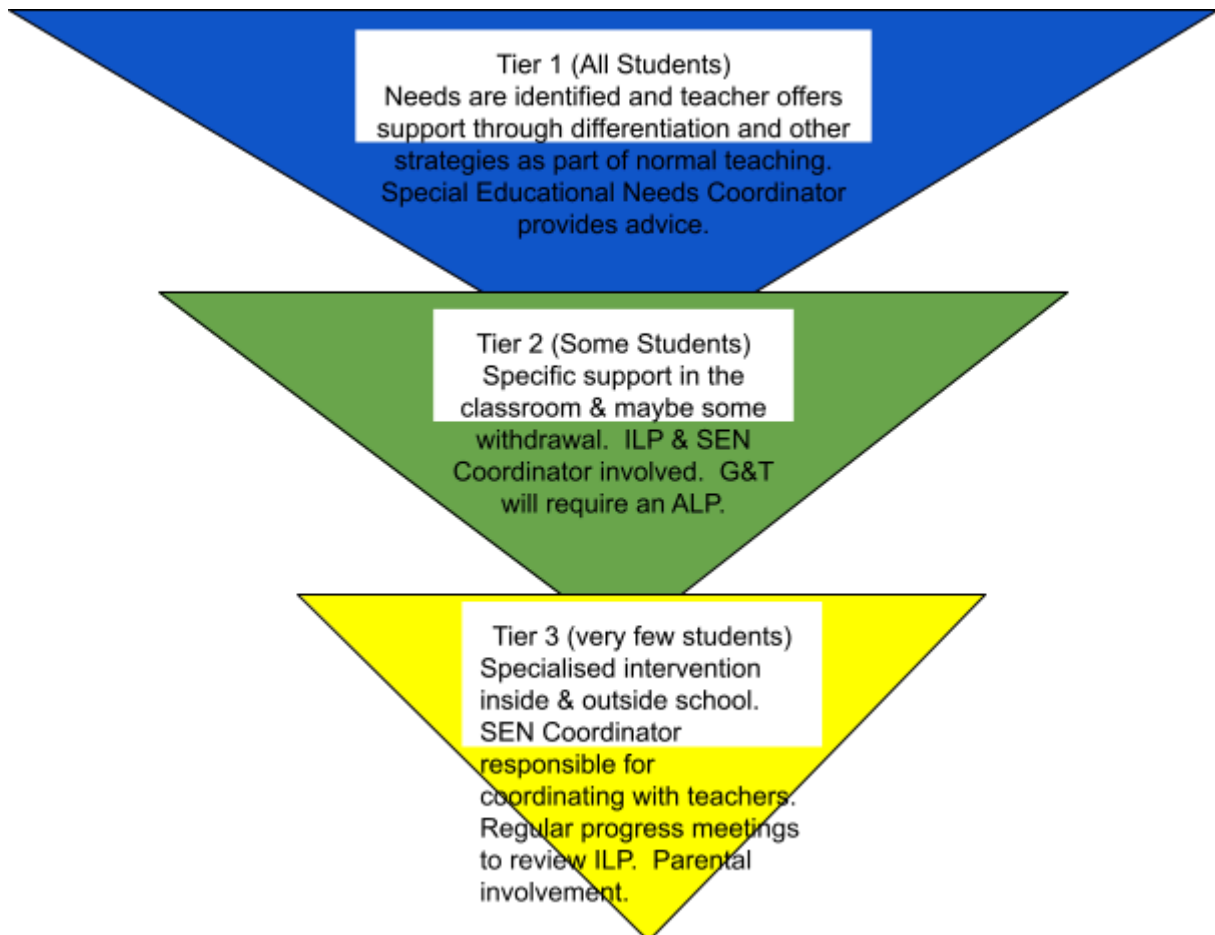
The school calls upon specialist support to help the student make progress and therefore, the trigger for tier 3 is either a decision at a tier 2 review, or where, following discussions about an initial concern between the Head of Inclusion, teachers and parents, the Head of Inclusion and teachers, having consulted with the Principal, considers that early intensive action is immediately necessary.

At this stage the Head of Inclusion plays a leading role, working closely with the student's teachers and sharing responsibilities for the student with any specialist services provider relevant to the child's needs. This may include extensive diagnostic testing and assessment.

There will be a new ILP describing new strategies for supporting the student's progress and the monitoring and review arrangements. The parents should always be invited and encouraged to attend tier 3 reviews. If it is considered necessary the Principal should attend tier 3 reviews.

It is important to remember that some students who join the school from elsewhere could have been receiving services usually associated with tier 3. If so, the information that accompanies the student will need to be taken into consideration.

Tier 3 is typified by students who need extensive support either at the school or by another provider who can meet their specific needs. The outcomes of the tier 3 testing and assessment will inform the outcomes and the action that needs to be taken. These students receive their intensive support from external agencies and have an ILP which is regularly reviewed by all of those involved with the child under the co-ordination of the Head of Inclusion.



Three Tier Model (Response to Intervention)

8. GIFTED AND TALENTED STUDENTS

Some students excel in particular areas, learn faster than others or have high potential but are often underachieving. “Gifted and talented” describes students with an ability to develop to a level significantly ahead of their peer group (or with the potential to develop these abilities).

- Gifted learners are those who have abilities in one or more academic subjects, like mathematics and English;
- Talented learners are those who have practical skills in areas like sport, music, design or creative and performing arts, such as poetry.

All schools will identify and list those students that are perceived to be gifted and talented based on evidence including test results, quality of work and the views of parents and teachers.

Schools have a responsibility to meet the educational needs of all students and, consequently, should develop an individual advanced learning plan (ALP) for each student. For the gifted and talented, this includes providing greater challenges in lessons and opportunities for students to develop potential gifts and talents – both during the school day and as part of after school activities. The ALP should record each child's strengths and weaknesses and outline the targets and individual or differentiated program that is planned with review points.

The Head of Inclusion role is to identify those students who are able, gifted and talented and then to support teachers to differentiate an effective program of challenging and exciting learning. The parents should be involved and informed. Gifted and talented students should have an ALP which sets out challenging targets and which is reviewed to ensure that the students are making appropriate progress.

Appendix A

Individual Learning Plan

Name of Child:

School: ACE of BRUSSELS	Class:	Main Language:	Date of Birth:
Tested by:	Date of Test:	Type of Test:	Class Teacher:
Record of Provision			
Present levels of academic achievement, functional performance and individual needs:			
Strengths:			
Weak Areas:			
Subject Plan:			
Strategies:			
Expected Outcomes:			
Assessment:			
Persons Responsible:			
Signatures of those involved in the development and implementation of ILP:			

Review of ILP
Progress since last meeting:
Actions agreed for next 4 weeks (with whom and when?)



Strategies:

Expected Outcomes:

Assessment:

Date of next review:

Signature of those involved in the review:

SENCO

Teacher(s)

Principal or Deputy

Date:

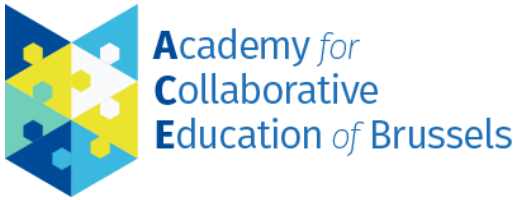
I give my permission for this information to be shared with

Signature of parent..... Date

Appendix B

General Education Teacher Concerns Form

Please fill in the following areas and return to the Head of Inclusion.



Student's name:

Student's Age:

Academic areas of Concern (certain content areas):

Social Behaviors:

Most problem behaviors or concerns occur during:

What other concerns do you have regarding this student?

Other Comments:

During which subject area or time would suggest someone to observe this student?

I give my permission for this information to be shared with

Signature of parent..... Date

Appendix C

Initial Observations Form

Student _____ Date _____

Observed by _____ Position _____



Academy for Collaborative Education of Brussels

Subject/Topic Observed _____

Teacher _____ Number of students _____

Please describe the activity of the class during this observation:

•Type of activity (i.e. direct instruction, class discussion, seatwork, lecture, small group, etc...) and materials:

Please describe this student's academic performance during this observation (note strengths & weaknesses):

Please describe the student's actions/behaviors during this observation:

Successful strategies:

Additional comments:

1 to 1 support suggested? Y/N

Comments:

Hours of intervention a week suggested: _____

On-task/Off-task:

The following boxes may be used to note on-task/off-task behavior. At the conclusion of every 3 minute interval, mark the box Y for on-task, N for off-task. Notes may be added in larger boxes (description of off task behavior, etc...)

3	6	9	12	15	18	21	24	27	30

I give my permission for this information to be shared with

Signature of parent..... Date

Appendix E

PURPOSE: A Functional Behavioral Assessment (FBA) is used to gather information about a student's behavior to determine the need for, and provide the foundation for, a Behavioral Intervention Plan (BIP). An FBA is required to be conducted if the student's violation of a code of conduct (resulting in a change of placement) is determined to be a manifestation of the student's disability.

FUNCTIONAL BEHAVIORAL ASSESSMENT

Name of Student	Date
Disability	Class

Team Members Present at Meeting:

Name/Title

Name/Title

Name/Title

Name/Title

Name/Title

Name/Title

Student's Strengths (include a description of the student's behavioral strengths, such as positive interactions with staff, ignoring the inappropriate behavior of peers, accepts responsibility, etc.):

Description of Behavior (include a description of the frequency, duration, and intensity of the behavior(s)):

Setting(s) (include a description of the setting(s) in which the behaviour occurs, i.e. – physical setting, time of day, persons involved):



Antecedent(s) *(include a description of the relevant events that preceded the behavior):*

Consequences and Educational Impact *(include a description of the result of the behavior (i.e. – removed from class, not able to complete assignments/tests, etc.), and the impact on the student, peers, and the instructional environment):*

Other Potential Variables *(include a description of any other factors/variables that may affect the behavior, such as medication, weather, diet, sleep, substance abuse, attendance, social factors, etc.):*

Prior Interventions *(include a description of the behavioral interventions that have been implemented in the past, including the date(s) of implementation, length of intervention, the impact of the intervention on the student's behavior, etc. Attach data summary, if appropriate):*

Hypothesis of Behavioral Function *(describe the team's hypothesis of the relationship between the behavior and the environment in which it occurs – what function is this*



behavior serving for the student? What is the student trying to get? What is he/she trying to avoid?):

Summary/Recommendations *(Provide recommendations for prevention of the target behavior, replacement skills/behavior(s) to be taught, reinforcements for positive behaviors, etc.):*

I give my permission for this information to be shared with

Signature of parent..... Date

Appendix F

ABC Analysis Data Recording

Student name: _____ **Date:** _____

Behavior of Concern:

Date: Start/Stop time:	Antecedent: Setting, Activity, People, etc.	Behavior: What did the student do? (specific details)	Consequence: What happened after the behavior? (staff and peer response)	Observer Initials

Appendix G

Behavioral Data sheet

Name:

Date:

Date/Time (hourly)	Aggression	Environmental Destruction	Denied Access	Non-Compli ance	Bolting	Other
Total:						