



Introduction

Noblesse International is a co-educational K-12 International School. While the school does not have a dedicated Special Education Needs (SEN) department, the school is committed to admitting SEN learners, and will take all reasonable steps to ensure that SEN learners who are admitted are able to access the school's curriculum and succeed academically.

For the purpose of this document, a SEN student is one who

- Finds it more difficult to learn any given concept than other children of their age or grade level.
- Has a diagnosed or undiagnosed medical condition, disability or cognitive impairment which prevents them learning at the same speed as other students their age or grade level.

NB: A special education need is NOT simply having English as a Second Language. This is covered under the school's language policy.

If there should be a student that English is their Second Language, exhibiting signs or symptoms of a special learning need, tests are administered in their native language to differentiate a language barrier or a genuine special need.

Inclusion Statement

Noblesse International School strives to achieve the inclusion of all children in the education process regardless of individual learning difficulty or other challenge. To this end, we are committed to providing SEN learners with the tools and resources they need to successfully access the curriculum. This involves in-class support with the SEN Coordinator as needed, as well as differentiated instruction on from the classroom teacher in order to facilitate the setting and achievement of realistic and attainable goals for SEN learners.

Noblesse International School believes that all children can learn. In line with this, teachers, with support from the SEN Coordinator searches evidence-based practices to ensure effectiveness with our students with special needs, as well as the whole student body. Here are some, to name a few, from "Peers Supporting an Inclusive School Climate":

- *Collaborative Learning – An instructional strategy used to reinforce skills*

taught by the teacher. This teaching method allows time for practice, review, and opportunities for students to use higher-level thinking skills.

- *Cross-Age Peer Support is another strategy that assists with the learning in the general education setting. This approach typically involves older students, usually high school age, who provide instructional support for elementary or secondary students.*
- *Peer modeling is another support that can be used to help students learn academic, processes and classroom routines. It also provides the classroom teacher opportunities to use peers to assist with instruction, clarifying directions and give social reminders with little or no disruption to the lesson cycle. It is an excellent way for peers to provide appropriate behavioral models of students who need to improve their social skills.*

(Inclusive Schools Network)

The key to our success as an inclusive school is consistent, collaborative communication among all involved. The benefactor of our collaborative efforts is our students.

Our Philosophy about Inclusion

Noblesse International School believes that inclusion is beneficial for ALL our students as we strive to train responsible, confident leaders. The following is an excerpt from “Peers Supporting an Inclusive School Climate.”

Benefits for Students With Disabilities

- *Friendships*
- *Increased social initiations, relationships and networks*
- *Peer role models for academic, social and behavior skills*
- *Increased achievement of IEP goals*
- *Greater access to general curriculum*
- *Enhanced skill acquisition and generalization*
- *Increased inclusion in future environments*
- *Greater opportunities for interactions*
- *Higher expectations*
- *Increased school staff collaboration*
- *Increased parent participation*
- *Families are more integrated into community*

Benefits of Inclusion for Students Without Disabilities

- *Meaningful friendships*
- *Increased appreciation and acceptance of individual differences*
- *Increased understanding and acceptance of diversity*
- *Respect for all people*
- *Prepares all students for adult life in an inclusive society*

- *Opportunities to master activities by practicing and teaching others*
- *Greater academic outcomes*
- *All students needs are better met, greater resources for everyone (Inclusive*

Schools Network)

This Policy in Practice:

- When a SEN child is identified, all relevant stakeholders, including parents, teachers and guardians, will meet.
- Mrs. Alfonso (SEN Coordinator) will observe, interview and assess the child, and provide stakeholders with as much data as possible.
- Mrs. Alfonso and all stakeholders will develop an Individual Academic Plan for the child containing realistic and achievable goals. This will be monitored regularly.
- Parents and caregivers will be given additional information on how they can assist their child at home.
- Unless in exceptional cases, the SEN child will attend all regular classes as scheduled.
- Mrs. Alfonso will monitor the child’s academic plan

SEN Policy Steering Committee:

Mrs. Sabrina Alfonso - Chair & SEN Coordinator
 Mr. Vladimir Sousek - Headmaster
 Mr. James Mckone - Elementary Coordinator
 Mr. Felix - MS/HS Coordinator
 Katrina Musni- MYP Coordinator

“Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils’ progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment.”

‘Inclusion: does it matter where pupils are taught?’ (Ofsted, 2006a)

Works Cited

“Improving Schools, Developing Inclusion.” 2006, doi:10.4324/9780203967157.

Toni Riester-Wood, Ph.D. Inclusive Schools Network. 9, 2015 September. “Peers Supporting an Inclusive School Climate.” *Home*, Sept. 2015, inclusiveschools.org/peers-supporting-an-inclusive-school-climate/.