



SPECIAL EDUCATION NEEDS INCLUSION POLICY 2023-24

PHILOSOPHY

GMIS has an inclusive learning culture that nurtures all students, differentiating instruction to empower them with the range of competencies and characteristics they require to become skillful, active, and fulfilled global citizens. As an inclusive school, GMIS seeks a balance of students with a range of abilities and needs that we can accommodate based on our resources and staff. GMIS advocates for a child-first policy where we guide and render extra support to our students through their academic, behavioral, and other aspects of SMILE (Social, Motor, Intelligence, Language, Emotional) developments.

Though GMIS isn't a special needs school, we believe in inclusivity and have a department called "Green Room" where we offer a range of professional, customized, and individualized educational programs to students that lay a critical foundation for her/him to acquire the requisite skill set for continued success in the mainstream while cultivating a love for lifelong learning with a supportive learning environment for our students with special educational needs both in the admissions process and in the provision of education plus associated services. Also, for students who have been identified at the later stage of enrollment at school, our Principal has the right to refer the student to the in-house Psychologist for an assessment. All charges will be borne by the Parent.

Our Special Educational Needs (SEN) policy's responsibility is to recognize, identify, and provide support academically, behaviourally, and socially (Interpersonal and Intrapersonal) and emotionally to our student/s who require additional needs to reach their fullest potential and be able to continue in the mainstream of our educational program. Our SEN policy caters to students with :

- learning difficulties
- emotional and behavioral difficulties
- medical conditions
- speech difficulties
- visual/aural impairments
- gifted and talented abilities
- Autism, ADHD, Willow syndrome, Dyslexia
- Developmental delays
- Developmental Motor Coordination difficulties and dyspraxia (fine and gross)

Admission to the School

Based on our GMIS admissions process, students with documented special educational needs may be placed in the "Green Room", and be provided with any or all of the following support options:

- Mainstream class with indirect support
- Mainstream class with withdrawal and in-class support
- Mainstream class with withdrawal support

The school Admissions Manager, Principal, and SNT will assist parents in determining the best support strategies for the student, taking into account the student's specific additional learning and support needs, and the parent's input on the matter. The student's profile will then be established on Managebac (school database) and made available to all teachers of that student.

The school will also provide information and may refer parents to other professionals outside of school that may help support the development of the student.



STUDENTS:

All special or additional needs support required for students will participate in our 1-1 or smaller group pull-out sessions which will help with the development, implementation, and evaluation of their personalized program that will effectively support their “needs” holistically through contributing to the setting of the learning targets on their IEP and understand and help to achieve their learning goals. These students will engage in various assessments that have been differentiated to cater to their learning styles and needs.

PARENTS:

Parents should be open-minded and receptive to learning and understanding their child/ren’s unique abilities and how both parent and child/ren will benefit from our inclusive learning program at school and home partnership. Parents will attend regular meetings to discuss their child’s IEP and intervention learning program. It is expected that all parents of new students identified with special needs will agree to cooperate with the school in order to receive additional learning support for their child. If that does not happen the school cannot guarantee that the child will have full and appropriate access to the curriculum. In the worst-case situation, if the parent doesn’t comply, the school has the right to withdraw the student. All charges will be borne by the parent.

PROFESSIONALS:

GMIS has teamed up with a local organization: “Speak and Listen”, to provide specialist occupational therapy (OT), sensory integration, speech therapy, and psychology services for students who need extra support in their speaking and listening, concentration, attention span, fine (writing skills) or gross motor control, sensory challenges, emotional balance, self-esteem etc.

Our areas of support are:

SPEECH THERAPY (ST):

A Speech Therapist supports students who are struggling with speech, language, literacy, or communication through a 1-1 therapy session.

OCCUPATIONAL THERAPY (OT):

Whether handwriting, fine motor, movement balance coordination, or concentration, an Occupational Therapist, works on improving these domains.

PSYCHOLOGIST

Dr. Franchesca is a child psychologist who assesses a range of mental health, developmental and relational problems presenting in students. She will identify the problem, understand the cause and contributing factors and offer help and advice, or devise a therapeutic intervention through a psychological report.

SPECIAL NEEDS TEACHER (SNT)/Learning Support Assistant (LSA)

A SNT/LSA is assigned to teach either individuals, or small groups of students, or shadow a student during lessons to set goals and, or setting goals through the development of an Individualised Education Program (IEP). Also, evaluating the IEP based on student’s achievement and performance periodically and informing parents on student’s improvement and performance evaluation.



HOMEROOM TUTORS (HRT) & SUBJECT SPECIALISTS & ASSISTANT TEACHERS

All our staff is updated and provided with all the confidential information of our students' learning requirements so that our dedicated teaching staff can offer differentiated lessons, alter resources and take account of different learning styles to cater and accommodate to our students' needs. Importantly basic special needs awareness and education in-house training are periodically conducted to handle our students' academic, behavioral, social, and essential needs. They always stay vigilant to identify any specific learning difficulties found in any student and bring their concerns to the respective HRT. The HRT then discusses with the Principal, Team leaders, SNT and Admin Team if the identified new student requires our "Green Room" services.

IDENTIFICATION PROCEDURE

Identification of a student applies to the whole school with a learning need that can occur at any age or stage of development. Special Educational Needs may become apparent as a student progresses through school. When a specialist or HRT suspects that a student may need additional support, the procedure for referral is as follows:

1. HRT is to observe the student in various settings and while working on various tasks. Assessments and work of the students, as well as "average" work for the class to compare need to be collected. The HRT is to document any strategies that have been tried and whether or not they have been successful. The HRT should inform the Principal.
2. The HRT is to send the email paired with accompanying documents to the Principal and a copy to the SNT.
3. The Principal and the SNT will conduct assessments and/or observations.
4. Once assessments and/or observations have been conducted, then the SNT will compile all the information.
5. The Principal will contact the Parents of the respective student for a meeting to share the findings and areas of concern and any teaching interventions or support which may be needed for this student.
6. In this parent meeting, we will also explain the Green Room Program.

Our dedicated team will work directly with students and parents, assessing whether learners need additional support and agreeing on a therapy schedule. At this point, an Individualized Educational Plan (IEP) will be created to balance the educational, social, and emotional needs of the child with the school's expectations. The Parents will be required to attend all monthly meetings to update on the progression of the child's individual development and with her/his peers' interaction and communicative skills. All the above specialist/s learning support services are excluded from the tuition fees. These services include either a part-time/full-time or ad-hoc basis. The learning support fees for 2023-24 are €28,000 per year which is excluding the tuition fees of the respective grade. Lastly, speech and occupational therapy and psychological evaluation are not part of the SEN Programme fees. Please refer to the table for the Green Room SEN Programme payment plan.



Special Educational Need (SEN) Programme Fees Academic Year 2023-2024

SEN Fee payment Schedule (**Yearly Payment**) in Euros

Period	Tier A (75-100% of the week)	Tier B (50-75% of the week)	Tier C (25-50% of the week)	Tier D (Up to 25% of the week)	Due on or before
Annual Fee	28,000	21,000	14,000	7,000	July, 1 st 2023
Total Fee	28,000	21,000	14,000	7,000	

SEN Fee payment Schedule (**Termly Payment**) in Euros

Period	Tier A (75-100% of the week)	Tier B (50-75% of the week)	Tier C (25-50% of the week)	Tier D (Up to 25% of the week)	Due on or before
Term 1	11,200	8,400	5,600	2,800	July, 1 st 2023
Term 2	11,200	8,400	5,600	2,800	Nov, 1 st 2023
Term 3	5,600	4,200	2,800	1,400	Mar, 1 st 2024
Total Fee	28,000	21,000	14,000	7,000	

***SEN program fees are not included in tuition or other costs.**

***Learning support programme does not include psychological evaluation, speech therapy, and OT therapy.**

The four tiers of support available are based on the amount of time (percentage of an average week) where the student requires a higher level of learning support. Levels of support are decided by the Gifted Minds International School for the duration of a full academic term at a time.