

INTERNATIONAL DIVISION

Special Educational Needs Learning Diversity Policy



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The School Mission

Shanghai Jincai International Division seek to provide an excellent education for students, who will be educated to be responsible, caring citizens, thinkers with discretion and life-long learners with global vision.

The IB Mission

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people with their differences, can also be right.

IB Learner Profile

Learner Profile Attributes	
Inquirer	You are curious and ask important questions to inquire into the world around you. You research on your own and love learning inside and outside the classroom.
Knowledgeable	Through your exploration of local and global issues you build your knowledge and understanding across all subjects
Thinker	You think both critically and creatively to help solve problems and make responsible decisions.
Communicator	You are able to understand and express your self confidently in more than one language. You work well and enthusiastically with other people.
Principled	You demonstrate honesty, a sense of fairness and respect towards those around you. You take responsibility for your own actions.
Open-minded	You take pride in who you are. You are respectful of others' opinions, traditions and values. You consider more than one point of view when making decisions.
Caring	You are considerate towards the needs of others. You want to make a positive difference to others and to the environment.
Risk-taker	You are confident and show courage in new situations. You are keen to try new things. You defend your own beliefs strongly.
Balanced	You recognize the importance of caring for yourself, and balancing your physical, emotional and intellectual self {all parts of you!}
Reflective	You think carefully about how you learn. You can set yourself goals for learning and know what you are good at.

Purpose of this document

This policy is to serve the community of Shanghai Jin Cai High School (JCID) to integrate the whole school curriculum that ensure we can provide a quality education appropriate for each students with diverse learning background and try our best to cater for their needs along a continuum that encompasses cognitive, social, emotional and physical development.


What We Believe

In JCID, there are approximately 450 international students from Grade 1 to 12, who are coming from more than 30 countries. Each student has a unique different learning background. That's why we believe that the Inclusion/Special Educational Need (SEN)/Learning Diversity (LD) Policy is an essential component of the whole school curriculum, and provide as a supplement to general education provision. The JCID SEN/LD Policy serves not only the gifted/talented and the slow learner, but also any students who ask for diverse learning needs as well. The policy emphasizes both inclusion and differentiation of teaching and learning approaches that enable the community to maintain the momentum to transform teaching and learning habits, develop classroom relationships and expectations, and address suitable patterns of assessment that reflect the shift in thinking.

The Objectives of the SEN/LD Policy in JCID

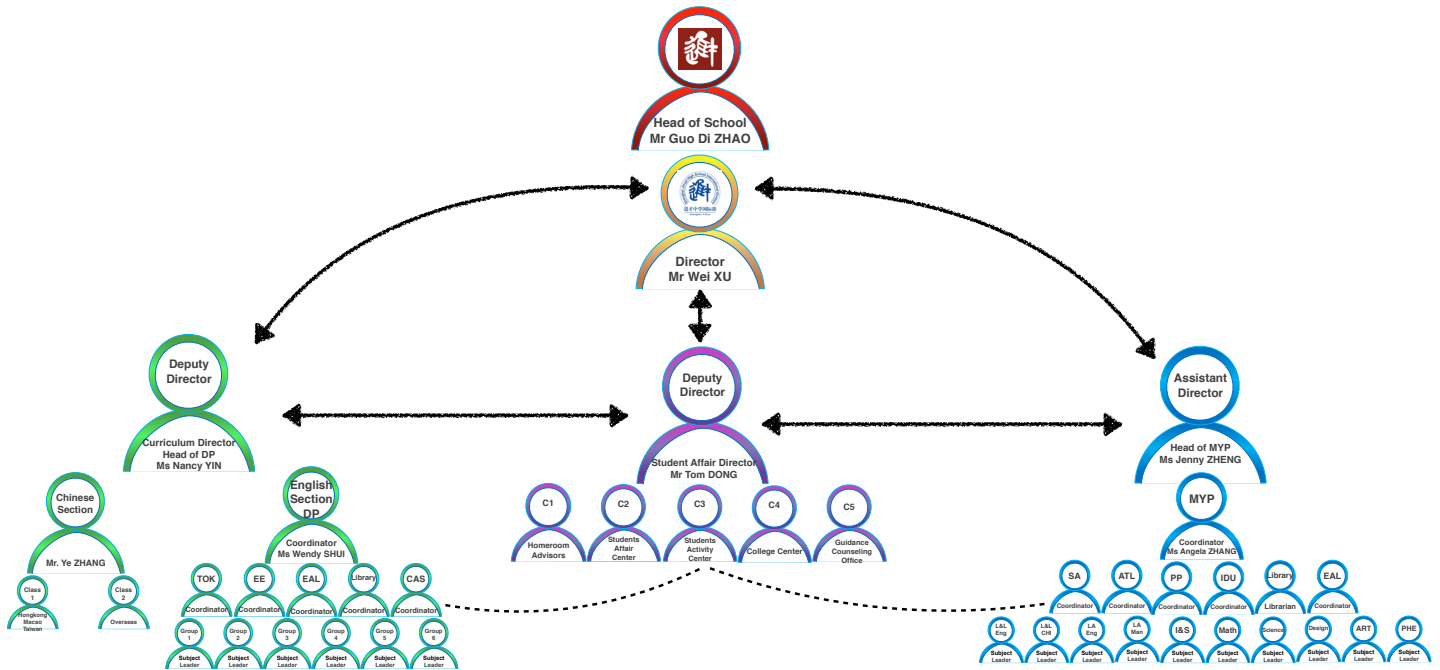
The SEN/LD Policy at JCID begins with leadership from the Head of School, Elementary and Middle/High Directors, IB Coordinators and the Guidance Counselor, all of whom must actively support the achievement of the following objectives:

- To ensure that students with SEN/LD have maximum access to the whole curriculum according to their potential
- To encourage a shared responsibility in the school, by all professional staff to support the SEN/LD policy at all levels of education
- To allow the Guidance Counselor access to school decision making processes through Elementary, Middle, High meetings
- To encourage and ensure that professional staff provide equality of opportunity for students with special educational needs
- To ensure the SEN/LD policy works towards goals related to the core beliefs of the school
- To encourage staff to continue to assume responsibility for the learning of all students in their class and to ensure the importance of maintaining high expectations for all students
- To ensure that support is related to the needs of the student in order to accomplish the outcomes of the curriculum
- To encourage and support Staff to differentiate, ensuring access of the curriculum to all students
- To encourage co-operative planning and teaching by all staff in support of the SEN/LD Policy

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- To provide an inclusive climate of warmth and support in which student's self-confidence and self-esteem can grow and in which all students feel valued and are able to risk making mistakes without fear
 - To develop partnerships with outside professional agencies and/or skilled individuals to identify, assess and assist in providing support for students with LD

The Head of School, Elementary and Middle/High directors have responsibility for overall management of the policy for Special Educational Needs and for keeping the governing body fully informed.

The School Organization Chart in JCID



The SEN/LD Committee in JCID

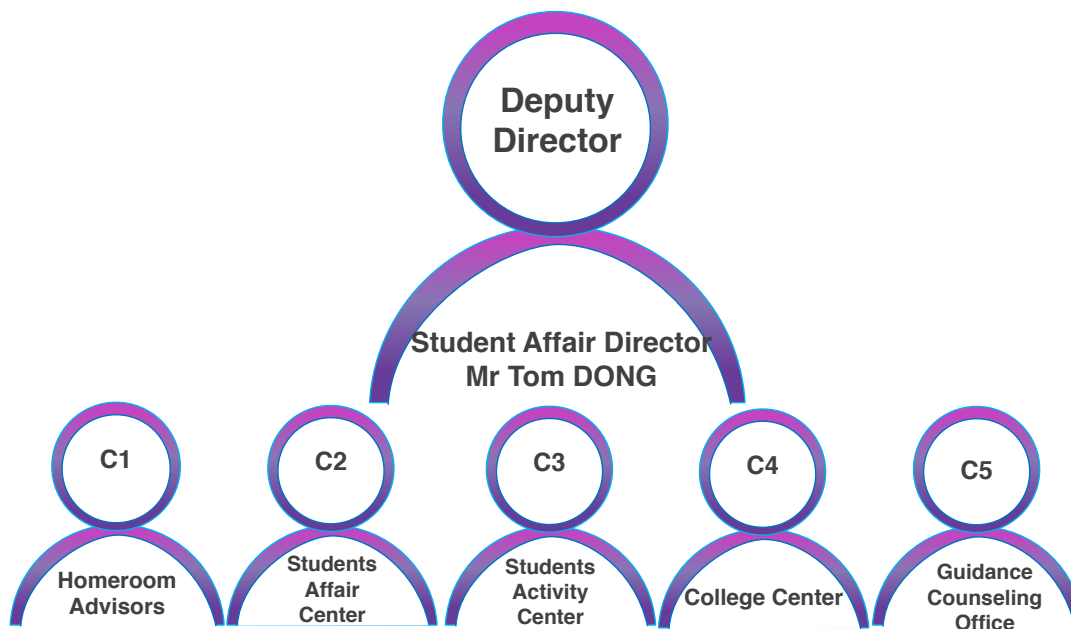
The SEN/LD Committee devote to establish, review and supervise the implementation of the JCID SEN/LD Policy. The SEN/LD Committee will have a meeting once a month in order to promptly engage teachers in sharing best practices and meeting students special needs. The members of SEN/LD committee are:

The director of JCID	Mr. Wei XU
The deputy director of JCID	Mr. Shu Jia DONG
The deputy director of JCID	Ms. Nancy YIN
The assistant director	Ms. Jenny ZHENG
The leader of Language Acquisition Mandarin	
The MYP Coordinator	Ms. Angela ZHANG
The DP Coordinator	Ms. Wendy SHUI
The Leader of Language Acquisition English	Ms. Joanna MORGAN
The EAL Learder	Ms. Joanna MORGAN
The Psychology Advisor	Ms. Monica QIAN
The Guidance Counselor	Mr. Dion THOMPSON

The SEN/LD Counselors in JCID

In order to meet the standard of counselor mention on the page 33 of From Principle into Practice, the school sets Students Affair Department to guide and counsel students through the MYP and further towards DP. The Students Affair Department is guided by the head of Student Affair, Mr Dong.

The head of student affair is in charge of all the students' and counseling matters in the school. The following counseling sections serves all the students with different aspects.



C1 Homeroom support

The homeroom advisors serve as a link between school, families and the curricular and non-curricular aspects of the programme, and are effective in maintaining a holistic balance towards addressing student needs. They are responsible to:

- ➡ regulate students behavior and academic issue
- ➡ support students affair center to give students information on time.
- ➡ integrate lessons on concepts and global contexts into homeroom
- ➡ support MYPC and DPC to facilitate student choices in years 4 and 5 of the MYP in light of their choices for further studies, whether they are moving on to the DP certificate program, or other further education.
- ➡ be knowledgeable about options for further education after the MYP, and the requirements for entry, in order to guide students appropriately.
- ➡ awareness of students' academic and/or emotional needs, and how they might interplay with the challenges of the MYP projects
- ➡ place students of concern with carefully chosen supervisors.
- ➡ support the project supervisors for better understanding the students' needs and challenges, and hoot address them throughout the completion of the projects.
- ➡ support guidance counselor to meet students special needs

C2 Student Affair Center

The student Affair Center is receptionist office, located on the first floor. They are responsible to:

- ➡ enroll IB MYP and DP students according to the admission policy
- ➡ afford students school official certification, reports, transcripts, student ID card, etc.
- ➡ support enrolled students with visa issue
- ➡ support enrolled students with daily issue, such as uniform, school bus, lost&found,etc.
- ➡ support homeroom advisor to manage issue of students' leaving school.
- ➡ serve for the students who left the school



C3 Students Activity Center

The Students Activity Center aims to organize variety of students activities to enrich the MYP curriculum, such as:

- ➡ Culture trip
- ➡ Field trip
- ➡ Christmas party
- ➡ Culture week
- ➡ International food faire
- ➡ Halloween party
- ➡ Top 10 singer concert
- ➡ Sports meeting
- ➡ JCID Jaguar
- ➡ Personal Project Expo
- ➡ SA Expo
- ➡ CAS/SA activity supporter

C4 College Center

The college center is located next to the library. They are responsible to facilitate homeroom/ advisory sessions on career studies in the way that they relate to university choices and prerequisites, through course selection for further study.

C5 Guidance Counselor Office

The guidance counselor implement schemes that address the affective and physiological responses to students stress and how to manage the students' special demands and expectations.

The guidance is responsible to crate a helpful portfolio for each students, to help both the school and the students better understand his/her strengths, and areas in which the student can receive more tailored attention. This process is mandatory to better serve both student and facility in ensuring that the student receives the best academic assistance possible.

Definition of SEN/LD Students in JCID

JCID's admissions policy sets out the criteria for admitting students to the school. We may not be able to meet all learning diversity.

JCID may not be able to accommodate all students, (due to lack of human and material resources); these may include ASD, severe visual or hearing impairment, Down's syndrome or other moderate to severe neurological dysfunctions.

The Admissions department will consult with the Middle/High Directors before accepting students with known special educational needs into the academic programs offered by the school.

Parents must divulge all relevant information regarding their child's learning diversity and medical history (including a complete medical report of the child) to allow the school team to make an informed and realistic decision about the appropriateness of the child's placement at JCID. Each individual with special educational needs will be reviewed on an individual basis at the time of application.

The review will look at the resources the child will require in terms of human resources, financial, material and space resources as well as the parental commitment to supporting their child's educational program at home and school.

The school leadership will consult with the Guidance Counselor and Diploma Program Coordinator before accepting a student with special educational needs as a candidate for the IB Diploma program. A decision will be made whether suitable arrangements for both teaching and assessment can be made to accommodate the student. If a student with special educational needs is accepted into the IB program, careful consideration must be given to the candidate's choice of subjects.

Once the decision to admit a student to the school has been taken, it is our duty to provide all possible support within the limits set by the resources at the school's disposal.

Addressing SEN/LD in JCID

Learning Difficulties can arise at any time as a result of new curriculum demands, changed rates of learning, absence from school, settling into a new educational environment or a specific learning or language difficulty. There also is a need to challenge talented students and stimulate a higher level of achievement in a particular area, or across subject areas.

When such special educational needs are suspected, the teacher should inform the guidance counselor and/or appropriate director for assistance in meeting those needs. The guidance counselor, in cooperation with the appropriate director and student's subject teacher(s), will identify learning difficulties of individual students (including the highly able) by the following methods.

- ➡ Liaison with parents
- ➡ Liaison with teachers
- ➡ Reviewing previous education history
- ➡ Documented observations in the classroom
- ➡ Referral requests/requirement to parents for formal assessments by educational psychologists to identify special education needs, if necessary
- ➡ Utilizing (where and when appropriate) expert advice from an educational psychologist or other outside agency

As soon as evidence has been collected, the guidance counselor or appropriate director will call and chair a meeting. Attendees may include:

- ➡ Subject teacher(s), including EAL where appropriate
- ➡ Directors / Deputy Director who is in charge of Students Affairs
- ➡ Parents
- ➡ And in some cases, the student (especially older students) may be invited

During this meeting, the team will review and draft a copy of a plan to better meet the needs of the student. This plan will possibly specify the student's learning objectives, the way they will be achieved, the staff that will be responsible and the time frame for evaluation and review. All of which are subject to our staffing, material and physical limitations.

In situations where JCID's resources are insufficient in accommodating the student's special educational needs, a recommendation of transfer to a different educational institution may be the most appropriate course of action.

A record of the plan will be placed in the student's cumulative file in the main academic office.

The Enrichment Program for the Gifted and Talented Students

The school offer several enrichment programs for the gifted and talented learners. They are

- Community Based Action programs
- Scholars Cup – Currently supervised by Mr. Caesar
- Drama Club – currently supervised by Ms. Morgan
- School Sports Team– Currently supervised by Mr. Washington
- Physics Bowl- currently supervised by Mr. Dong
- Chemistry Competition - currently supervised by Mr. Dong
- Math Competition-
- Junior Achievers – based on a business model, students understudy in a business. They learn to sell a product. (international program)

Here are the procedures for enrolling an enrichment program. Students can volunteer to join, or a teacher/School counselor can recommend it.

STEP 1: Forms

Go to the reception desk and require your G.P.A from Ms. Iris. You must have a G.P.A of 2.70. If the course require a medical examination by the school healthcare provider, collect additional form. See Application from labelled Enrichment Program Form (EPF2). This form can be collected from the healthcare department.

STEP 2: Apply

Collect Enrichment Program Form (EPF1) form. All students completing this form must have already completed the Student Help Profile Assessment. (Personality test, Learning Style test and Previous School Assessment form) Request from your homeroom teacher an application form.

STEP 3: Assessment

Submit application form to either your homeroom teacher or the program supervisors. The enrichment program supervisor will conduct an interview to assess your readiness for the program.

STEP 4: Result

You will be informed of the starting date of the program, once space has been granted. Some enrichment programs can only accommodate a fixed about of students.

The Guidance Program for the Distressed Students

School life brings on many significant and challenging changes for students. The level of the emotional and social support systems which they once enjoyed can become disrupted by the new challenges of a new school year. Students can become overwhelmed by the demands placed on them, both academically and socially. When students are unable to manage these responsibilities, they can experience psychological stress that disrupts their education.

As school is a learning environment, any serious disruption becomes a major concern. To ensure that the student is functioning within the required mental frame of mind, the school will need an external assessment of the student's coping skills. The school will provide an evaluation form to be completed by a psychiatrist. This evaluation of the student's functioning is mandatory to return to school. Before the appointment, the student may attend classes provided that the student does not pose any immediate threat to other students' mental, physical or social wellbeing, or him/herself. Additionally, the parent/guardian provides evidence of a scheduled appointment. The student is scheduled to talk to the school counselor at the counselor's discretion until the date of the appointment.

How does the school make the assessment that an independent evaluation is needed?

STEP1: When a teacher/member of staff notices that a student is having difficulty focusing, or unable to manage his emotions, or express ideas outside of the student's normal behavior while on the school compound.

STEP2: The teacher/member of staff takes the student to visit the one of the school counselors.


STEP3: On completion of the counselor's interview, the counselor recommends to the (Vice Principal/ or MYP/DP Coordinator) that the student would benefit from an additional out of school counseling agency.

STEP4: Either the Vice Principal/MYP/DP Coordinator will contact the parent/guardian of the student and request a next day meeting.

STEP5: Parents would be asked to remain sensitive towards his or her child, and if possible not alert the child to the meeting. Parents should be informed that any alert to the child may cause further distress to the child.

STEP6: At School, the meeting should include, the teacher/member of staff, either the Vice Principal/ MYP/DP coordinator) and the school counselor.

STEP7: The Vice Principal should explain the school's concerns. The teacher/member of staff explain his or her observations.



STEP8: To maintain confidentiality, the teacher/member of staff will leave the room for the period of the consultation as the School counselor explains his findings. The student should not be present during this time.

STEP9: (a) The parents/guardians is told of the policy, which states a mandatory evaluation by an independent mental health consultant. The parents/guardian has the option of choosing a mental health consultant of their choice who is a registered psychiatrist. A return to school form will be given to be filled out by the physician.

(b) During the interim of the appointment, the student may attend classes provided that the student does not pose any immediate threat to other students mental, physical or social wellbeing, or him/herself.

(c) Evidence is provided to the Vice Principal/ MYP/DP Coordinator of the appointment.

(d) The student speaks with the school counselor daily until the date of the appointment.

STEP10: The student should be brought in and only told that the school feels he is under stress, and the school wishes that he/ she get some help from another mental health consultant as the school. Once the out of school mental health consultant says the student is ok to return to school, he /she can return to the classroom.

STEP 11: Upon receiving the return to school form, the student may return to class. The school counselor will periodically contact the consultant every year if the student remains in the consultant care. If the student remain in the consultant care the school counselor will contact the consult at any time there appears be a resurgent of significant distress.

Program of Study

As each child is a unique individual with differing needs, the program of study for each child will be unique to the child. Programs of study may also include recommendations given by educational psychologists in formal assessments. They will attempt to incorporate the child's learning style and multi-sensory methods. In keeping with the Middle Years Program (MYP) and Diploma Program (DP), the teacher will, whenever possible, use materials related to the programs of inquiry as a vehicle to explicitly teach the skills with which the student requires support. There may also be an element of counseling involved in a program of study for a particular child. The teacher can encourage the development of the student's characteristics and attitudes towards learning that is encouraged through the MYP/DP programs through informal counseling.

The IB Diploma Program allows for a number of dispensations for IB DP Examinations based on medical and/or educational psychological evidence. Application for such allowances must be made through the IB Diploma Program Coordinator following the processes laid out by the IBO.

SEN Policy Review & Reference

Review

This policy will be reviewed annually by the JCID SEN Policy Committee.

Reference

IB Document: From Principle into Practice

IB Document: The Special Educational Need within the IB Program

JCID Document: The students handbook