

Special Education Needs Policy/ Access Arrangements in Assessments

NPS International School is committed to providing equal opportunities to all of its students and to supporting all of their specific learning needs. At NPS International students are provided with the academic, social and emotional support that is required for them to achieve their full potential *[as indicated in the Academic Support and Counselling Policy and Procedure document, annexure 1 and 2]*. To ensure that all students have equal opportunities during assessments, the IB DP Coordinator works with the Learning Support Coordinator in the following areas

- Collect information and evidence about the nature of the learning difficulty
- Establish the nature of support and access arrangements required
- Ensure that medical, psychological and educational evidence is made available for submission to IBO
- Acquire anecdotal evidence from concerned teachers
- Submit Access Arrangement Request on IBIS to ensure that concerned candidates have fair examination conditions

Further the school also ensures that

- Candidates with special education needs have fair and equal opportunities in the classroom
- Meetings/consultations are held with concerned subject teachers to monitor progress
- Parent/Guardian is kept informed about the candidate's progress
- If a candidate needs access arrangements that do not require authorization the school makes arrangements for the same
- An individual learning plan is created where required
- Internal submission deadlines are relaxed where required provided there is sufficient reason/evidence to support a request

Annexure 1

PASTORAL COUNSELLING POLICY (*Edutrust Criterion 4.5.2*)

At NPS International School we share a responsibility for the care, welfare, safety and therefore the learning environment of all our students. The values and beliefs of the school are based on a child centric approach.

Aim:

Through our pastoral care policy we aim

- To create and maintain an atmosphere where students feel they are safe, valued, respected and happy
- To maintain high standards of teaching and learning
- To respond in a sensitive way to the concerns, fears and worries of our students
- To build an atmosphere of trust
- To make children aware of general safety in all activities
- To create a link between students, parents, teachers and global universities for senior students

Guidelines:

Academic Counseling:

- All teachers shall include appropriate learning activities that result in maximum learning and help in meeting learning objectives for the child.
- Whenever a student has suspected learning difficulties, the teacher shall inform the
- Learning Support Coordinator for appropriate action and modify learning methods as outlined in the learning support policy and procedures.
- The Learning Support Coordinator, after discussion with the Principal shall take the parents into confidence in the implementation of academic support.
- Individual sessions focusing on learning support will be provided to the child after
- discussion with parents and signing of the learning support contract.
- Where necessary, external assessment and support shall be recommended by the Learning Support Coordinator.
- A separate room is allocated for Learning Support so that student files can be kept safely and a safe environment can be provided catering to the individual learning needs of the child.
- If the child needs emotional support through counseling sessions, the case will be referred to the School Counsellor after discussion with the Principal.
- The work of the Learning Support Coordinator is subject to annual review, as are all the policies and procedures connected to Academic Support.

Behavioural, Social and Emotional Counseling:

- Teachers shall use the positive reinforcement strategy to motivate and encourage students. Positive reinforcement strategies shall include verbal or written commendations as well as public recognition, awards, etc.
- Buddies shall be assigned to new students who join the school, until they settle down.
- Students will be taught to accept responsibility for their behaviour at School and on the school bus and understand consequences of breaches of school rules.
- Students shall be taught the importance of personal and environmental safety in classes and assemblies.
- Home room teachers will try and resolve the issues raised by the child following the pastoral care guidelines. Teachers are advised to report to the Counsellor if they feel a student may be under emotional stress or disturbance.
- If the child needs additional support, the case should be referred to the School Counsellor after discussion with the School Coordinator and Principal.
- Students shall be encouraged to approach the School's Counsellor when under any form of emotional stress or disturbance.
- The school has a partnership with an external agency, Wings Counselling, to provide additional support to students with emotional concerns who require regular interventions. The Counsellor from Wings Counselling will be in school two days a week for 2 hours each day and will keep the School Counsellor informed about the cases he/she is working on.
- For behavioural concerns, students are put on a behavioural contract focusing on shaping specific behaviour with the use of positive reinforcement strategies. Parents and teachers monitor the behavioural contract regularly with supervision from the Principal, Vice-Principal, School Coordinator and if required, the School Counsellor.
- All conversations with the Counsellor shall be treated in confidence. In all cases, the welfare of the student shall be paramount. In exceptional cases, confidential information will be shared with the Principals or Head of School.
- A separate room is allocated for Counselling so that student files can be kept safely and a safe environment is created for the child.
- The work of the School Counsellor subject to annual review, as are all the policies and procedures connected to Counselling.

University and Career Counselling:

- The School shall have a University Counsellor who will advise the Senior School students and their parents on University admissions and choice of subjects.
- The Counsellor shall hold Orientation Sessions for the students and their parents detailing the admissions processes to Universities in different countries.

- The Counsellor shall also inform the students of Open Houses conducted by overseas Universities in Singapore. The Counsellor shall also invite the Singapore Universities to brief the students on the admissions process.
- The Counsellor shall be responsible to facilitate the entire University admissions process, which will include all documentation/references/grades, etc.
- The school shall organize an annual Career Orientation Interaction, with experts from various professions for students and parents to gain understanding of career options and their prospects

ANNEXURE 2:

PASTORAL COUNSELLING PROCEDURES (*Edutrust Criterion 4.5.2*)

AT NPS International School, Pastoral Counselling consists of learning support (focussing on the academic needs of children), psychological counselling (focussing on emotional, social & behavioural support) and university and college counselling (focussing on creating a link between students, parents, teachers and global universities for senior school students). The value and beliefs of the school are based on a child-centric approach.

LEARNING SUPPORT PROCEDURE

Objective: The Learning Support department aims to provide students with the academic support they require to reach their full potential

Academic Support

Academic support services aim to:

- Collaborate with teachers, parents and clinicians to ensure that students are provided with appropriate accommodations and adaptations for achieving their maximum potential.
- Aide teachers in understanding the specific learning needs of students and provide classroom strategies for meeting those needs based on observations, external assessments and parent meetings.
- Learning support to be provided individually or in small groups to students who have been identified based on clear criteria.

The Selection Process

1. Identification:

- Referral form from staff or parents
- For secondary school students: Less than 50% in more than 3 subjects in two consecutive school assessments
- For primary school students: Less than 50% in English and/or Mathematics in two consecutive assessments.

2. Observations:

- Classroom observations will be conducted by the learning support co-ordinator.
- If there are underlying behavioural and/or emotional concerns observed, the school counsellor will also conduct observations

3. Meeting with Teachers:

- Meetings with Home Room teacher and relevant subject teachers will be conducted and feedback on student's performance obtained. Students' performance in assessments and their portfolios will be reviewed.
- Teachers will be provided with strategies to work more effectively with the child in the classroom.

4. First Meeting with Principal:

- Learning Support will provide detailed referral form to the respective Principal to discuss proposed action.

5. First Meeting with Parents:

- Parents will be called in for a meeting with the learning support staff and Principal or Co-ordinator to discuss the child's performance, if proposed.
- If WRAT needs to be conducted, parental consent will be obtained.
- In case further assessment is required, parents will be provided with a list of assessment centres to contact.

6. Evaluation:

- Once a student has been identified either through a referral or due to under performance, a standardized assessment (WRAT 4) will be conducted to screen for any underlying learning difficulties.
- Before conducting the assessment and pulling the child out from class, the learning support staff will inform the school coordinator and HRT

7. Second Meeting with Principal:

- WRAT results will be reviewed and the next steps regarding provision of learning support will be discussed.

8. Additional Meeting with Parents:

- In case, the student qualifies for learning support in school, parents will sign the learning support contract before sessions begin.
- For children who were referred for an external assessment: once the report has been provided to the school, the learning support co-ordinator will have a follow-up meeting with the parents to discuss the report.

Academic Support

Primary School: Academic support is provided in class, as a pull-out from subject periods or during library/PE/Music periods at least once a week, either individually or in a small group.

Secondary School: For students diagnosed with learning difficulties, the learning support coordinator will liaise with the teachers and the Examinations Officer to provide accommodations. The Learning Support Co-coordinator will also prepare supporting documentation for candidates appearing for Board Level Examinations.

Individual Education Plan (IEP) & Review: IEPs are developed based on gaps identified by the WRAT 4 and weak areas highlighted by teachers. IEPs are reviewed and updated every term after meetings with the respective Principal.

Confidentiality

- Individual student files with relevant documents will be maintained and stored in a locked cupboard in the learning support room.
- Information pertaining to students coming for learning support will be confidential and discussed only with Head of School, Principals, Co-ordinators and teachers concerned.

PSYCHOLOGICAL COUNSELLING PROCEDURE

Objective: The objective of psychological counselling at NPSI is to provide students with the social and emotional support they require to reach their full potential and support all students in their social and emotional well-being.

Counselling services are provided in school to help students through a process of talking, listening and empowerment. The objective is to:

- Provide students with a safe place to express their feelings and thoughts about what they perceive to be an issue in their life.
- Help students to understand themselves and their situation better.
- Give them new ways of coping with issues that cause them to be upset, therefore increasing their capacity for learning.
- Counselling services complement the existing pastoral care systems operating at
- NPSI and should not be considered as a substitute.

Counselling Procedure

Referrals for counselling can be made by parents, teachers or the Principal. Students studying above Grade 8 can come to the counsellor directly.

In addition to the School Counsellor, the School has an agreement with Wings Counselling Centre, Singapore regarding Counselling Services for students. A representative of Wings Counselling will be in the school for 2 days a week, 2 hours per day and can meet with any students referred for counselling. The School Counsellor makes the referral to Wings Counselling, after obtaining approval from the Principal.

Student Referrals

The Counsellor has an open-door policy so that any student in distress may approach the counsellor for support. Teaching staff may refer students in crisis for immediate care. In such cases, parental consent may not be sought prior to counselling. Early Years, Primary and Secondary Students from Grades 6-10 requiring subsequent sessions will need parental consent to continue. The counsellor may approach the parent to discuss the matter.

Senior students (Aged 16 and above) may self-refer. The counsellor will encourage students to inform at least one of their parents about the counselling process from the outset. It is the school's preference that the parents of the student are informed about the counselling sessions and this will be highlighted to the student. Students will need to sign a consent form before beginning counselling sessions.

Parent Referrals

When parents/guardians have concerns regarding their child, they are strongly encouraged to make initial contact with the class teacher, or academic coordinator. If deemed appropriate, staff may refer the parent to the school counsellor. In some cases, parents may wish to contact the school counsellor directly. When a parent wishes to refer a child for counselling, the matter may be discussed with the child first to gain his/her consent prior to the first appointment. The Principal and Head of School are informed that the child has been referred for counselling by the parents after which a meeting is set up with the parents, counsellor and if required, the Principal. The parents need to sign a consent form before counselling sessions begin with the child.

Staff Referrals

Members of School staff who wish to consider a referral must try to discuss the issue of concern with the student involved in the first instance. This approach values the student and respects their right to be informed and involved in decisions concerning themselves. When teachers or academic coordinators feel that a student would benefit from counselling, they can speak to the School Counsellor and fill up a referral form.

Procedure for Counselling – Principal/ Teacher Referrals

1. Referral is made to the School Counsellor by a parent, teacher or Principal with details in the referral form.
2. Observations, if required are conducted.

3. The case is discussed with the Principal and then further steps are decided.
4. If regular counselling sessions are required, the case is referred to Wings Counselling.
5. There is a meeting with the representative from Wings Counselling, parents of the child and School Counsellor.
6. Once parental consent is obtained, counselling sessions commence and the case is handed over to Wings Counselling.

Procedure for Counselling – Parent Referrals

1. Referral is made to the School Counsellor by a parent.
2. The case is discussed with the Principal and then further steps are decided.
3. If regular counselling sessions are required, the case is referred to Wings Counselling.
4. There is a meeting with the representative from Wings Counselling, parents of the child and the School Counsellor.
5. Once parental consent is obtained, counselling sessions commence and the case is handed over to Wings Counselling.

Procedure for Counselling – Student Referrals

1. Referral is made to the School Counsellor by a student.
2. If the student is below Grade 8, their main concerns are noted and they are informed about parental consent being a requirement for counselling sessions. The case is discussed with the Principal. If the case is referred to Wings Counselling, the counsellor from Wings obtains consent from parents and begins sessions with the student in the school or in their centre.
3. If students are above Grade 8, their main concerns are noted and they are encouraged to inform their parents about needing counselling sessions in school. Students sign the consent form and begin counselling sessions. Counselling sessions which require regular weekly interventions are referred to Wings Counselling.

Right to Confidentiality

- All information discussed during counselling sessions is confidential.
- All students coming for counselling will be informed about their rights to confidentiality during their first counselling session
- Notes of sessions and work done will be recorded in the student's individual file and kept locked in the NPSI counselling room for a period of 3 years

Confidentiality will be maintained in all circumstances with the following exceptions:

- The student is at risk of causing harm to himself/herself.
- The student is at risk of causing harm to others.
- The counsellor may be ordered by the court to disclose information.

UNIVERSITY AND CAREER COUNSELLING PROCEDURE

Objective

- To create a link between students, parents, teachers and global universities
- To enable good university admissions/destinations for our students

Guidelines:

1. College Counselling

The college counsellor shall:

- Get to know students well through multiple meetings
- Help them to write their resumes
- Counsel students on what to study, where to study and how to apply for a place to study at university.
- Document the content of those meetings and following up on outcomes.
- Help to advise grade 9 and 10 students with their curricular choices in conjunction with academic staff.
- Help to arrange internships.
- Guide students regarding standardised tests requirements and make them aware of the latest developments at universities.

2. Training

The college counsellor shall:

- Help students to conduct research on their university choices.
- Help students to complete university applications to the best of their ability.
- Provide training to students in writing skills and interview skills.
- Correct drafts of college essays; providing positive feedback to students.
- Coach teaching staff on methods of writing effective letters of recommendation.

3. Administration

The college counsellor shall:

- Gather from students, teachers, parents and the school's information management system all required documents for the application process, including grades/predicted grades transcripts, letters of recommendation, certificates of achievement, financial records etc.
- Upload these documents on to the relevant online applications portals.
- Complete the counsellor's section of the students' applications, including writing a letter of recommendation for each student.
- Dispatch and track receipt of applications.
- Maintain a log of applications and their outcomes.
- Maintain the confidentiality of all student data and documents in accordance with the Data Protection Act (Singapore) and school policies.

4. Outreach

The college counsellor shall:

- Liaise with a comprehensive list of university contacts worldwide.
- Invite university representatives to visit our campus and conduct presentations here.
- Organise and guide field trips for our students to universities and education fairs.
- Conduct seminars for students and parents on college/career choices and the applications process.
- Create handouts and worksheets for these seminars.
- Maintain notice-board of college-related information for students.
- Communicate with parents and teachers via the intranet portals and emails regarding deadlines and events.
- Raise the profile of the school in university circles and maintain a wide range of contacts with universities around the world.