

Berlin Cosmopolitan School

Access and Inclusion Policy

BCS Vision

"Nurturing lifelong learners for a more respectful, enlightened and compassionate world."

BCS Mission

"The BCS mission is to foster international-minded, academically successful, and balanced lifelong learners. We achieve this through inquiry-based learning, innovative teaching, and community involvement; inspiring positive change in our diverse and dynamic world."

Overview

We acknowledge that the students at the Berlin Cosmopolitan School have a range of learning styles and learning needs. Some of our students however, require more specialised teaching and learning due to a range of recognised difficulties or particular strengths. This incorporates a range of intellectual and physical disabilities such as hearing and vision impairment, special learning challenges, speech, language and communication needs, behavioural issues and students identified as gifted and talented or exceptionally able. We create inclusive learning environments in which students can develop their intellectual and academic potential. The differentiated curriculum caters for a wide range of learning styles, readiness and ability levels within mainstream classes. Our diverse curriculum maximises engagement through multiple entry points for learning, and we also ensure our students have access to specialised learning and support which increases learning opportunities for all students.¹

BCS works in collaboration with a range of professional support services which the school accesses for diagnostic and professional advice. These include Speech, Behaviour, Psychology, Disability Support, Hearing and Vision. This involves a referral, observation and conclusion about how best to support the students and is managed by the Head of School. This process is in close collaboration with Support services, teachers and families.

¹ Berlin Cosmopolitan School (BCS) is duly recognized by the State of Berlin under § 100 of the School Act (§ 100 des Schulgesetzes fuer Land Berlin) of January 26, 2004 (GVBl. P.26), and amended June 11, 2020 (GVBl. P.26). As such, BCS is recognized to guarantee to meet and/or surpass performance required of state public schools for the care and education of its student body. The structures and processes set within this policy therefore elaborate how BCS hopes to accomplish programme access and inclusion for students in need of additional learning support and thereby meet State expectations.

Identification

Where a pupil is not making progress as expected in class, or if a child is identified as having special learning needs upon admission, the class teacher will refer them to the learning support staff and the applicable referral guidelines will be followed. All BCS referral procedures (either for Special Educational Needs SEN, English Language Development ELD or German Language Development GLD) uses a collaborative approach involving all teachers. Careful Screening and a range of assessments in an educational context will take place to establish the extent of the learner's difficulties, the extent to which they disadvantage the learner and to advise how the learners' special needs might be met. This is discussed together with all relevant teachers, the student and the parents / guardians and together, a Student Support Plan (SSP) is written. SSP's are revisited and reviewed regularly.

Inclusion

Wherever possible we encourage students with special learning needs to join in the classroom activities. At BCS we include students during classroom activities through differentiation. We differentiate through;

- Differentiation of the curriculum
- Parallel teaching
- ILS teaching
- Specialised teaching; English Language Development (ELD), German Language Development (GLD) and / or Special Educational Needs (SEN) teacher.

Differentiation of the curriculum

Differentiation is a targeted process that involves forward collaborative planning and reflecting to incorporate different learning needs and styles, as well as teaching and learning that differentiates instruction. It involves assessment strategies that are fair and flexible, provide an appropriate level of challenge and engage students in learning in meaningful ways.

Parallel teaching

Class teachers are scheduled for 4 hours per week to support their parallel grade class. Specifically, to help support certain students to access the curriculum.

ILS teaching (Individual Learning Support)

Extracurricular Educators are scheduled for 1 – 3 hours per week to support certain students within a classroom setting.

Specialised teaching

Specialised teachers such as ELD, GLD and SEN teachers will support certain students depending on the student's established needs. Specialised support will take place within the classroom setting wherever possible. When student needs cannot be met in an inclusive setting, class teachers will specially plan for small group pull out groups or 1:1 groups with the relevant teacher (either the parallel class teacher, afternoon educator, ELD teacher, GLD teacher or SEN teacher). Some children benefit from extra classes in ELD and GLD for Literacy support. (See language policy).

Referral Process in Primary Year Programme

The referral process for learning diversities can be initiated by the class teacher, parent or administration. Class teacher and administration will complete the online referral form. (Enter link) Parents who feel that their child should be assessed for special educational needs should contact the class teacher who will complete the referral for on their behalf.

Once the referral form has been completed the SEN and/or the Head of Primary will review the referral form for consideration. If there is sufficient evidence of need the SEN teacher will start assemble the Student Success Team (SST). This includes the class teacher, specialist teachers, SEN teacher, extracurricular teacher, parents and Head of Primary (as needed). Should it be determined that there is no clear need the SEN teacher and/or Head of Primary will contact the individual making the referral to communicate the findings.

The SST meeting is designed to review the needs of the learner and discuss the necessary assessments and/or observations to build a clear understanding of the student's learning diversities and decide on the next steps. Following the SST meeting the SEN teacher will initiate the assessments as agreed to in the SST meeting. A follow up meeting is to be scheduled at the end of the SST meeting to review the findings and develop the support plan.

Minutes of all SST meetings are to be kept in original with the SEN teacher in the supplementary student file as well as the results of any assessments and observations and the final support plan (if needed).

Assessment of Needs

Depending on the nature of the referral the SEN teacher will initiate the appropriate assessments, consultations and observations as needed. Current assessments may include:

- Classroom Anecdotal Observations
- Measure of Academic Progress tests review
- Dyslexia Portfolio
- Gillian Autism Rating Scale
- Kaufmann Test of Educational Achievements
- Conners-3 (ADHD)

- BASC (Behaviour)

Student Support Plan

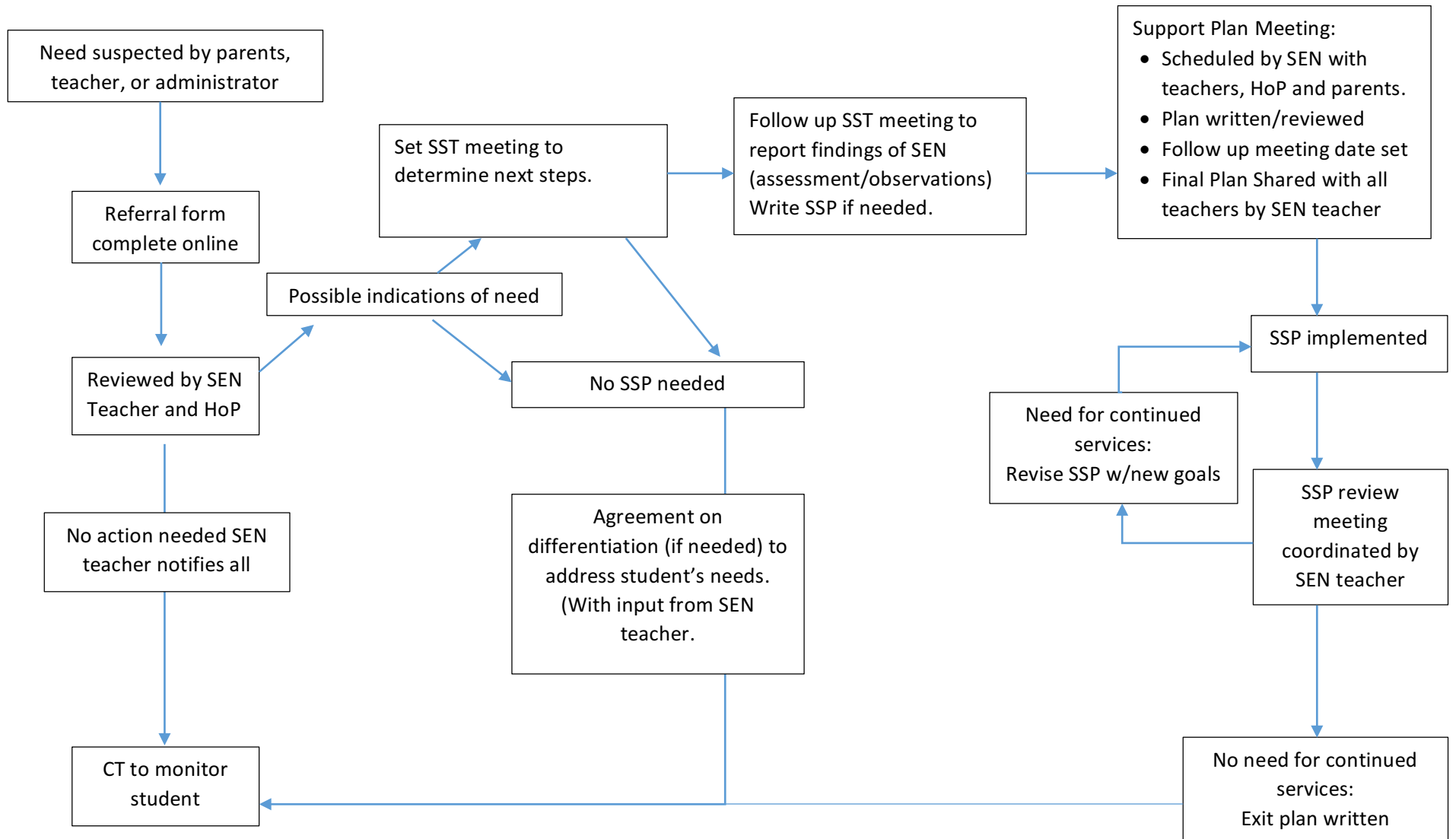
The student support plan is intended to:

- Communicate the learning diversities of a student to all
- Identify measurable aims for student's academic or behavioural success.
- Monitor progress over time.
- Inform Secondary program and teachers of students needs after 5th grade.
- Track accommodations and modifications used for student's success

SEN referral Flow Chart

See appendix A below

Primary SEN Workflow



**This process should also be follow for students who are considered exceptional or gifted and need differentiated instruction at a higher level.*

Key:
 SSP, Student Support Plan; HoP, Head of Primary; SEN, Special Educational Needs; CT, Class teacher; SST, Student Support Team.

Johnson/Pye, revised January 2018
 son/Pola-Rivera, updated December 2021