UCSI International School Springhill

Inclusive Education Policy

Developed by : UCSI Leadership group and School counsellor and whole school collaboration in developing the 2018-2019 Policy:

Updated 2023 – Faculty Inclusive Education policy working group

Executive committee:

Counsellor: Paramesvari Ramasamy
DP Coordinator: John Harvey
MYP Coordinator: Amira Dzulkafli
PYP Coordinator: Not in place
Principal: Nigel Gardner

Our Mission

The mission of UCSI Schools is to provide a holistic education that prepares learners for the future by equipping them with the skills, knowledge, and values needed to become responsible global citizens in a 21st century world.

Our Values

UCSI Schools aim to develop global citizens and inspire future leaders by providing a world-class, 21st century education.

Inclusivity and UCSI International School Springhill Values

Through our missions, as a school we are charged with creating an educational experience that "provide(s) a holistic education that prepares learners for the future". Through this our aim is to enable all our students to become "responsible global citizens".

As a truly holistic school, celebrates the diversity within our whole community and recognizes each member of that community as an individual with unique attributes. This is achieved in a supportive educational setting as part of an involved wider triangle of School, Student and Family.

Throughout the IB Continuum of Education, The PYP, MYP and DP, UCSI International School Springhill promotes the guiding principles within the IB Learner Profile as the foundation that allows each student to succeed in multiple ways.

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Principled   Inquirer   Communicator   Open-Minded   Risk-Taker
Balanced   Reflective   Thinker   Knowledgeable   Caring

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Inclusive Education in an International Baccalaureate Continuum School

IB 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 Mission, 2023).

The International Baccalaureate embraces inclusive practices where all teachers and specialists of a school share the development of learning of all students. Difference and diversity are central in IB Continuum Schools where all students enrolled in IB Programmes should receive meaningful and equitable access to the curriculum. Enhancing the motivation to learn from multiple perspectives, through collaborative teaching approaches, can lead to positive outcomes for all students. These

outcomes include improved academic and social skills, increased self-esteem, and more positive relationships with others in the community.

The IB defines Inclusive education as:

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers [1]

And is centered on the following understanding of what an IB education is at the center of international education in the IB are students aged 3 to 19 with their own learning styles, strengths, and challenges. Students of all ages come to school with combinations of unique and shared patterns of values, knowledge, and experience of the world and their place in it.

As such UCSI International School Springhill believes that inclusive education is a process that meets the needs of the student body as individuals within their own unique experience.

This includes but is not limited to:

- Students with a learning access requirement, including academically gifted as well as those experiencing academic difficulty
- Students with talents beyond the classroom
- Students with English as an Additional Language
- Students from varying socio-economic settings
- Students with diverse personal or cultural backgrounds or religious affiliations
- Students with a combination of equity and diversity needs.
- Gender equity

Inclusive education at UCSI International School Springhill is aimed at supporting the individual student to reach a variety of potentials within the educational setting of each of the IB Programmes.

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[1] "LearningdiversityandInclusioninIBProgrammes"InternationalBaccalaureate2016:Updated2020,p2. https://resources.ibo.org/data/learning-diversity-and-inclusion-in-ib-programmes_a910d098-5e8d-4a40-b072-83b4a4c009b7/learni
ng-diversity-and-inclusion-in-ib-programmes-en_b4a5229b-45db-4129-a2ab-fc7066b9d86f.pdf

The IB Standards & Practices

The IB Programme Standards and Practices (2020) documents the practices required by schools to support learning diversity. They include:

Student support 2: The school identifies and provides appropriate learning support. (0202-02)

Student support 3: The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03)

Student support 4: The school provides guidance and support that help students succeed in its IB programme(s) and plan for the next stage of their educational and/or career-related experiences. (0202-04)

Culture 1: The school secures access to an IB education for the broadest possible range of students. (0301-01)

Culture 2: The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)

Approaches to teaching 5: Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)

Approaches to assessment 3: The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03)

IB Principles of Inclusive Education

The IB supports the following principles of an inclusive education where:

1. Education for all is considered a human right

2. Education is enhanced by the creation of affirmative, responsive environments that promote a sense of belonging, safety, self-worth and overall development and growth for every student

3. Every teacher is responsible for the education of all students

4. Learning is considered from a strength-based perspective

5. Learning diversity is valued as a rich resource for building inclusive communities

6. All learners belong and experience equal opportunities to participate and engage in quality learning

7. Full potential is unlocked through connecting with, and building on previous knowledge

8. Assessment provides all learners with opportunities to demonstrate their learning, which is rewarded and celebrated

9. Multilingualism is recognised as a fact, a right and a resource

10. All students in the school community fully participate in an IB education and are empowered to exercise their rights and accept their responsibilities as global citizens

11. All students in the school community have a voice and are listened to so that their input and insights are taken into account

12. All students in the school community develop the IB Learner Profile attributes and develop into inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect

13. Diversity is understood to include all members of a community

14. All students experience learning as a key component of success.

This is articulated by the whole school community through:

- Recognition and value of diversity as central to developing international mindedness
- Recognition that differentiating the learning experience for each student is essential to achieving learning goals for students.
- Acknowledgment of the importance of school, student, family, and community as a collaboration that leads to student success.

UCSI International School Springhill, believes very strongly that the underlying principles of inclusion within the ethos of the IB integrate strongly with these principles:

"Inclusion is an organizational paradigm that involves change. It is a continual process of increasing learning and participation for all students. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum, and assessment. It is an educational approach to which all schools should aspire."

"Inclusion is facilitated in a culture of collaboration, mutual respect, support, and problem-solving involving the whole school community."[2]

While UCSI International School Springhill , strongly believes in the IB position that *"Learner variability upholds that categorizing students according to diagnostic labels (ADHD, dyslexia, and so on) does not provide sound indicators of a student's potential or appropriate teaching strategies."[3]*

It may be useful to understand how a range of considerations for learning exist. The IB has published a useful document that while primarily intended for teachers provides useful advice in highlighting and explaining a range of barriers and some possible strategies that can be used to overcome these barriers.

As the IB points out
"Please note these are suggestions only and are intended to assist you in considering all barriers to learning. It is not an exhaustive list and does not constitute professional or diagnostic advice."

Barriers included but are not restricted to:
- Attention deficit disorder/attention deficit hyperactivity disorder (ADD/ADHD)
- Autism
- Dyscalculia
- Dyslexia
- Dyspraxia—developmental coordination difficulties (DCD), motor learning difficulties
- Gifted and talented or exceptionally able
- Hearing impairment/deafness
- Medical conditions/chronic illness
- Mental health issues
- Physical disabilities
- Speech, language and communication needs (SLCN)
- Visual impairment

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[2] "Learning diversity and Inclusion in IB Programmes" International Baccalaureate 2016: Updated 2020, p2. https://resources.ibo.org/data/learning-diversity-and-inclusion-in-ib-programmes_a910d098-5e8d-4a40-b072-83b4a4c009b7/learni ng-diversity-and-inclusion-in-ib-programmes-en_b4a5229b-45db-4129-a2ab-fc7066b9d86f.pdf

[3] "Learning diversity and Inclusion in IB Programmes" International Baccalaureate 2016: Updated 2020, p3. https://resources.ibo.org/data/learning-diversity-and-inclusion-in-ib-programmes_a910d098-5e8d-4a40-b072-83b4a4c009b7/learni ng-diversity-and-inclusion-in-ib-programmes-en_b4a5229b-45db-4129-a2ab-fc7066b9d86f.pdf

Goals of the Policy

The main goals of this policy are:

• To create a welcoming environment for each student

• To ensure that the learning support requirements of students are identified early, assessed, and provided for

• To clarify expectations of families, teachers, administration, and students

• To identify staff roles and responsibilities

• To enable all students to have full access to all elements of the school curriculum and assessment policy.

Teachers, staff and administration acknowledge that:

• Students have different educational and learning needs, abilities, profile and aspirations;

• Differentiation and scaffolding promote effective learning

• Students gain knowledge and skills at different rates through different means

• Students are all capable and unique

• Students are lifelong learners

• The school is welcoming to all students.

Identification, Assessment and Support

The services consist of providing in-class support and/or differentiated instruction to develop the skills and knowledge of individual learners.

UCSI International School Springhill supports the premise that schools should be organised in such a way that student diversity of all kinds can be included as a resource, seeing individual differences

not as problems to be fixed, but as opportunities for enriched learning. Diversity is a positive resource with regard to what it means to be internationally minded and inter-culturally aware.

UCSI International School believes that collaborative planning by all teachers who are part of a student's education at all points along the learning continuum is essential in supporting students with difficulties to provide a holistic view of the development and status of every child in various learning areas.

UCSI International School believes that the school and parents must work collaboratively to ensure that students with learning support requirements are able to progress.

Identification:
Stage 1: School counsellors and teachers' observation based on student's behaviour; developmental milestones; social and emotional connect with school community; language needs and academic progress.
Stage 2: The school counsellor will then identify the root concern that is hindering the overall learning and development process on a period of 4 - 6 weeks in various setups and gives in a detailed report to the management about the student's learning needs.

Assessment - The identified student's parents will be informed and encouraged to get an essential psychometric test to be done by a licensed psychologist (outside of school) who would then give recommendations to the learning community on how to incorporate inclusion for the student.
With the consensus understanding of the parent and the school leadership management the student will either be accommodated in the school else external support from the specialist will be given to the student.

Requirement - The requirement would be in assessing the student's academic progress which is done via Individual Education Plan (I.E.P.) which is developed by the school counsellor in collaboration with the teachers and school management.

In case of the English Supported Students (English as a second language) these students will be accommodated based on the IBO *Access and inclusion policy* (Nov, 2018), Page 31 - 33. Access to inclusion in summative and formative assessment in MYP

In the case of students within the Immersive English Language Programme (IELP) students assessment and support in subjects is based on their English Language progress. Please refer to both the School Language Policy and Assessment Policy for further clarification.

Confidentiality

UCSI International School treats all information about a candidate as confidential. Any communication regarding a student's learning support status will be retained within their file, access to which is restricted to Senior Management, PYP coordinator, MYP coordinator, Senior Team Leader and School Counselor.

Data retained by the school on any student will be kept confidential. Only through consultation with the parent/guardian will information and/or advice be communicated to the teachers and staff directly responsible for the education of the student.

Phased Response

UCSI International School will adopt a phased response to meeting diverse learning needs that requires the initial use of classroom and school resources before referring the student to a specialist or to encourage parents to have their child assessed/examined by healthcare professionals.

Early concerns

Student progress will be constantly monitored by teachers. Concerns raised by teachers and/or parents will be addressed initially through differentiation within the classroom.

In a differentiated classroom, teachers:

•   Differentiate content. Content differentiation varies what is taught and how it is taught

•   Differentiate process. It involves providing students with varied opportunities to process or make sense of the content

•   Differentiate product. It involves allowing students to show, in varied ways, what they know, understand and are able to do.

Gifted and Talented

At UCSI International School, we have agreed that the term 'Gifted and Talented' include a student's high ability in one or more of the following areas:

- General intellectual ability or talent
- Specific academic aptitude
- Visual arts and performing arts

- Sports
- Mechanical ingenuity
- Creative thinking

A student could be identified as gifted and talented based on existing school data and track records, teacher identification, self-nomination, parents, or from external sources (i.e. official IQ result). When a student is identified as being gifted and talented, teachers are to differentiate their instruction to meet the needs of the student. At UCSI International School, gifted and talented students are mainstreamed in the general education using differentiation for deeper rigor and challenge. The school will collaborate with parents actively in sourcing for platforms and avenues for these students to unleash their talent(s) and continue to hone their skill(s) in their recognised outstanding ability. In addition, students take part in local/national/international activities and events, which encourage advanced learning and challenging undertakings.

School action

Additional school action will be triggered if a concern is registered regarding a student, backed by evidence, who despite differentiated classroom strategies:

• Make little or no progress

• Shows signs of difficulty in developing Approaches to Learning (ATL) skills, which result in poor performance in some curriculum areas

• Presents emotional or behavioral difficulties, which are not mediated by the behavior management techniques employed by the school

• Has diagnosed learning differences or impairment.

In some cases, outside professional support from health care services may already be involved with the student. The programme coordinator or the school counselor will contact them. If authorised by the parents or legal guardians, support for the student will be discussed and action taken.

In some cases, students already have an Individual Educational Plan (IEP). The programme coordinator or the counselor will communicate with the parent or legal guardians' authorisation, the recommendation of the IEP to the teachers and staff.

In the case where a counsellor or inclusion specialist is not present in the school, the array of possible interventions is limited to:

- Learning support classes

- Academic tutoring

- Supervised homework session

- Provision of a teacher-advisor who is responsible for student pastoral care

Individual Educational Plan (IEP)

If the school receives an I.E.P from public or private health agencies, through consultation with parents/guardians, the school can grant additional external support in cooperation with teachers. These agencies can provide advice on appropriate support for the student.

In case of school developing an I.E.P based on the IB guidelines, the school counsellor will be able to develop an I.E.P based on the recommendations from the professionals in the field like registered Psychology assessment centres, clinical psychologist or medical health professionals. In such cases, the school will provide a list for consultation for assessments and stakeholders are expected to choose one among them.

Inclusive Assessment Arrangements

Ongoing assessment will be differentiated according to the teachers. For major examinations, IB external and internal assessment, the IBO authorises the school, under certain conditions, to proceed to "assessment access requirements" regarding examinations. In any case, a professional assessment by a healthcare professional(s), not older than two years old, must be provided to the school and to the IB organisation. No special arrangement will be done without these documents and only the IB is authorised to allow "assessment access requirements". When granted, these arrangements may include:

- Modification to exam papers

- Extension to deadlines

- Assistance with practical work

- Additional time

- Rest periods

- Information and communication technology

- Scribe and transcription

- Readers.

Responsibilities

Responsibilities of the School

•   Provide training and instruction to teachers and staff to support individual learning requirements and differentiation.

• Raise teacher and staff awareness of the individual needs of students with learning support requirements.

•   Provide appropriate resources for the implementation of the policy.

Responsibilities of the Programme Coordinators/ Senior Team Leaders/Homeroom Teachers

•   Work collaboratively with faculty to support students with learning support requirements

• Elaborate with the teachers' Individual Educational Plan for students with learning support requirements or students who are struggling

Inclusive Access Arrangements (IAA) in MYP

For the MYP students, inform the IB — as soon as possible but no later than the end of the year 4 of the student(s) concerned—of any case where a diagnosed learning support requirement makes assessment of some of the course objectives impossible.

•   Maintain records

• At enrollment, advise parents of the rigorous programme requirements to ensure appropriate placement. Communicate key documents such as **Candidate with Special Assessment Needs.**

Inclusive Assessment Arrangements in DP

UCSI International School Springhill follows the guidelines of the International Baccalaureate with regard assess entitlement and arrangements for all formal assessments. Regulations around access are provided to parents and students during the process of identifying need.

Where a student with access in one programme within the continuum moves to the IB Diploma Programme, continued dialogue between school, parent and student ensures that all information is pertinent to the individual.

Where a student is identified as requiring Inclusive Assessment Arrangements (IAA), The Principal, Diploma Programme Coordinator, and Counsellor work with the individual student and parents to understand the need, provision, and implementation of the IAA. The programme coordinator also works with faculty as a whole to ensure that access arrangements are applied during the taught curriculum and are therefore part of the process of Formative and Summative assessment.

(Refer to the UCSI International School Springhill, Assessment Policy for further guidance)

Once identified as part of a student's Individual Assessment Plan (IAP), the coordinator working with faculty ensures the possibility for the student to practice use of any suggested access arrangements throughout the programme. This prior use of arrangements helps guide the coordinator in developing the specific request for each individual student within the specific requirements of the programme. A student's IAP may form part of or be separate from any Personal Support Plan (PSP), based on the needs of each individual student.

Supporting documentation both within the school and from outside consultation as well as official access allowance documentation is recorded and held both by the school registrar and programme coordinator.

Where a student is identified as requiring access arrangements prior to entering a programme, the programme coordinator will work with a parent, student, and faculty to develop initial support strategies prior to entry to the programme.

Applying for Inclusive Assessment Arrangements

"The purpose of inclusive access arrangements is to remove or reduce, as far as possible, any disadvantage that may occur due to the student's learning support requirements. Under no circumstances should it give the student an advantage."

Not all-inclusive assessment arrangements require a request to the IB to implement.

Examples of access arrangements that do not require prior authorization are:

- Rest breaks

- Use of a separate room

- Clarification of examination directions

- Color naming (for students with color blindness)

Implementation of arrangements not requiring authorization is at the discretion of the Diploma Programme Coordinator and arranged through consultation with student support, the student, and parents.

Where access arrangements require prior authorization by the IB, a request for an inclusive assessment arrangement must be submitted by the Diploma Programme Coordinator on behalf of the student directly to the IB. Applications must be submitted by 15th of November preceding the May session in which the examinations take place.

Required documentation

All applications for inclusive assessment arrange two forms of supporting documentation.

- A psychological/psycho-educational/medical report or evidence from a language test for additional language learners.

- Educational evidence from the school.

Examples of access arrangement that require prior authorization are:

- Access to additional time

- Access to modification in presentation

- Sign language interpreters

- Scribe

All requests for inclusive assessment arrangements are developed from the current requirements of each student's need and must reflect their normal way of working.

Responsibilities of the Teachers

• To comply with all school policies.

• The teacher teaches in a manner that respects the dignity and rights of all persons without prejudice as to race, religious beliefs, colour, sex, sexual orientation, physical characteristics, disabilities, age, ancestry or place of origin.

• The teachers are responsible for diagnosing educational needs, prescribing and implementing instructional programs and evaluating progress of students.

•   To report any concerns and to follow the advice given through IEP's.

•   Homeroom Teachers will spend at least 10-minutes each day with the class to maintain pastoral care. When the need arises, individual appointments can be scheduled to meet with student personally to provide support for in-school learning.

Responsibilities of the Parents

Parents of children with learning support requirements are treated as partners. They should be supported so as to be able to:

•   Recognise and fulfill their responsibilities as parents and play an active role in their child's education;

•   Have knowledge of their child's entitlement within the Policy

•   Have access to information, advice, and support.

To make communication effective with the school, parents should:

•   Communicate to the school all documents regarding their child's learning support requirements

•   Communicate with the school any changes regarding those requirements.

Responsibilities of Students

Student's views are always valuable. In order to participate in decision making, students can work toward (with adult encouragement):

•   Expressing their feelings and their needs;

•   Participating in discussions;

•   Indicating choices.

Responsibilities of the School Counsellor

- Conduct class observations.

- Counsel – carrying out individual and/or group counselling when the need arises or when a student if referred.

- Conduct programmes and workshops to inform the school stakeholders on inclusive education.

- Conduct talks for students (e.g. self awareness, body image and/or other suitable topics).

- Maintain confidentiality and storage of documentation regarding counselling sessions and class observations.

- Collaborate with the Programme Coordinators and school principal to curb student issues.

Guiding Principle for In-School Counselling

In alignment with UCSI International School Springhill's Inclusion Policy, we aim to support the emotional and spiritual needs of the students here. We acknowledge that extraneous stressors may be difficult to cope with and hence we strive to equip the students with more than just coping skills but enhancing a nurturing social and emotional environment. This counselling service aims to facilitate the personal and social development which will then affect educational development of the students. For the counselling service to be fully functional, the partnership of the administration and academic team, parents and students are welcomed.

The guiding principle behind the counselling service is the PERKAMA Code of Ethics (2008); therefore the counselling service provided will be properly monitored and supervised to ensure that the needs and rights of the students are of priority. It is important that the School Counsellor operates within the school in collaboration with the school process and culture – promoting a nurturing social and emotional environment for students, academic and administrative staff.

 The goal of the provision of the counselling service is for the holistic development of each and every individual learner;

1. Emotional and Spiritual Development.

2. Personal and Social Development.

Types of Counselling

The counselling process is an interactive process between the School Counsellor and student whether individual or group, with approaches tailored to the emotional, spiritual, personal, social and educational concerns involved. Counselling is a service that is available for all students at UCSI International School – whatever the concern may be, within the limits of the abilities of the School Counsellor but not limited to;

1. Academic concerns – scholastic underachievement, poor school management skills, transitional concerns.

2. Social concerns – bullying, racism.

3. Emotional concerns – developing mental resilience.

4. Spiritual concerns – coming to grips with existential concerns.

UCSI International School also recognises the occasional need to include other parties in consultations – advice, information or counselling, while striving to always recognize the primacy of the students' integrity and necessity for appropriate confidentiality (American Psychological Association, 2010). These sessions are encouraged to be done after school hours to avoid time constraints which may hinder the counselling process. However, each session will run for no more than an hour. A follow-up session will be made if needed. The types of counselling are as follows;

Individual Counselling – two-way communication process that aims to explore the concerns raised and to encourage preferential self-discovery of strategies that can be implemented by the individual.

Group Counselling – any session that includes more than one student aiming to either mediate a conflict or to encourage strategies that are acceptable to all parties regarding concerns raised.

Intervention Based Counselling – any session that includes a student and an individual from the administrative team or academic team aiming to increase understanding between either parties regarding an issue and agree on acceptable approaches that can be implemented available for the parties involved.

Ethical Concerns

Confidentiality

The content of counselling sessions are confidential and are strictly between the School Counsellor and the individual(s) present at the session unless the student has revealed damaging information pertaining to safety and welfare to which, the necessary steps will be taken by the school counsellor and administrative team in notifying the obligatory authorities.

However, for an efficient counselling process to occur, the School Counsellor practices confidentiality through the concepts of *in loco parentis*, need-to-know rule and qualified privilege (Ethical Standards for School Counsellors, 2010). The legal doctrine of *in loco parentis* maintains that academic staff assume custody of students while in school therefore, the School Counsellor may reveal information to educators who are in the position to benefit from need-to-know information while exercising reasonable care to protect the students' rights to confidentiality. Qualified privilege protects the staff at UCSI International School from revealing unfavourable information about students; in fulfilling the obligation to educate and care for the students.

Standards of Conduct

The School Counsellor is aware that he / she has an obligation to operate in policy and practice in an ethical manner. The main concern of the School Counsellor is first and foremost the welfare of the students and hence, ethically bound to act in the best interest of the students. Furthermore, the seeking of new developments to be implemented in the personal, social, emotional, spiritual and educational fields in view of improving the counselling service provided as a whole is part of the ethical concerns of the School Counsellor.

Documentation

Access to Documentation

It is the responsibility of the School Counsellor to maintain records of formal counselling sessions done. These written reports by the School Counsellor are not accessible unless;

1. The child presents a serious danger to themselves and/or others.
2. The child discloses about being abused (physically or sexually) and/or neglected.
3. The child reports being abused (physically or sexually) and/or neglecting an elderly person or another minor.
4. There is a legal implication for records to be released.

This is to ensure accountability while maintaining confidentiality. The counsellor is mindful of obligations first and foremost to the students and therefore will only disclose information with aforementioned discretion and only relevant and pertinent information. This is to ensure

accountability of the School Counsellor and for year-to-year evaluations for the improvement of the in-school counselling service provided.

Storage of Documentation

Records will be kept for seven years after students have left UCSI International School. The rationale for keeping the records are as follows; in the incident whereby the student graduates and goes on to see a hospital or private psychologist – the intention is to facilitate the continued systematic process of helping. However, after a seven year period, the records will be destroyed accordingly.

Records are usually maintained digitally with privacy settings maintained for the individual(s) involved. Counselling appointment and referral forms are also done digitally for the ease and privacy of everyone involved, however sample of these forms can be found in the Appendices. Besides, anecdotal records from class observations made by the School Counsellor will also be recorded digitally and stored in cloud storage which is also included in the Appendices.

General Information

Information for Students

As part of introducing elements of the service and in consultation with the school leadership team (i.e. coordinators and principal), the School Counsellor reserves the right to visit each class to let it be known to students of the availability of this service as a new educational resource.

Information for Parents

It is also of equal importance for parents to feel free to make referrals with relevant information when necessary on behalf of their children. Overall school information dissemination would also be made available as required over the academic year.

Termination of Counselling

Once raised concerns and issues have been worked on and observable maintenance of change has occurred, there will be a termination of counselling relationship at the discretion of the School Counsellor and school leadership team. This is due to the fact that there is no further benefit that will occur from continued service as well as to discourage incidents of co-dependency and transference. However, if there are new concerns and issues raised, the counselling relationship may be renewed.

Referral Process

The referral process endeavours to be as confidential as possible, however all referrals made by parents/guardians and the academic staff have the responsibility to let the student know that they have been referred.

UCSI Team Essential Agreement

Inclusive Education

1. Students have access to the IB Programme and philosophy through the school planner, school environment settings and classroom instruction.
2. UCSI provides continuous support for special needs informing all teachers and admin about the special needs of students.
3. UCSI will provide guidance and counselling for students by having a proper system in place.
4. UCSI is flexible when it comes to collaborative planning and reflection. Any decisions made will prioritize students' learning progress.
5. Lesson plans support students with different styles of learning.
6. During collaboration and global meeting, the resources that caters all the students' needs will be provided.
7. Students are encouraged to be independent, responsible and proactive for their own learning where we provide different and various activities such as Exhibition, Expedition and Excursion.
8. Students are allowed to have access to their mother tongue language resources and tools.
9. UCSI's learning activities involve various strategies and support VAK (visual, auditing, kinesthetic) learners.
10. UCSI supports various strategies, resources, and products that meet students' learning and needs.
11. UCSI makes a suitable grouping to support each other during class activities.

Social - Emotional well being

The social - emotional well being of all stakeholders are considered equally important and the school is evolving in this area with the suggestions provided in the SEL resource provided by the IB.

Glossary of Terms

Term	Meaning
PYP	Primary Years Programme - students currently in grades 1- 6 working towards the PYP certificate.
Programme Coordinators	The line manager for all PYP & MYP teachers.
Grade Leaders	Report directly to the Programme Coordinators and have responsibility for a specific grade level.
ATL	Approaches To Learning - The skills developed by the students that allow them to achieve enquiry based learning.
Remedial Classes	Additional classes in Mathematics, English and Science that support students that are identified as struggling to achieve required standards.
Academic Tutoring	Individual instruction by teachers after school hours, authorized by parent/guardian and the school which carries an additional charge payable to the school.
Teacher - advisor	A teacher the student has been paired with that they meet when needed to discuss issues and assist in developing ATL skills.
IEP	Individual Educational Plan - available from health care professionals once a student is diagnosed as having special educational needs.
SEL	Social Emotional Learning.

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