



Enrichment and Inclusion Policy

This policy outlines strategies for identifying and addressing barriers to learning, providing individualised support, promoting collaboration among stakeholders, and enabling a culture of respect and acceptance within the school community. It draws upon international standards, national legal frameworks, and the school's vision and mission to create a cohesive and sustainable approach to inclusion through Learner Support Services(LSS).

Inspiring & Empowering

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Acorns Vision

To inspire and empower each other to achieve our personal best.

Acorns Mission

To build an accessible, inclusive learning community of global citizens that pursues academic excellence in a holistic, inquiry-based environment that develops lifelong learners with the attributes to shape a better and more peaceful world.

Acorns Core Values



IB Learner Profile



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.	OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.	CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.	RISK-TAKERS We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.	BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.	REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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“IB learner profile”

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Enrichment and Inclusion Policy

1 Purpose

To provide a comprehensive framework that guides the school in creating and maintaining an inclusive learning environment for all students. This policy aims to ensure that all students, regardless of their individual needs and backgrounds, have equal access to quality education and are supported to reach their full potential.

The policy outlines strategies for identifying and addressing barriers to learning, providing individualised support, promoting collaboration among stakeholders, and enabling a culture of respect and acceptance within the school community. It draws upon international standards, national legal frameworks, and the school's vision and mission to create a cohesive and sustainable approach to inclusion. The policy also emphasises the importance of regular reviews and continuous improvement to ensure its effectiveness in meeting the evolving needs of the school community.

2 Scope

This policy applies to all members of the Acorns International School community, including students, teaching and non-teaching staff, school leadership, parents, guardians, and support teams such as the Learner Support Service Team (LSS). It covers all aspects of school life from the point of admission through to graduation, ensuring that inclusive practices are embedded across academic, social, and emotional domains.

The policy affirms our shared responsibility to create an inclusive learning environment that recognises and values the strengths, needs, and potential of every learner. By promoting a cooperative, student-centred mindset, we strive to ensure that all students feel supported, respected, and empowered to succeed. The implementation of this policy is monitored and reviewed by the Inclusion and Enrichment Team in collaboration with school leadership.

3 Definitions

Learner Support Service Team (LSS, LSS Team)

- Acorns staff who are titled as Subject Enrichment Teachers, SEN Enrichment Teachers, LSS Coordinator (LSSC), and Programme Curriculum Coordinator make up the LSS Team.

Subject Enrichment Teachers

- Acorns teaching staff who support students in subject learning goals. Previously referred to as Subject Support Teachers. In PYP and Secondary, there is a Numeracy Enrichment and a Language Enrichment Teacher. In some cases, Acorns staff may hold the role of both a Subject Enrichment Teacher and SEN Enrichment Teacher.

SEN Enrichment Teachers

- Acorns teaching staff who support students with IEPs. Previously referred to as SEN Teachers. In some cases, Acorns staff may hold the role of both a Subject Enrichment Teacher and SEN Enrichment Teacher.

Learner Support Services Coordinator (LSSC)

- Acorns staff who work collaboratively with all department staff to support inclusion and manage IEPs. LSSCs are line managers for LSAs.

Programme Curriculum Coordinator(CC)

- EYPCC, PYPCC, MYPCC, DP/A LevelsCC are all Programme Curriculum Coordinators in charge of implementing their respective IB programmes. CCs are line managers for Enrichment Teachers and the LSSC.

Homeroom Teacher

- In Early Years and Primary, the homeroom teacher(s) refers to the class's lead teacher and teaching assistant.
- In Secondary, a homeroom teacher is assigned to each student for Homeroom lessons.

Subject Teachers

- In Early Years and Primary, subject teachers are those who teach specialised subjects i.e. French, PE, Visual Art, PSPE, Library, etc.
- In Secondary, subject teachers are all those who are not the homeroom teacher for a student.

Inclusion

- A comprehensive approach to education that ensures individual students, regardless of ability and/or background, have equal access to learning opportunities, participation, and resources for the widest possible range of students.

Student Diversity

- The range of differences in students including abilities, learning styles, learning needs, cultural backgrounds, language proficiency, and social-emotional needs.

Barriers to Learning

- Factors that hinder a student's learning across academic, social, emotional, physical, and cognitive domains.

Universal Design for Learning (UDL)

- A framework for creating inclusive learning environments that accommodate different learning styles, preferences, and abilities.

Learning by Design

- The development of purposeful, engaging, and relevant learning experiences to create inclusive environments.

Differentiation

- The use of varied teaching methods, materials, and assessments to accommodate the diverse needs of students, ensuring every student can access and engage with the curriculum effectively.

Action Plans

- Student-led collaborative tool outlining the steps and interventions needed to address specific student goals.

Individualised Education Plan (IEP)

- A comprehensive plan tailored to the specific needs of a student, developed collaboratively with the LSS and the student's family. Involving ongoing assessment, goal setting, and progress monitoring.

Response to Intervention(RTI)

- A three-tiered model for providing inclusive learning. Tier 1 involves general school-wide strategies; Tier 2 provides targeted support in small groups; Tier 3 offers individualised support for students with significant needs.

Access Arrangements

- Accommodations that ensure equitable access to learning opportunities, such as assistive technology, modified materials, extra time for assessments, alternative formats, etc

Onboarding

- The process by which a student starts receiving support from the LSS.

Offboarding

- The process by which a student stops receiving support from the LSS after achieving their goals or showing improvement, while still being monitored for progress.

Stakeholders

- All individuals or groups involved in supporting the inclusive educational environment.

Learner Support Assistant (LSA)

- An individual hired by parents to provide one-on-one support to a student with an IEP on campus.

Acorns Senior Leadership Team

- Members of school staff in top leadership positions, ie, Academic Heads, Curriculum Coordinators, Administrative Heads, etc. These members are listed on the school's website.

4 Structure of Support

In our commitment to providing an inclusive learning environment, our school policy outlines clear strategies for identifying and addressing barriers to learning. These strategies ensure that all students receive the necessary support and interventions to overcome challenges and achieve their full potential. The following are key elements of our approach:

Definition and Recognition of Barriers to Learning

At Acorns, we define barriers to learning as factors that hinder learning across academic, social, emotional, physical, and cognitive domains. Recognising the significance of understanding these barriers, we prioritise their identification to facilitate appropriate support and intervention. LSS coordinates this and, through a clear structure of communication, roles, and responsibilities, any party can reach out to the LSS Coordinators to bring forward any circumstance that they may have identified to be a barrier to learning.

Identification and Assessment

In light of the above, to effectively identify barriers to learning, we also employ regular and ongoing assessment and data collection methods. We recognise the value of input from teachers, parents, and relevant professionals, who contribute their observations and insights. Through a combination of assessments, including observations, standardised tests, checklists, and individualised assessments, we gather comprehensive information about students' needs to inform any necessary adjustments to our practices.

Collaborative Support Planning

Our school emphasises a collaborative approach to developing individualised support plans for students facing barriers to learning. Teachers, LSS, parents, and professionals collaborate to create these plans, ensuring they address specific barriers and set realistic goals. Strategies, accommodations, and interventions are outlined within these plans to meet students' diverse needs and support their progress.

Within the school time, general education teachers and LSS have allocated time to meet and synergise on inclusive processes and practices together.

Regular assessments covering language, cognitive, physical, and social domains are conducted to plan appropriate interventions, and learning support follows a three-tiered approach based on the Response to Intervention (RTI) model.

Off-Boarding Process

Offboarding means that students may cease to receive extra LSS support while still being closely monitored for progress in collaboration with their teachers, who continue to differentiate the curriculum for them. It is important to note that some students may have more significant needs, making it impractical to completely discontinue their access to LSS support.

Reasons for Ordinarily Offboarding:

- Goals have been met
- There have been Subject-Specific improvements as per year-level expectations.

During the offboarding process, teachers and parents are actively involved to ensure that the enabling circumstances that facilitated student progress during the support period are not abruptly withdrawn.

5 Response to Intervention(RTI) Model at Acorns

Tier 1: General Schoolwide Recommendations

At this stage, the school implements best practices and evidence-based strategies for teaching, learning, and assessment to address the learning needs of all students. This approach aims to proactively meet students' needs before challenges arise. Within the classes, a culture of high student collaboration is fostered where students with different abilities and identities work together. This culture is encouraged throughout school time, including during co-curricular and break times. Students thus have opportunities to understand bias and eliminate stereotypes.

On top of the four principles of good practice identified by the IB as promoting equal access to the curriculum for all students: affirming identity and building self-esteem, valuing prior knowledge, scaffolding, and extending learning – teachers are encouraged to employ a proactive approach in implementing differentiation strategies based on universal design for learning principles within their classrooms and in identifying students who may be experiencing difficulties.

Examples of Tier 1 practices are as follows:

- Differentiation, Learning by Design, and Universal Design for Learning (UDL)
 - We recognise the importance of differentiation in instruction to accommodate diverse student needs. Teachers thus employ various strategies, such as adapting teaching methods, materials, and assessments, to ensure that each student can access and engage with the curriculum effectively and can fully participate in assessments, both formative and summative, to demonstrate their ability under conditions that are as fair as possible. We embrace the concept of learning by design, which involves designing learning experiences that are purposeful, engaging, and relevant to students. Moreover, we integrate the Universal Design for Learning (UDL) principles, which enable us to create inclusive learning environments by accommodating different learning styles, preferences, and abilities.
- Social-Emotional Wellbeing
 - The emotional wellbeing of students is given utmost importance at Acorns. The school provides a nurturing and supportive environment that promotes positive mental health and fosters a sense of belonging and inclusivity for all students and teachers. From PYP1, students are engaged in PSPE lessons taught by the school counsellors. PSPE lessons centre around students' understanding of their own

personal, social, and physical needs. School counsellors are also available to students per the Counselling Policy.

- General Enrichment Classes
 - In Secondary, there are general Enrichment classes that all students attend for reinforcement of learning in core subjects.

Tier 2: Teacher Referrals and Additional Support

If a student needs additional support, in addition to Tier 1 interventions, the teacher files a formal internal referral with LSS. An assessment of learning needs will ensue by LSS, and the student may, in addition to all the above, be recommended for Tier 2 support. Should a need for Tier 2 support be identified, LSS will notify the family and consult with them on the way forward, taking into consideration the student's needs.

Examples of Tier 2 practice are as follows:

- Targeted Enrichment Classes
 - In-class support from Subject Enrichment Teachers and/or SEN Enrichment Teachers.
 - Pull-out sessions with the Subject Enrichment Teachers or SEN Enrichment Teachers.
 - This includes support for students identified as English Language Learners (ELLs).
- Action Plans
 - Action plans outline specific steps and interventions put in place to support individual students. Action plans are developed collaboratively, involving teachers, Enrichment and Inclusion specialists, and parents as needed. They outline targeted strategies, accommodations, and resources to address the identified needs and promote the student's progress and success.
- Buddy groups
 - In Secondary, informal buddy groups, where student groups can work together on learning given concepts in a student-driven manner, may be one element of support. A member of the LSS would act as a facilitator and guide in such groups.

Tier 3: Evaluations and Individualised Support

In cases where interventions have been provided, and the student continues to face difficulties, or if their needs exceed tiers 1 and 2 of support, LSS may conduct further evaluations after obtaining parental consent. These evaluations may occur periodically based on general screening processes or as a result of teacher referrals. The purpose is to identify the student's specific needs and determine appropriate targeted individualised support strategies. At this stage, students may receive the following types of support or recommendations:

- Individualised Education Plans (IEPs)
 - To provide comprehensive support for students with diverse needs, our school implements Individualised Education Plans (IEPs) that are tailored to each student's specific requirements. These plans are developed collaboratively and involve ongoing assessment, goal-setting, and monitoring. IEP meetings play a crucial role in this process, bringing together key stakeholders to discuss and review the student's progress and make informed decisions regarding their educational journey.
 - IEP meetings are scheduled at least once every term with all pertinent stakeholders to review the students' plans and their progress and agree on the best ways forward.

- Parents are important partners in the IEP process. However, if LSS is unable to set a meeting with the parents, the LSS Coordinator can hold the meeting with other IEP members and then send the parents the IEP after the meeting.
- Referred for external medical or psychological assessment.
 - Based on internal assessments, there may be a reason to recommend further advanced clinical or medical assessments with qualified personnel outside of the school.
 - Acorns holds the right to require an external assessment for continued enrolment of a student.
 - These assessments may provide further insight into a student's learning styles and needs that LSS can better incorporate into their IEP.
 - In the event an assessment indicates a diagnosed learning need, students will then be supported with access arrangements during assessments.
- Access Arrangements for Individual Student Needs
 - To ensure equitable access to learning opportunities, Acorns provides appropriate access arrangements for students with individual needs. These arrangements may include assistive technologies, modified materials, additional time for assessments, alternative formats, or other necessary accommodations.
 - Students without a external medical or psychological assessment with mandated access arrangements, will be provided access arrangements outlined in the student's IEP and for internal exams only. Without an external medical or psychological assessment, we are unable to provide access arrangements for external assessments.
 - For Secondary external exams, a student must have the appropriate external medical or psychological assessments completed to apply for access arrangements with the governing exam body. Applications will be arranged by the LSSC and submitted by the programme Curriculum Coordinator.

6 Identification of Student Support Needs During Enrolment

As part of the admissions process, parents provide information about their child's developmental history, diagnosed conditions, language skills and any previous or ongoing therapies.

If support needs are disclosed at the time of admission, the admissions team will refer the enrolment to the LSSC and the programme Curriculum Coordinator.

Parents will be sent a survey to complete detailing their child's needs. The survey includes information on student achievement, diagnoses, previous or ongoing therapies, and any relevant therapy notes or reports. The LSS Team reviews the submitted information, and the LSSC will set up an observation.

The observation will be conducted by members of the LSS Team. During the observation, the Team will conduct activities to assess the student's progress against developmental and educational milestones and for school readiness. For Primary and Secondary enrolments, this may include the MAP assessment.

After the observation, the LSSC will arrange for a meeting with other LSS Team members, department leadership and/or Admissions as appropriate. Families will be informed of one of the

following outcomes depending on the potential support needs identified:

- Immediate enrolment without additional support from LSS if the child does not need support outside typical classroom differentiation offered as Tier 1 support.
- Immediate enrolment with Tier 2 levels of support. This includes students identified as English Language Learners (ELL).
- Enrolment with admission agreement where Tier 3 support is needed:
 - Parents may be required to sign an admissions agreement if the student has Tier 3 support needs.
 - This agreement may include provisions for having a Learning Support Assistant (LSA) and a psychoeducational assessment done within a specified timeframe.
 - In the event of an admissions agreement that is not upheld, Acorns may not continue with the enrolment of that student.
- Delayed enrolment for further observation: additional time may be needed to assess the child either internally or externally.
- Waitlist placement: if LSS enrolment capacity is full, with the possibility of future admission.
- Non-enrolment: If Acorns Kisaasi is not a good fit for the student's needs or the parents' expectations, Acorns may not enrol the student.

7 Identification of Student Support Needs After Enrolment

As students learn and grow, a student's need for support may be identified once they are enrolled in the school environment.

If no needs are disclosed at the time of enrolment, but needs are later identified after the child has settled into the school environment (e.g., through observations, teacher feedback or developmental assessments), the following processes will be followed:

Staff Referral

During teaching and learning, staff are regularly monitoring student progress. Through this monitoring, students may be identified for additional support. If the teacher has tried Tier 1 differentiation in the classroom and the student needs additional help to meet year-level expectations, the teacher will refer the student to the LSS Team via the following steps:

1. The teacher/staff member fills out a referral to the department LSSC.
2. Upon receiving the referral, the LSSC will schedule an observation of the student to be conducted by a member of the LSS Team.
3. The observer will maintain notes of the observation and report back to the LSSC. The LSSC will then arrange for further observation or gain feedback from other school staff.
4. After the observations are completed, the LSSC liaises with the Curriculum Coordinator to:
 - a. Make more specific Tier 1 recommendations for differentiation in the classroom.
 - b. Suggest the student would benefit from Tier 2 support.
 - c. Suggest the student would benefit from Tier 3 support.

If option b, the LSSC will email the student's family with the updated suggestion for Tier 2 support. The family can ask for a meeting to discuss their student's progress and support needs with the LSSC and homeroom teachers. The family can decide to opt out of the support; however, the refusal will need to be either signed documentation or via email.

If option c, the LSSC will arrange for a meeting with the student's family, homeroom teacher, and/or other members of school staff as appropriate to discuss Tier 3 support. The purpose of the

meeting will be for the school to share their observations and recommendations for support. If the family does not wish to proceed with Tier 3 support, Acorns may not continue with the enrolment of that student.

Family Referral

As a child develops, parents may notice a change in behaviours, missed developmental milestones, or the child may experience a change in health or circumstance that may cause the family to make a referral to LSS for additional support.

If a family member makes a referral to LSS, the following procedure will be followed:

1. The parent fills out a referral to the department LSSC.
2. Upon receiving the referral, the LSSC will schedule an observation of the student to be conducted by a member of the LSS Team.
3. The observer will maintain notes of the observation and report back to the LSSC. The LSSC will then arrange for further observation or gain feedback from other school staff.
4. After the observations are completed, the LSSC may:
 - a. Make more specific Tier 1 recommendations to the teachers for differentiation in the classroom.
 - b. Suggest the student would benefit from Tier 2 support.
 - c. Suggest the student would benefit from Tier 3 support.

If option a, the LSSC will arrange for a meeting with the family, the homeroom teacher and/or other members of school staff as appropriate to discuss observation outcomes and Tier 1 support.

If option b, the LSSC will arrange for a meeting with the family, the homeroom teacher and/or other members of school staff as appropriate to discuss observation outcomes and Tier 2 support. The family can decide to opt out of the support; however, the refusal will need to be either signed documentation or via email.

If option c, the LSSC will arrange for a meeting with the student's family, homeroom teacher, and/or other members of school staff as appropriate to discuss observation outcomes and Tier 3 support. If the family does not wish to proceed with Tier 3 support, Acorns may not continue with the enrolment of that student

Student Self-Referral

It is not uncommon for students to self-identify a need for support. It is most likely that in class, the student reports this to a teacher, who will make a teacher referral, or a family member, who will make a family referral. However, in the event the student does not disclose a need for support to either a family member or teacher, they can report it directly to the LSSC, in which the following process will be followed:

1. The student makes a verbal or written referral to the department LSSC. If verbal, the LSSC should maintain notes.
2. Upon receiving the referral, the LSSC will schedule an observation of the student to be conducted by a member of the LSS Team.
3. The observer will maintain notes of the observation and report back to the LSSC. The LSSC will then arrange for further observation or gain feedback from other school staff.
4. After the observations are completed, the LSSC may:
 - a. Make more specific Tier 1 recommendations to the teachers for differentiation in the classroom.

- b. Suggest the student would benefit from Tier 2 support.
- c. Suggest the student would benefit from Tier 3 support.

If option a, the LSSC will arrange for a meeting with the student, family, the homeroom teacher and/or other members of school staff as appropriate to discuss observation outcomes and Tier 1 support.

If option b, the LSSC will arrange for a meeting with the student, family, the homeroom teacher and/or other members of school staff as appropriate to discuss observation outcomes and Tier 2 support. The family can decide to opt out of the support; however, the refusal will need to be either signed documentation or via email.

If option c, the LSSC will arrange for a meeting with the student, family, homeroom teacher, and/or other members of school staff as appropriate to discuss observation outcomes and Tier 3 support. If the family does not wish to proceed with Tier 3 support, Acorns may not continue with the enrolment of that student.

8 Learner Support Assistants (LSAs)

Acorns practices inclusion where students are included in the mainstream classroom as much as possible. For some students, this is managed with Tier 1 and 2 support from the teachers and LSS members. However, there are cases in which a child receiving Tier 3 support would benefit from, or be required to have, an LSA.

A Learning Support Assistant (LSA) is a teacher who works one-on-one with a student. A child would be required to have an LSA if the child is unable to be successfully independent throughout the day for various reasons. The two biggest factors in this decision are safety and academic level:

- **Safety:** If a child routinely behaves in a way that is dangerous to themselves or others, an LSA will be required. For example, running away from the class and teacher or causing harm to themselves or others.
- **Academic Level:** Learning cannot be differentiated sufficiently within the mainstream class and they require different content to study. For example, when the class is writing paragraphs and a child is working on recognizing letter sounds. This is something that would have to be planned for and taught separately by the LSA, as it is at a considerably different level than the rest of the class.

Other factors may include, but are not limited to:

- The child needs assistance to take care of themselves (toileting, feeding, dressing, etc.)
- The child needs to communicate in a different form, other than verbal communication in English.
- For the needs of the child to be met, it demands significant attention from the classroom teachers, creating an environment that causes this child's, or other children's, needs to go unmet.
- Due to the child's needs, the child would benefit from a varied schedule.

In many cases, it is a combination of these factors that warrant the requirement of an LSA. Acorns holds the right to require an LSA for a child before enrolment is allowed or in allowing them to continue onto future terms.

The LSA works very closely with the Learner Support Services and homeroom teachers to develop and carry out the Individual Education Plan (IEP) created specifically for the students they work with.

LSA Interviews (when LSA is found by the school)

Once a Learner Support Assistant (LSA) is required for a student, the LSS Team will assist in conducting first interviews for the family. The interview process is structured to evaluate the LSA's experience, alignment with the school's inclusive learning philosophy, and fit for the particular student's needs.

After the first interviews are completed by the LSS Team, they will invite the candidates to meet with the family and student, if appropriate. The family will have the final say in who they want to hire to work with their child.

LSA Interviews (when LSA is found by the family)

We do recommend that families allow the LSS team to conduct the LSA interviews, as it better aligns the candidate to the school's expectations. However, if the family wants to find the LSA on their own, they may do so. In this event, the LSA will then be interviewed by the LSS Team to ensure the LSA will be able to fulfil the requirements and is fit for the school environment. Acorns has the right to deny working with the family suggested person.

Role and Responsibilities of the LSA

The roles and responsibilities of LSAs include:

- Working collaboratively with the LSS team, homeroom, and subject/speciality teachers, actively participating in the design and differentiation of learning materials and activities for the students they support.
- Providing supplementary support in the students' classrooms and designated supplementary instruction in the learning support rooms, conducting one-on-one sessions or small group activities.
- Assisting in identifying specific areas where the student needs support and offering targeted interventions to strengthen their skills and ensure their progress toward year-level expectations.
- Working closely with the learning support team and the LSSC to develop in-class support strategies for students with learning difficulties.
- Contributing to the overall growth, development, and wellbeing of the student by reinforcing essential skills related to cognition and learning, socio-emotional aspects, mental health, behaviour, and physical and sensory integration.
- Ensuring effective collaboration, LSAs regularly communicate with homeroom teachers, enrichment teachers, LSSC, and Curriculum Coordinators. They participate in meetings and discussions to share information, discuss best practices, and review the progress of students.
- Collaboratively designing, implementing and providing feedback on the student's Individual Education Plan(IEP).

LSA expectations may vary as student needs and IEP goals vary.

LSA Agreement

As the LSA is working at the school, under the supervision of the LSSC and hired by the student's family, there must be an agreed-upon understanding of the expectations of all parties. The LSA

Agreement ensures clarity in the implementation of the support and outlines expectations for the LSA's role within the classroom and the broader learning environment. It also outlines guidelines for the family to communicate between home, school, and the LSA, payment expectations, and school requirements.

The LSSC will send the LSA Agreement to the family before any interviews are conducted to ensure families are fully aware of the relationship between all parties. Families may make some suggestions for the agreement that better fit their needs. These will be accommodated where possible in line with the school's set standards.

After the family approves the agreement and an LSA has been selected, the LSA will also view and accept the agreement. The LSA may also make some suggestions for the agreement that better fit their needs. These will be accommodated where possible in line with the school's set standards and the needs of the family.

All parties must sign the agreement before the LSA starts working on campus.

LSA Appraisal

As LSAs are employed by a student's family but work under the supervision of the LSSC and in collaboration with the Acorns community, feedback on their performance must be provided systematically by the LSSC.

At the end of Term 1 and Term 3, LSAs will participate in an appraisal with the LSSC. This appraisal will comprise two parts: the first part provides an opportunity for the LSA to reflect on the fulfilment of their role and responsibilities, and the second part is for feedback from the LSSC.

The appraisal will be made available to the student's family.

The goal of the appraisal process is to provide an opportunity to recognise the contributions of the LSA and align goals and expectations. However, when the expectations are not being met, there may be a need to terminate the agreement; the outline for termination is detailed in the LSA Agreement.

HR Documents

These documents will be placed in a personal file and kept with the LSSC. All LSA must submit the following HR documents as part of the recruitment process:

1. Biodata Form: Essential personal and professional information about the candidate.
2. Signed Acorns Code of Conduct: A signed agreement to ensure the LSA adheres to professional standards of behaviour and ethical conduct within the school.
3. Signed Acorns Child Protection and Safeguarding Policy: A signed agreement that the LSA understands and commits to safeguarding children following the school's child protection policies.
4. Police Clearance Letter: A background check to ensure the candidate is clear of any criminal history and is suitable to work with children.
5. LSA Agreement: A formal agreement outlining the terms and conditions of employment, including roles, responsibilities and expectations.

9 Transitions

When students within the school need to transition from one department to another, from graduation to university or career consideration, a carefully planned process is followed to ensure a smooth transition while addressing the support needs students may have. The process involves several interconnected steps.

Before the transition, transition planning meetings are conducted with relevant stakeholders, including teachers, LSS Team, parents, and the student (where appropriate). These meetings provide an opportunity to discuss the student's progress, individual support needs, and the upcoming transition. The LSS team shares valuable insights and recommendations to ensure a smooth transition and continuity of support.

Individualised Transition Plans

Based on the transition planning meetings, individualised transition plans may be developed for students with support needs. These plans outline specific strategies, accommodations, and support services required to facilitate a successful transition. They may include additional resources, targeted interventions, and collaborations between teachers and the LSS Team.

Orientation and Familiarisation (Shadow Days)

For transitions within and before the start of the new programme, orientation sessions are organised to familiarise students with the expectations, curriculum, and learning environment of the new programme. Additional orientation or familiarisation sessions may be arranged for students with support needs to ensure they are well-prepared and comfortable with the upcoming changes.

Transitions to Another School or Institution

Information can be shared with parents' consent with another school that a student may be transitioning to. Teachers and the LSS Team maintain open lines of communication and collaborate to provide necessary support and interventions. These arrangements for support would need to be agreed upon by the family and the new school/institution leadership.

10 Stakeholders' Rights and Responsibilities

Acorns Senior Leadership Team

- The leadership team understands that inclusion is part of programme implementation and implements inclusive practices within the institution.
- It allocates necessary resources to support inclusive education initiatives. E.g. Continuous Professional Development sessions for teachers on inclusive education.
- Roles such as learning support coordinators, teachers, and counsellors are put in place to provide expertise and guidance to the school community on inclusive practices.
- They monitor and evaluate the overall effectiveness of inclusion practices and approve the making of any necessary adjustments.
- Ensure that outside service providers the school contracts with meet the expectations of our inclusive practices.

Curriculum Coordinators

- Collaborate with teachers, the LSS Team, and other stakeholders to develop differentiated curricula. They organise time for learning and teaching that provides a broad, balanced, and connected curriculum that serves the changing needs of the Acorns community.

- Provide supervision and oversight to the Learner Support Services Coordinator (LSSC), ensuring alignment with the school's curricular goals and inclusive education philosophy.
- Participate in making decisions on the learning support needs of the students.
- Act as key points of consultation in transition meetings.
- Hold meetings with students and parents on subject selection choices and options for completing school programmes
- Guide instructional strategies aligned with the principles of inclusion, ie, through learning by design and the universal design for learning.
- Actively involve themselves in planning certain support interventions for students.
- Organise professional development sessions with the teachers on inclusion.
- Contribute to the monitoring and evaluation of inclusion initiatives within the programmes.
- Ensure that outside service providers the school contracts with meet the expectations of our inclusive practices.

Learning Support Services Coordinators

The LSS Coordinators hold a pivotal role in overseeing and coordinating the learning support services provided. They are responsible for the strategic planning, implementation, and evaluation of support programs to ensure the diverse needs of students are effectively addressed within each of the programmes.

The key responsibilities of the LSS Coordinators include:

- Working closely with teachers, administrators, and other stakeholders to develop comprehensive plans and strategies for delivering effective learning support services.
- They consider student data, identify areas of need, and establish goals and objectives aligned with the overall educational framework.
- Playing a crucial role in the identification and assessment of students who may require additional support. They collaborate with leadership and all stakeholders, especially the parents and teachers, to gather information, analyse data, and conduct assessments to identify students' specific learning needs to develop the appropriate support plans.
- Developing individualised support plans for students with learning support requirements based on assessment results and in consultation with teachers. These plans outline specific goals, accommodations, modifications, and interventions necessary to support students' learning and progress.
- Fostering collaboration among teachers, support staff, parents, and external professionals involved in the learning support process. They facilitate regular communication channels to ensure the sharing of information, strategies, and progress updates. This collaboration also includes liaising with external agencies and professionals, such as speech and language therapists or educational psychologists, to access additional expertise and resources.
- Liaising with the Curriculum Coordinators to organise and provide professional development opportunities for teachers and LSS staff. They ensure that educators have the knowledge and skills necessary to effectively support students with diverse learning needs. This may involve arranging workshops, training sessions, or conferences focused on inclusive teaching practices and the use of specialised instructional approaches.
- Monitoring the progress of students receiving support services, regularly assessing their growth and adjusting interventions as needed. They, in collaboration with the curriculum coordinators, analyse data, review support plans, and evaluate the effectiveness of the learning support programs. This ongoing evaluation helps inform decision-making and continuous improvement efforts.

- Serving as line managers for the LSAs. Ensure appropriate fulfilment of the LSA agreement and roles outlined in the student's IEP. Monitor LSA effectiveness via student process, teacher feedback and the LSA Appraisal; accurately report back to the family.
- Creating an inclusive and supportive learning environment, ensuring that students with diverse learning needs have equal opportunities to thrive academically, socially, and emotionally.

Teachers (Homeroom/Subject & Speciality Teachers)

- Homeroom/Subject Teachers have the primary responsibility for the progress of all students in their class, including those who require learning support.
- They create an inclusive classroom environment, preventing or alleviating learning difficulties through differentiated instruction.
- Homeroom/Subject Teachers set high expectations and establish challenging targets for their students, monitoring and reviewing progress.
- They proactively differentiate the curriculum to meet the individual needs of each student, adhering to the principles of Universal Design for Learning (UDL).
- Teachers play a crucial role in identifying students who may have general or specific learning difficulties and referring them to the Learning Support Services (LSS) Coordinator.
- They collaborate with the Learning Support Team to develop and implement support activities aligned with students' goals.
- Homeroom/Subject Teachers actively participate in monitoring and tracking students' progress, utilising agreed-upon intervention strategies and techniques.
- They collaborate with the LSS Team and other stakeholders in planning and implementing inclusive teaching and learning strategies.

Enrichment SEN Teachers

Enrichment SEN Teachers, as part of the Learning Support Services (LSS) Team, have a key responsibility in implementing support plans for students identified with specific educational needs. They are dedicated to providing students with tailored learning activities and experiences that facilitate their intellectual, emotional, physical, and social growth. They adapt and develop curricula, prepare lessons, and create instructional materials suited to individual student ability levels.

The roles and responsibilities of Enrichment SEN Teachers include:

- Creating customised learning activities and programs based on student IEPs. These programmes are designed to address the unique needs of students and promote their progress.
- Planning and preparing differentiated lessons that align with the principles of the Universal Design for Learning. This includes ensuring that instructional materials and teaching strategies are tailored to meet the specific requirements and learning styles of each student.
- Modifying and adapting teaching materials to suit the diverse learning needs of students.
- Monitoring progress, adjusting instructional approaches as needed, and documenting student achievements.
- Collaborating with teachers and LSAs to promote best practices for student support.
- Participating as active members of assigned students' IEPs.
 - Providing direct instruction to students on an individual basis or in small groups, allowing for targeted support and personalised learning experiences per IEP goals

- Assessing progress and providing feedback for IEP meetings.

Subject Enrichment Teachers

Subject Enrichment Teachers play a significant role in offering targeted support to students who require additional assistance in specific subject areas. They collaborate closely with homeroom teachers and subject teachers to design and differentiate units of work, ensuring that students with diverse needs can access and engage with the curriculum.

The roles and responsibilities of Subject Enrichment Teachers include:

- Working in coordination with the LSS Team, LSSC, and homeroom teachers to develop and implement strategies that address the unique learning challenges of individual students. This may include providing supplementary teaching within the students' classrooms or in dedicated learning support rooms, conducting one-on-one sessions or working with small groups.
- Preparing and adapting teaching materials to cater to the varying abilities and learning styles of students.
- Engaging students in the learning process by introducing specific learning skills and strategies relevant to the subject.
- Facilitating cooperative group learning activities and collaborating with homeroom and subject or speciality teachers to ensure that students receive comprehensive support within the classroom setting.
- Contributing to the assessment and reporting of student progress, providing valuable insights and feedback to support ongoing growth and development.

Students

Students are actively involved in their learning support programs. Levels of active engagement will vary depending on the students. However, it may include:

- Familiarising themselves with learning targets and contributing to their setting.
- Selecting tools and materials relevant to achieving their learning targets.
- Taking ownership of the skills and strategies used during their support processes, applying them to improve their learning.
- Participating in appropriate assessment activities, including self-assessment, to evaluate their progress.

Families

- Providing accurate information about their child's abilities, needs, and progress.
- Support their child's learning and actively engage in discussions regarding support strategies and creating and reviewing IEPs.
- Collaborating with homeroom teachers and the LSSC, sharing concerns and providing consent when necessary.
- Implementing suggested home-based activities outlined in their child's support plans and discussing outcomes with teachers.

School Counsellors

School counsellors play a significant role in supporting students' socio-emotional wellbeing. Some of their many roles include:

- Providing guidance, counselling, and emotional support to students facing challenges.
- Collaborating with teachers and the LSS team to address students' holistic needs.
- Supporting implementation of the IEP where relevant.

External Agencies/Service Providers Working with Families

This includes professionals who families have arrangements with, LSS, Speech and Language Therapists, Physiotherapists, Occupational Therapists, Behaviour Therapists, etc, that work with the student. These practitioners may be supporting the student outside of school or, per a student's IEP, may meet the student on campus.

- Specialised therapists work closely with the Learning Support Team to provide targeted interventions.
- They assess and address specific needs related to speech, language, physical development, sensory integration, and behaviour.
- Therapists collaborate with teachers and parents, delivering therapy sessions and providing recommendations for support in line with the IEP cycle.

11 Confidentiality

The protection of student and family information is kept confidential through the following practices:

- Consent
 - The school obtains consent from parents/legal representatives to collect, use, and share student information to provide inclusive support.
 - Passive consent must be obtained by the LSSC for students to receive Tier 2 support. Meaning families will be made aware, and they can object if they do not want to participate.
 - Expressed consent will be obtained by the LSSC for students to receive Tier 3 support.
- Need-to-Know Basis
 - The sharing of confidential student information is strictly on a need-to-know basis, ensuring that only relevant stakeholders involved in the student's support and education have access to sensitive information.
- Professional Conduct
 - All stakeholders involved in the support structure adhere to professional standards and ethics, respecting the privacy and confidentiality of student information.
 - LSA Agreements hold confidentiality clauses that apply to their learner and the learner's family as well as all students/teachers/members of the Acorns Community.
 - Acorns Staff Contracts hold confidentiality clauses that apply to all students/ student families/teachers/members of the Acorns Community.
- Communication Guidelines
 - The school provides clear guidelines to staff regarding the communication of student information, emphasising the importance of maintaining confidentiality when discussing student progress, support plans, or any sensitive information.
 - Acorns Communication Policy outlines expectations for communication and grievance handling.
- Training and Awareness
 - Staff members receive training and ongoing professional development to understand the importance of confidentiality and the proper handling of student information.

12 Resource Allocation and Support

To ensure effective resource allocation, Acorns follows a systematic approach that involves collaboration among teachers, support staff, and families.

As student needs are diverse, it may not be possible for the school to buy all supporting materials for all students. In the event of a specific support need, the family may be responsible for purchasing that item.

School procurement of resources is processed as follows:

- Needs Assessment: Teachers and support staff gather information about each student's unique learning needs through observations, assessments, and discussions with parents/guardians.
- Resource Identification: Based on the needs assessment and IEPs, the school identifies the necessary resources, which may include:
 - Assistive Technology: Procuring and maintaining assistive devices such as text-to-speech software, alternative keyboards, or speech recognition tools to support students with physical, sensory, or learning disabilities.
 - Learning Materials: Providing specialised learning materials, manipulatives, or multisensory resources that cater to diverse learning styles and facilitate engagement and understanding.
 - Adaptive Equipment: Acquiring equipment like ergonomic furniture, mobility aids, or sensory tools to create an accessible and inclusive learning environment.
 - Ongoing Professional Development Supporting Provision for Inclusion

Budgetary Implications

To effectively implement our inclusion policy, Acorns acknowledges the need for appropriate budgetary planning. The following considerations are made;

- Resource Prioritization
 - In the budgetary planning process, resources are prioritised based on the specific needs of students with diverse learning requirements. This ensures that available funds are allocated to areas that have the greatest impact on student learning and wellbeing.
- Equitable Distribution
 - Acorns is committed to ensuring equitable access to resources for all students. The budget is allocated in a manner that addresses the unique needs of individuals, promotes inclusion, and supports the overall inclusive environment of the school.
- Monitoring and Evaluation
 - Regular monitoring and evaluation of the allocated resources are conducted to ensure their effectiveness and make adjustments as needed. This ongoing assessment ensures that resources are optimally utilised and aligned with student needs.

13 Relevant International Baccalaureate (IB) Standards and Practices

- Approaches to assessment 1.1: Students and teachers use feedback to support stated outcomes and expectations, in accordance with IB philosophy and assessment documentation. (0404-01-0100)

- 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 teaching 5.4: Teachers support language development with consideration for the language profiles of students. (0403-05-0400)
- Approaches to teaching 4: Teachers promote effective relationships and purposeful collaboration to create a positive and dynamic learning community. (0403-04)
- Approaches to teaching 4.1: Teachers collaborate to ensure a holistic and coherent learning experience for students in accordance with programme documentation. (0403-04-0100)
- Approaches to teaching 5.1: Teachers consider learner variability when planning students' personal learning goals. (0403-05-0100)
- Approaches to teaching 5.5: Teachers use multiple technologies to aid and extend learning and teaching. (0403-05-0500)
- Culture 6.1: The school implements processes with consideration of the relationship between its IB- mandated policies. (0301-06-0100)
- Culture 1: The school secures access to an IB education for the broadest possible range of students. (0301-01)
- Culture 1.3: The school provides opportunities to access the programme(s) for the broadest possible range of students. (0301-01-0300)
- Culture 1.2: The school provides relevant support materials, resources and structures to promote access to the school's programme(s) for as many students as reasonable. (0301-01-0200)
- Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)
- 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)
- Culture 2.2: The school identifies in its inclusion policy all of its legal requirements and outlines the school's structures and processes for compliance. (0301-02-0200)
- Culture 2.3: The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes. (0301-02-0300)
- Student support 1.2: The school is responsible for its teachers meeting the local and legal requirements for the roles to which they are appointed. (0202-01-0200)
- Student support 1.5: The school uses programme documentation to inform the use and/or design of learning spaces which allow for flexibility and collaboration. (0202-01-0500)
- Student support 3.4: The school promotes open communication based on understanding and respect. (0202-03-0400)
- Student support 3: The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03)
- Student support 2.1: The school implements and reviews systems and processes to identify the needs of students. (0202-02-0100)
- Student support 5: The school builds relationships with the wider community that are a source of wisdom and expertise to strengthen the implementation of its IB programme(s). (0202-05)
- Student support 3.3: The pedagogical leadership team and teachers support students' social, emotional and physical well-being. (0202-03-0300)
- Student support 2: The school identifies and provides appropriate learning support. (0202-02)

- 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)
- Student support 1.1: The school provides adequate resources and facilities in accordance with programme documentation. (0202-01-0100)
- Student support 1.3: The school provides effective learning spaces and learning environments. (0202-01-0300)
- Student support 1: The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01)
- Student support 2.2: The school supports the identified needs of students, and evidences this support through planning, policy, and practice. (0202-02-0200)
- Student support 2.3: The school provides staff, facilities and resources as outlined in their inclusion policy. (0202-02-0300)
- Student support 2.4: The school demonstrates a commitment to make the most effective use of learning spaces and learning environments in ways that meet the needs of all students. (0202-02-0400)
- Student support 3.1: The school identifies and allocates spaces and resources to support the social, emotional, and physical well-being of its students and teachers. (0202-03-0100)
- Student support 3.2: The school demonstrates in its systems, processes and policies attention to the social, emotional, and physical well-being of its students and teachers. (0202-03-0200)
- Student support 4.1: The school implements and reviews systems and processes to provide advice and guidance to students on programme choices, careers and/or additional education opportunities as they move further in their learning. (0202-04-0100)
- Approaches to teaching 4.3: The school provides opportunities for students to collaborate based on their strengths and abilities. (0403-04-0300)
- Student support 5.1: The school identifies and uses a variety of human, virtual and physical resources in the wider community that aid and extend student learning. (0202-05-0100)
- Student support 5.2: The school provides meaningful opportunities for legal guardians to contribute to the development and support of its programme(s). (0202-05-0200)
- Culture 5.4: The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment. (0301-05-0400)
- Culture 6.3: The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)

14 Relevant Council of International Schools (CIS) Standards and Criteria

- A1. The school's purpose, direction, and decision-making are guided by clear and aspirational guiding statements that are appropriate for the needs of all constituent groups and the context of the school.
- A2. The guiding statements provide clear commitment to high-quality learning and teaching, which is effectively implemented at each stage of a student's pathway through the school.
- A4. The guiding statements provide clear commitment to wellbeing, conform to the CIS Code of Ethics, and demonstrate commitment to the values inherent in the UN Convention on the Rights of the Child (1990).
- A6. The school's approach to inclusion in its admissions procedures is aligned with its guiding statements.

- B6. There are clearly formulated written policies and practices that are implemented consistently and bring clarity to school operations.
- C1. The curriculum, as a whole, offers access, engagement and challenge to support the intellectual, physical, social and emotional needs of all students.
- C2. The documented curriculum determines the development of knowledge, understanding, skills and attributes, including well-being and intercultural competencies, relevant to the students' current and future development.
- D8. A range of student achievement data is collected and available to students, their parents, and other stakeholders. Data is used systematically across the school to track and evaluate student progress and inform improvement in teaching and learning.
- D4. Students experiencing difficulty accessing the curriculum are supported by suitably qualified personnel who use inclusive practices, removing barriers to learning. Students who are able to work well beyond the requirements of the curriculum are challenged as part of a continual process of enhancing learning for all.
- D2. There are effective policies and procedures in place to identify varied learning needs, both at admission and while enrolled, to ensure that all students may benefit from the school's programmes.
- D6. A range of appropriate resources, media and technologies is used meaningfully to enrich the quality of student learning and support the development of skills and aptitudes for their current and future lives.
- D5. Students who require support in the language(s) of instruction are taught by suitably qualified personnel to ensure they gain access to the curriculum and make appropriate progress.
- E5. The school provides active support for students and families in transition in and out of the school, as well as between divisions within the school, through appropriate information, programmes, counselling and advice, drawing upon local agencies and external expertise when needed.
- E3. The school ensures the physical and mental health and overall wellbeing of all enrolled students.
- E6. The school supports students' current and future development and achievement by providing guidance and counselling about continuing education, as well as age-appropriate careers education.
- G1. The school provides premises and facilities, with supporting systems and services, to enable it to fulfil the school's stated purpose and direction, deliver the curriculum and contribute to the well-being of students.

15 Citation

- "IB learner profile" *Sso.ibo.org*, resources.ibo.org/data/g_0_iboxx_amo_1702_2_e.pdf.

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