



# Inclusion

## Prospectus



## Inclusion Prospectus

Welcome to Inclusion at ICS, the global home of **#themonalisaeffect**, and the most inclusive school in Jordan.

This prospectus illustrates how unique the Inclusion Department is at ICS. Should you have any further questions, we will be more than happy to answer them personally.

## School Mission

The International Community School provides a personalised, high quality education, drawing on the best of British and international practice. We will continue to nurture and invest in an inclusive and diverse learning community of happy, confident and creative global citizens.

## School Vision

ICS is a school where every child can thrive.





# Inclusion at ICS

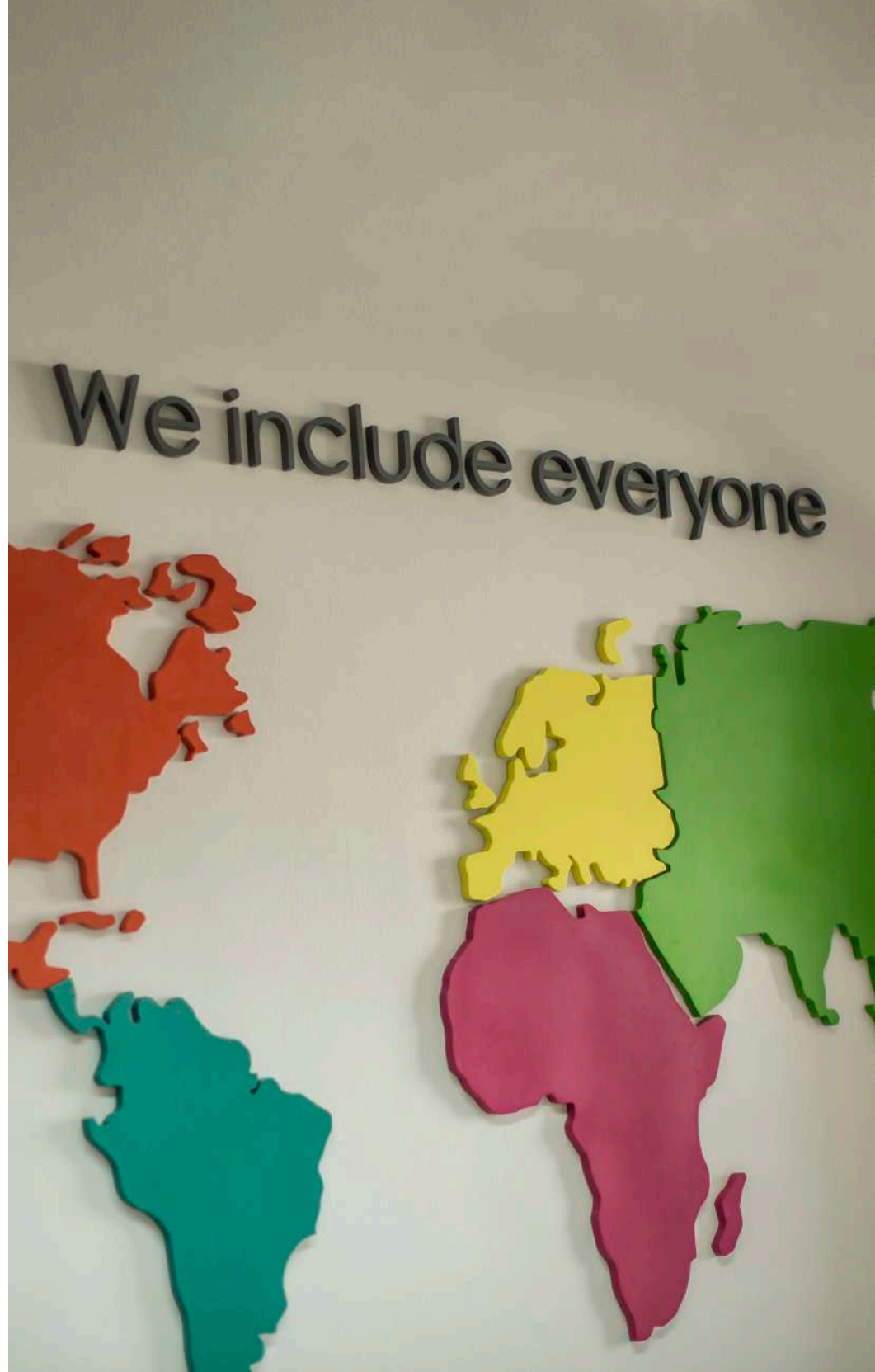
The International Community School is an inclusive school that supports the individual learning needs of all children. The school provides a stimulating, supportive and secure environment for all students, including children who are more able, gifted and/or talented, as well as those for whom learning presents some challenges. The aim of the Inclusion Department is to work with the children, their parents, their teachers and any external specialists to ensure that each child fulfils their true potential. The Inclusion Department also provides an outstanding in-class provision, which can accommodate a wide variety of additional needs, structured intervention programmes that are tailored to the individual child, and an accelerated learning programme for gifted students.

## Inclusion Department Sections

- SEN (Special Educational Needs)
- Structured Intervention Programmes
- EAL (English as an Additional Language)
- Accelerated Learning Programme
- Outstanding Facilities
- Speech Therapy
- Occupational Therapy
- ASDAN and Alternative Curriculums

## How We Know Students Need Help

- Concerns are raised by parents/carers, external agencies, teachers or the child's previous school, regarding their level of progress or inclusion
- Screening at the admissions stage, or as a result of a concern being raised, indicates a gap in knowledge/skills
- Whole school tracking of achievement and progress flag a particular need
- Observation of the student indicates that they have additional needs in one or more area
- A student asks for help





## Further Information

You are always welcome to come and speak with any member of the Inclusion Department team, who can be reached as follows:

- Head of Inclusion - Matthew Lee  
[\[m.lee@ics.edu.jo\]](mailto:m.lee@ics.edu.jo)
- Primary and Inclusion Assistant - Mariam Al Nahhas  
[\[m.alnahhas@ics.edu.jo\]](mailto:m.alnahhas@ics.edu.jo)

Parents are also invited to contact the school to make an appointment should they have any further questions. Appointments can be made through Mariam Al Nahhas, the Primary and Inclusion Assistant.









# Special Educational Needs (SEN)

All children are valued as individuals and their varying needs are dealt with sensitively and effectively.

We believe that each child should receive a broad, balanced and differentiated curriculum ensuring self-esteem and confidence are enhanced and a positive attitude is developed.

Some children will need additional support in order to achieve their true potential and, where appropriate, may benefit from external support.

In order to give everyone the opportunity to succeed, we boast a large team of highly-qualified Learning Support Assistants (LSAs), that work under the leadership of an expert Special Educational Needs Coordinator (SENCo).

Together, the LSAs provide a bespoke service to support students with learning needs or difficulties to enable them to access the curriculum and achieve their potential.

## Aims

- To provide a rigorous and inclusive approach to learning for all
- To make reasonable adjustments for those with a Special Educational Need (SEN) by taking action to increase access to the curriculum and the environment
- To ensure that children and young people with a diagnosed SEN engage in the activities of the school alongside students who do not have SEN
- To request, monitor and respond to parents'/carers' and students' views in order to evidence high levels of confidence and partnership
- To support students with medical conditions to be fully included, in consultation with health and social care professionals where needed
- To ensure a high level of staff expertise to meet student need through well-targeted, continuing professional development









# Educational Diagnostic Assessment

As part of the referral process, we have a qualified educational diagnostician, holding an Assessors Practising Certificate from the UK, who can assess a wide range of special educational needs.

We have a wide range of in-house assessments, including phonological processing difficulties, Autism screening, wide-ranging attainment, cognitive profiling, fluid intelligence, social and emotional wellbeing, dyslexia, dyscalculia, reading comprehension and fluency ETC.

## Exam Access Arrangements

At ICS, we offer a full range of exam access arrangements to ensure all students are able to access their examinations. If a student requires access arrangements for exams, this will be marked on the Inclusion Register, and the student will be added to the Exam Access Arrangement register. Evidence will be collected for a significant period of time (at least six months, but ideally five years) to demonstrate the student's normal way of working, and will include mock examinations and evidence from the classroom. Specialist reports, where required, will be kept on file. These will be commissioned by the school by a known specialist with the appropriate qualifications, written within three years of the examination date of the student's final examination.

We write educational diagnostic reports in-house with no charge to parents.

## Exam Access Arrangements Include:

- Rest Breaks
- Extra Time
- Smaller Exam Hall
- Reading Pens
- Reader
- Scribe
- Word Processor (No Spell Checker)









## Individual Education Plan Process (IEP)

We offer collaborative, individual educational plans, based on the best of international practice, to tailor the curriculum to the needs of the child.

All students with a medium or high level of need receive an Individual Education Plan (IEP) which will be reviewed with input from class teachers, the main LSA, external specialists and parents.

The IEP details classroom strategies, specific attainable targets, information on the student and more information on their need, to ensure they make as much progress as possible.

IEP meetings with parents and key stakeholders take place on a termly basis, with the aim of reviewing progress, provision and agreeing support strategies as well as specific targets to 'close the gap' with their specific difficulties. IEP implementation will be monitored through a formal observation by the Head of Inclusion, with feedback. IEP Meetings are booked with parents in the previous meeting, when possible, to ensure consistency.





## Learning Support Assistants (LSA)

Where it is identified that students have either a medium or high level of need, they will be considered for additional, in-class support from a Learning Support Assistant (LSA). This will be for a determined number of hours based on the nature of the difficulty, as agreed by the Head of Inclusion, SENCo and the head of the respective school. This agreed support will be paid for, in full, by parents, and such support will be reviewed termly as part of the IEP meeting, to ensure quality and continued need. This support may include a weekly email update, and will be reviewed within the termly IEP meeting.

Our highly-skilled team of Learning Support Assistants all speak fluent English, have a diploma in Special Educational Needs, a university degree, and years of experience.

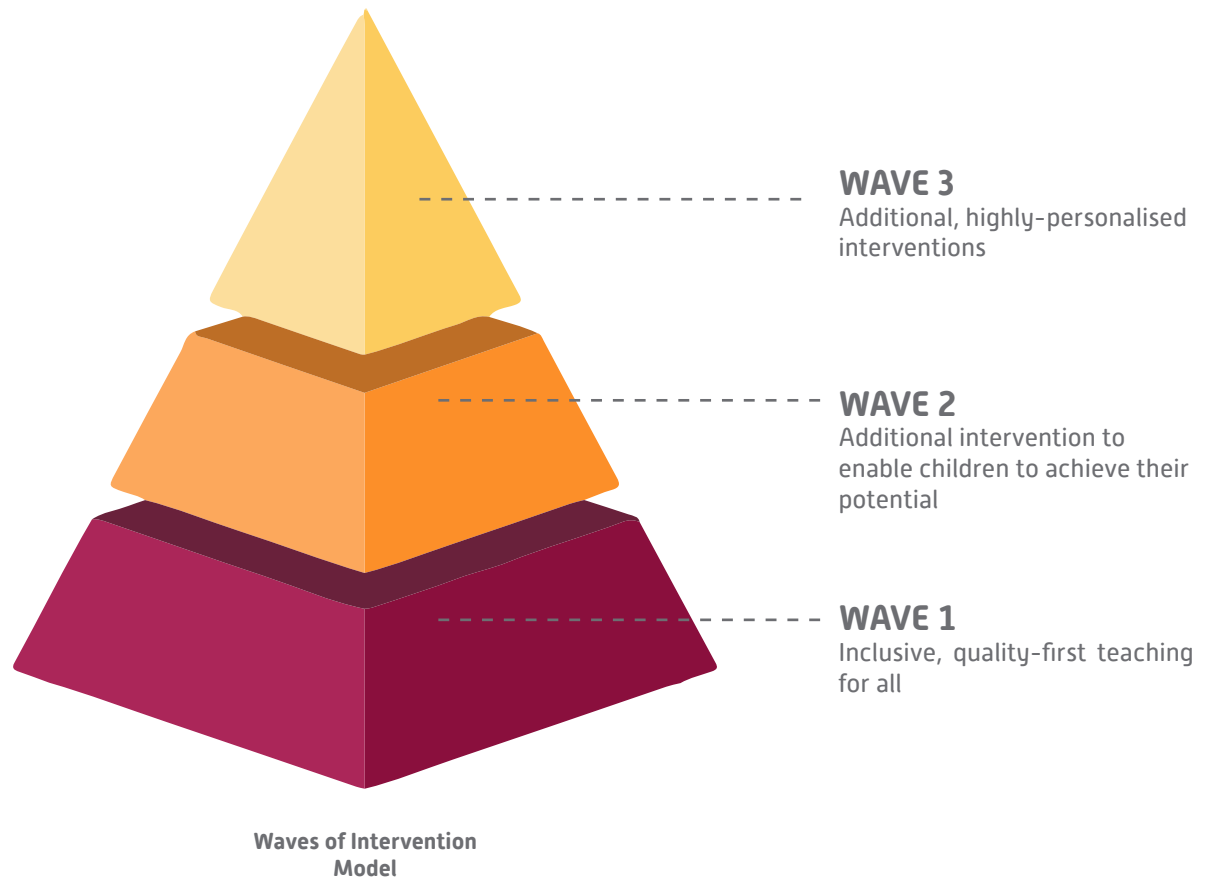




# Wave Model

We follow the Wave Model of Intervention for students, focusing on Wave 1, in-class differentiation and teacher support, as the primary intervention model.

After this, we offer a range of Wave 2 group interventions, before a Wave 3 bespoke 1-on-1 approach.





Structured interventions that we offer include:

## 1. The Sound Reading System (SRS)

SRS is a carefully constructed, advanced 'synthetic phonic' reading programme that teaches children how to read the complex English spelling code in simple, logical steps. The careful structure makes it both a reliable teaching tool, and a tool with which to train teachers. The Sound Reading System is built around a comprehensive understanding of the entire English spelling code and is usefully described as a 'linguistic phonic' programme. This is particularly good for many symptoms of dyslexia.

It breaks down the code into a workable framework:

- 26 Alphabet Letters
- 44 Spoken Sounds
- 176 Basic Spellings



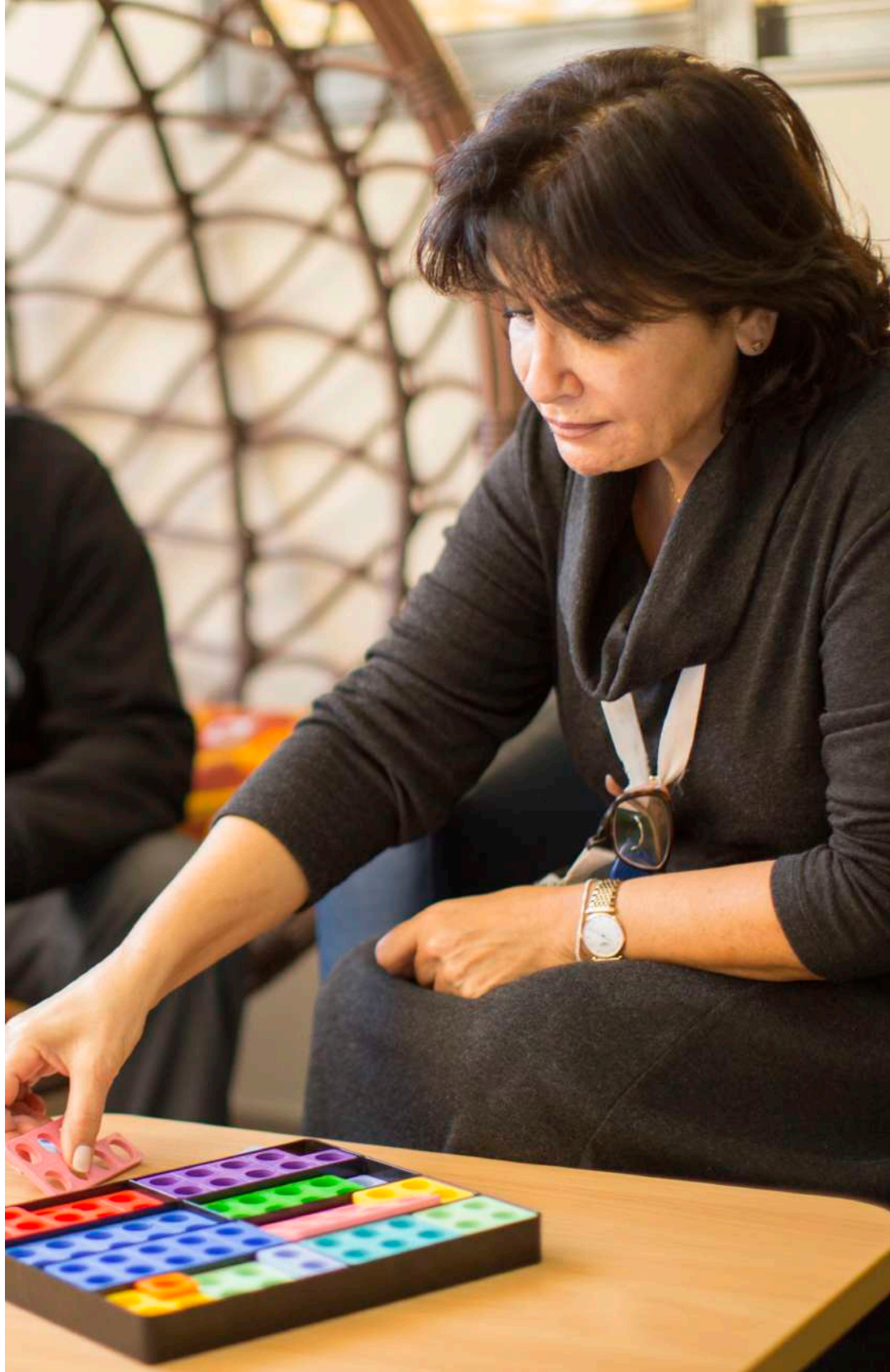


## 2. Numicon

Numicon is an internationally award-winning, classroom-based resource used to support learning and teaching in Maths at ICS. It is used in many pre-schools and primary schools across the UK.

Numicon aims to facilitate children's understanding and enjoyment of maths. It uses a multi-sensory approach and the equipment allows children to see and feel how numbers 'fit' together to help them have a better understanding of the number system.

While particularly useful in Early Years and Key Stage 1, Numicon is increasingly used to support learning and teaching in Key Stage 2 classrooms, and also as a way to support older children who are struggling to grasp key concepts in Maths.





### 3. Nessy Reading and Spelling

Nessy Reading & Spelling is an internet-based program developed by a team of specialist teachers and psychologists. Developed for students 5-12 years of age with reading differences, such as dyslexia, Nessy is a powerful teaching tool for all students, including EAL learners.

100 independent learning lessons spread over ten engaging islands that employ an intensive, multisensory and sequential method of instruction based on the highly-respected and researched Orton-Gillingham approach to reading and spelling. Lessons emphasise phonemic awareness, phonics, blending, sight words, fluency, spelling, vocabulary and comprehension. Each island consists of a series of lessons composed of strategy videos reinforced with games which teach fundamental reading and spelling skills.





#### 4. 123 maths

123 maths takes a step by-step approach, filling the gaps in a child's knowledge. During this process, students gain confidence and knowledge, allowing them to access the topic with which they have difficulty. 123 maths works through repetition and the rule of three. Each day the student visits the site, they will be presented with a set of questions. Once the student answers a question correctly on three separate visits, they will move on from the question.

#### 5. Motor Skills United

Motor Skills United develops the core skills which underpin all areas of motor development (except gross and fine motor skills) which, in turn, helps promote the skills required to boost learning. This excellent programme is particularly effective with children who have developmental coordination disorders (dyspraxia). This program is provided to students in large and small group activities, warm ups and cool downs.

#### 6. Clever Fingers

Clever Fingers was developed by a Paediatric Occupational Therapist (OT), after working with a Special Educational Needs teacher who wanted to find a way of adequately balancing her students' education with their therapy-related needs (OT, Physiotherapy and/or Speech & Language Therapy). It was created to address the problem other teachers were regularly reporting, that time needing to be spent on one student was often at the expense of the others. These timetable pressures often resulted in a lack of adequate time devoted to non-academic, fine motor skills, and, consequently, many students were struggling with everyday activities such as dressing, using a knife and fork, and scissors, as well as handwriting.

Clever Fingers is designed for schools and helps to alleviate these timetable pressures for teachers; it is a fun and highly-motivating, activity-based strategy for students with poor fine motor skills.





## 7. Time to Talk

School can be a frustrating and confusing experience for children who have not developed their communication skills fully. Not only will accessing the curriculum be difficult, but so will be developing cooperative skills and friendships. The Time to Talk programme was developed to teach and develop oral language and social interaction skills to children aged four to seven. Containing 40 sessions, designed to take place two-to-three times a week, the programme aims to help children develop the “rules” of interaction, with the help of the character Ginger the Bear, who is featured in all the activities. Skills taught include eye contact, taking turns, sharing, greetings, awareness of feelings, giving, following instructions, listening; paying attention; and play skills.

## 8. Friendship Formula

The Friendship Formula is designed to help students aged 8 to 13 develop their communication and relationship skills. Such focused intervention has proven to yield better results relating to the peers and family members of the targeted student. This unique programme encourages such involvement, including letters home and questionnaires for parents, as well as promoting peer education and whole-school awareness of the issues explored. The friendship formula is designed to last a full school year and consists of 40 sessions, divided into four units that focus on:

- Self-Awareness and Self-Esteem.
- Emotional Awareness and Regulation.
- Conversational Skills.
- Friendship and Relationship Skills.





# English as an Additional Language (EAL)

At ICS, we offer an outstanding level of support for students who speak English as an additional language. This comes in a variety of forms, from our additional classes to our in-class provision.

We use a range of resources to ensure all children have access to the curriculum.

## Program Aims

- To ensure that we meet the full range of needs for those children who are learning English as an additional language
- To welcome and value the cultural, linguistic and educational experiences that students with EAL bring to the School
- To help EAL students become confident and fluent in speaking and listening, reading and writing in English, in order to be able to fulfil their academic potential
- To encourage parental support in improving children's attainment
- To be able to assess the skills and needs of students with EAL, and to give appropriate provision throughout the school
- To monitor students' progress, systematically, and use the data in decisions about learning and teaching, and curriculum planning
- To maintain students' self-esteem and confidence by acknowledging and giving status to their skills in their mother tongue (for example through Young Interpreters)





# Speech Therapy

At ICS, we work with an external provider to diagnose and treat any speech disorders. They determine what the cause of the disorder is and decide on the best treatment. Speech therapists may then help students build skills by working with them one-on-one, or in the classroom.

## Speech therapy can help with:

- Articulation problems: not speaking clearly and making errors in sounds
- Fluency problems: trouble with the flow of speech, such as stuttering
- Resonance or voice problems: trouble with voice pitch, volume and quality

Our external therapists at ICS help students learn to speak more clearly through speech therapy classes. This helps them feel more confident and less frustrated about speaking to others. Students who have language issues can benefit socially, emotionally and academically from speech therapy.





# Occupational Therapy (OT)

At ICS, we employ an Occupational Therapist (OT) to offer a bespoke occupational therapy service within the school. This program uses high-quality resources to ensure students make progress across a number of developmental areas.

Occupational Therapy in school focuses mainly on a child's gross and fine motor skills, coordination and sensory processing. These skills are vital for children to access the educational curriculum and facilitate and maximize their learning journey. Skills may include handwriting, strengthening of core muscles, hopping, jumping, etc. Therapy sessions are provided inside or outside the classroom, depending on the child's needs. We communicate directly with the child's teacher or class assistant to recommend strategies that will help the child in class. Every child is different, which is why treatment plans and target goals are set specifically to enhance and maximize a child's strengths and help with any weaknesses.





# Accelerated Learning Programme (ALP)

"We are proud to be able to meet the needs of a wide spectrum of ability and need, including the most able Oxbridge or Ivy League aspirant.."

In the ALP, our programme for accelerated learners, we start by inspiring. Inspiration is the key for ALP students to achieve even greater success. If we cannot inspire, then we cannot accelerate our learning. We focus students on their own passions through projects, introduce them to fantastic new concepts through tailored lectures, and grow their natural curiosity through dedicated ICS mentors.

## Aspects of the ALP Program

- ALP Website to Showcase Talented Work
- Weekly ALP Lectures
- Weekly Mentoring Meetings
- End-of-Year Project Showcase





## Outstanding Facilities

The recent rebuild of the Inclusion Department's main area has enabled a custom design based on the very best facilities from around the world. We now have five 1-to-1 rooms, three intervention classrooms equipped with interactive whiteboards, two sensory rooms, an occupational therapy suite, a lounge area, a computer area and a resource room. The new design allows for all aspects of inclusion to be well-facilitated at ICS.







Planning, Monitoring, Evaluating, Reflecting, Transferring





# ASDAN and Alternative Curricula

We are the only international school in Amman licensed by the UK's ASDAN examination board for the provision of alternative qualifications.

We provide a range of ASDAN qualifications, which are focused around life skills and independence, for older students who struggle to access a full range of subjects. These include weekly trips and cycling lessons.

In addition, we are the first school to offer an externally-accredited alternative curriculum based on the new Edexcel Certificates in Maths and English for students in Years 10 and 11,





## Admissions

As part of the admissions process, children are referred by the appropriate Head of School to the Inclusion Department to assess likely support needs. Any reports, both academic and psychological, are requested from the parents to help ascertain the required support level. Students likely at a medium or high level of need are invited in for at least one trial day in discussion with the class teacher, the Head of Phase/Key Stage, and the Head of School. This trial includes a supported aspect, if necessary. If a trial is not possible, a Skype meeting with the parents will take place to discuss the current support, and likely possible support at the school. If the child requires support which requires an additional member of staff to be hired, the student's date of commencement will coincide with the date that an appropriately-qualified staff member can be hired. Standardised testing will usually take place if the child can attend the school. The results will then be shared with the relevant Head who will write a recommendation on whether the child can be admitted, and what the support plan is likely to look like.





## Accreditations & Memberships









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