Lyceum Alpinum Zuoz
SWISS INTERNATIONAL BOARDING SCHOOL

Access, Inclusion, and Special Educational Needs and Disability (SEND) Policy
Learning Support

Every pupil matters

Lyceum Alpinum Zuoz
SWISS INTERNATIONAL BOARDING SCHOOL

Contents

1. Definitions

Access refers to the child's ability to attend school. Supporting access includes removing barriers and catering for the individual needs of the child.

Inclusion refers to the child's ability to participate as fully and actively as possible in the school programme. Where necessary, appropriate support will be provided under the Access and Inclusion Policy to ensure full and meaningful participation.

A child has a **SEND** if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.[1]

Use of the Term 'Class Teacher'

School Management ensures that each class, or teaching group, has a teacher who has specific responsibility for the pastoral and learning welfare of that group of pupils (Matura/IS); and each teacher so designated is included within the definition of 'class teacher' in this section. The identity of the class teacher responsible for each group or individual should be made known to all staff. Where any teacher suspects that a pupil may have a special educational need, he or she should draw this to the attention of the **class teacher** in the first instance.

2. Special Educational Needs and Disability (SEND)

In order to ensure equality of educational opportunity for all, the School as an inclusive school acknowledges the inequalities inherent in learning and provides special educational provisions for learners with special educational needs.

SEND at the School is seen as a responsibility of the whole school, which places disability and difficulty within the wide spectrum of human experience and copes with this as an integral part of teaching and learning. It is our aim that all children should be able to participate in the life and work of the school to the best of their abilities whatever their needs.

The School aims to eliminate barriers, including physical access and access to the curriculum that prevent pupils participating in the life and work of the school.

It is the aim of the School that all children who are recognised by their school staff, parents or other agencies as requiring additional provision will access further support through the Access, Inclusion and SEND Policy and, if necessary, through external specialist support.

This document is designed to ensure that all children can equally access and fully participate in the school's education programme (IS or Matura). It is a child-centred model, moving from the universal to the targeted, based on the needs of the child and the school setting.

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[1] SEND_Code_of_Practice_January_2015.pdf (publishing.service.gov.uk)

The School has universal supports in place designed to promote and support an inclusive culture within the school setting through a variety of educational and capacity-building initiatives. The School will aim to appoint staff who are capable of using a range of teaching styles effectively. Staff will be required to recognise the need for differentiation in setting tasks for their pupils. Within the limit of the work being addressed and the numbers of children being taught, well-matched group work will help to satisfy the needs of the majority of children.

However, where a subject teacher, class teacher, Head of IS/Matura in partnership with a parent, guardian or carer, considers that some further additional support or special educational provisions may be necessary to meet the needs of a particular child or the child has a diagnosed SEND, the child receives targeted support.

This policy applies to all academic and non-academic staff, students, parents, governors and visitors to the school.

2.1.   Access, Inclusion and SEND Responsibility

Access, Inclusion and SEND is the responsibility of everyone working with pupils at Lyceum Alpinum Zuoz. However, Learning Support coordinates additional learning support for pupils in the School.

Access, Inclusion and SEND lead and deputy:

- Mr. Matthew Snell (Head of Learning Support, Deputy Head of Spencer House)
- Dr. Hannah Felce (Deputy of Learning Support, College Counsellor, Boarding House Parent in Chesa Urezza)

SEND Tutors:
- Ms. Ilona Wroblewska (Deputy of Chesa Urezza)

Role of the SEND Tutors:
It is the responsibility of all teachers to identify and help meet the needs of pupils who have barriers to learning. The SEND lead, deputy and tutors are responsible for:

- liaising with staff and respond to requests for help and advice on behalf of pupils experiencing difficulty in school;
- assisting in the assessment of the pupil's needs, and where necessary arrange for themselves or a member of Learning Support to support the child as appropriate;
- acting as a source of support, advice and expertise for staff and others to discuss suspected special educational needs;
- co-ordinating referrals of a child for whom there is a suspected special educational need to the relevant outside agencies, and liaising with other agencies and professionals where necessary;
- ensuring that a referral is made as soon as possible and following up for a response or more action where necessary;
- keeping written records of tutor meetings, lesson observations and discussions with teachers about a child;
- ensuring that all such records are kept confidentially and securely;
- encouraging a culture of differentiation in class, listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to assist them;

- liaising with parents, external specialists and agencies, advising teachers on curriculum design and modification to ensure differentiation in class:
- deciding whether the School is able to cater for a prospective pupil based on the gravity of their special education need;
- reviewing and updating the school's access, inclusion and SEND policy in line with changes in legislation and recommended 'best practice' procedures;
- keeping the Head of IS/Matura informed of SEND pupils.

2.2. Support for Students with SEND

Support for students with SEND should be seen as a continuous and systematic cycle of planning, action and review within the school to enable the pupil with special educational needs to learn and progress.
Regard should be had to the following key principles:
- provision for a pupil with special educational needs should match those needs;
- there should be careful recording of a pupil's needs, the action taken and the outcomes;
- appropriate consideration should be given to the ascertainable wishes and feelings of the pupil;
- parents should be closely consulted;
- outside specialists should be involved where appropriate at any level.

For a more comprehensive list of signs of individual special educational needs, please refer to 'Appendix 2: Types of SEND'.

3. Reporting SEND

When subject teachers or class teachers suspect that a special educational need is present, they report this to Learning Support, only if this is not already known or has been communicated by the pupil or the pupil's parents.

Indications in the classroom of a special education need can be:
- writing or reading competences not in line with the peer group as well as spelling, slowness and illegible handwriting,
- problems in information processing,
- mathematical competences which deviate from those of the peer group,
- weaknesses in the areas of verbal and non-verbal as well as mathematical perceptual processing,
- social signs such as difficulty with peers, lack of confidence in participating or communicating difficulties,
- emotional signs, such as erratic behaviour, acting out in class, introverted behaviour.

Learning Support informs the boarding houses and teaching team, when a pupil has a suspected or diagnosed special education need. Learning Support will undertake any further steps required, such as obtain permission from parents, appointments for consultations, etc.

Following consultation with the student and the identification of a special educational need, Learning Support discusses the appropriate level of support with the pupil's parents after obtaining feedback from the pupil's subject teachers. The progress of the special educational provisions put in place will be discussed at regular intervals with all parties involved in the pupil's education (Report Conferences, Support Meetings and Team Around the Child (TAC) Meetings).

For a more detailed code of practice, please see section 4, 'Special Educational Needs and Disabilities (SEND) Procedure'.

3.1. Recording of a Pupil with SEND

Learning Support keeps an up-to-date register of all pupils with special educational needs, which can be viewed on iSams under the 'Learning Support' tab. All data kept on pupils should be kept securely and in accordance with data protection legislation.

The list contains the following information:
- diagnosis,
- report information,
- specific difficulties of the pupil with SEN,
- details of the support measures for internal and external examinations, such as additional time or the use of a processor,
- SEN level the pupil is on and the SEN tutor's name,
- day and time of one-to-one support,
- on request, details of classroom support provisions.

4. Special Educational Needs and Disabilities (SEND) Procedure

4.1. New School Applicants with a SEND Diagnosis

4.1.1. Admissions

Before being admitted to the school, the pupil's parents will fill out the Learning Support Questionnaire (see Appendix 1) provided by Admissions. Admissions in liaison with Learning Support will conduct a meeting with the pupil's parents to get initial feedback about the special educational need or disability and any support received in the past. If the pupil has a report, parents should share the report with Admissions, who will share it with Learning Support for reference and advice.

4.1.2. Upon Enrolment

Learning Support will input this information on iSams in line with Section 3.1.

Matura Department: Learning Support will forward the report to the Head of Matura. The Head of Matura will draft an agreement titled *Vereinbarung Nachteilsausgleich*. The agreement specifies the exact special educational provisions and exam concessions that the school is able to provide. The Head of Matura will send it to parents and the pupil to sign and will then share the signed version with the pupil's subject teachers and Learning Support.

Learning Support will conduct an initial meeting with the pupil about his or her special educational needs.

Learning Support will contact the family and schedule a follow-up meeting to discuss the situation and strategies used in the past, as well as discuss what level of input they would like and what level of support the School can provide, if not done in the previous meeting during the Admissions process. During this meeting, we will also outline costing implications for any regular support that goes beyond the initial five hours. The parents will be introduced to our 1-page profiles (see Appendix 1).

Learning Support will feedback information to subject teachers with strategies for the classroom, including parents' wishes and important points from the report.

If regular meetings with Learning Support are required or desired, Learning Support will implement these and continue them. After five hours of support, the parents are required to sign the agreement.

Learning Support will collect the first feedback from subject teachers before the placement conference and log it in the feedback log (see Appendix 1). After feedback is received, Learning Support will carry out lesson observations (see lesson observation form in Appendix 1) where needed. Based on the report provided at the beginning of the year, the feedback from subject teachers and the information obtained in lesson observations, Learning Support will create a 1-page profile and share it with the pupil's subject teachers and boarding house.

Learning Support will continue monitoring over the following months. If the pupil is flagged in the following conference, Learning Support will redo feedback logs and will carry out lesson observations again. This cycle will continue after every conference.

Depending on the severity of the special educational need, support meetings with the pupil's subject teachers, class teacher, Head of IS/Matura will be introduced. Parents should always be informed of proposed action and any support meeting date. The support meeting should focus on the pupil's progress, the effectiveness of the special educational provisions and possible future action. All pupils on the SEN register are formally reviewed twice each year as a minimum, once in each semester. Parents should be involved with the support meeting and at least always be told of the outcome and of any steps they can take to help their child at home. Parents' day and similar occasions may allow parents to contribute to the support meetings.

When a new pupil with a SEND is flagged, this pupil will be brought to the attention of the participants of the TAC meetings in case any social and emotional or behavioural issues have also been noted in order to have a holistic overview of the child.

4.2.   Flagging SEND for Enrolled Pupils

4.2.1.   Identification

The process begins with a subject teacher raising the concern that a pupil may have a special educational need with the pupil's class teacher. The class teacher has the overall responsibility and should inform Learning Support and the Head of IS/Matura and consult the pupil's parents. Grade conferences or placement conferences are a good opportunity for any member of staff involved in the pupil's education to express these concerns, since Learning Support, the Head of IS/Matura, class teachers and all teachers are present.

Once a subject teacher has identified a potential SEND, Learning Support will send out a feedback questionnaire (see Appendix 1) to subject teachers and ask them to focus on the specific difficulties in the questionnaire depending on the area of concern.

Learning Support will meet the pupil to discuss their difficulties and needs.

Once feedback has been gathered, Learning Support will contact parents to relay feedback from subject teachers and ask about the pupil's history in past schools. At this point, Learning Support will gain parents' permission to explore the potential special educational need further by carrying out an internal assessment. If parents agree, an internal assessment will be carried out.

If the internal assessment comes back **positive**, Learning Support will recommend further exploration with an external assessment. If **negative**, Learning Support will meet a few times with the pupil to discuss learning strategies, and feedback progress to parents.

Learning Support will organise the external assessment and liaise with parents and the boarding house regarding logistics. Parents should always be consulted before organising an external assessment, because external assessments and appointments are at an additional cost and are billed at the agency's going rate.

If the external assessment comes back **positive**, Learning Support will follow the procedure in section 4.1.2. once the report is received. The external specialist(s) should be involved in working with the pupil directly, may act in an advisory capacity, supporting Learning Support, the class teacher or subject teachers in implementing individual provisions, or may recommend additional specialist support. In some instances, medical treatment or different management of the pupil in school, based on medical advice, may considerably reduce the pupil's special educational need. Medical advice may include advice from the school health service, the pupil's GP and from therapists.

If **negative**, the class teacher will explore a new avenue of the International Sector's process of support such as EAL, behaviour/effort, developmental/academic level miss-match or social, emotional and cognitive.

4.3.   Roles and Responsibilities

The **class teacher** should:
- collect and record information about the pupil, consulting other teachers as appropriate, and make an initial assessment of the pupil's special educational needs;
- provide or arrange special educational provisions within the normal curriculum framework, exploring ways in which increased differentiation of class work, alternative teaching and learning strategies or different classroom organisation might better meet the pupil's needs;
- inform Learning Support of their concern;
- monitor and review progress.

Learning Support should:
- ensure that the pupil is included in the school's SEN register on iSams;
- help the class teacher gather information and assess the pupil's needs;
- get subject teachers to complete the feedback questionnaire;
- gather all information collected from subject teachers on feedback log;
- seek advice from the school health centre or the pupil's GP as to whether there may be educational implications connected with the pupil's physical health;
- carry out lesson observations;
- complete 1-page profile;
- advise and support the pupil's class teacher and subject teachers as necessary;
- advise and support pupil's parents, or guardian or carer;
- organise external assessments;
- carry out one-to-one support sessions where required and agreed upon with parents;

4.4.   Information Required

The information required about the pupil includes:

from the school

- class records, including relevant records from all teachers who teach the pupil and any from previous schools collected by the Admissions Team;
- attainments in relation to the Matura or IS curriculum in conjunction with the results of CAT4 testing;
- standardised test results or profiles;
- Records of Achievement, where appropriate;
- observations about the pupil's behaviour at school and in the boarding house;
- multiple needs in classroom table from subject teachers to evidence provisions already in place;
- feedback questionnaire;
- Matura: *Vereinbarung Nachteilsausgleich*

from the parent
- views on the pupil's health and development;
- perceptions of the pupil's performance, progress and behaviour at school and at home;
- factors contributing to any difficulty;
- previous reports;

from the pupil
- personal perception of any difficulties and how they might be addressed;

from other sources
- any information already available to the school from Admissions in the form of the Learning Support Questionnaire, external reports, the boarding house or any other source.

This information will identify the perceptions of those concerned with the pupil and should reveal any immediate educational concerns. The class teacher should consult Learning Support to determine whether to continue the existing educational arrangements, to seek advice and support, or to provide special educational provisions.

4.5. The 1-Page Profile

Learning Support, working with the class teacher and other subject teachers as appropriate, should ensure that a 1-page profile is drawn up for the pupil, taking into account as far as possible the pupil's own views on his or her difficulties and the proposed provision. The provisions in the 1-page profile should build on the curriculum the pupil is following alongside other pupils and should make use of other, readily available materials. Any provisions should usually be implemented fully, or at least in large part, in the normal classroom setting. Learning Support should, therefore, ensure close liaison with and between all relevant teachers. The boarding house should be told of the action to be taken and be advised how best to help the pupil in the boarding house. Parents should also be told of the action to be taken and be advised how best to help their child at home.

The 1-page profile should set out:
- the nature of the pupil's special educational need;
- the special educational provision required, including staff involved, frequency of support and any specific programmes, activities, support materials or equipment, including the use of information technology;
- revised strategies for supporting the pupil's progress and arrangements for monitoring and review;
- any monitoring and assessment arrangements;
- the nature of the support required in the boarding house;

- the nature of the support required from parents at home;
- the targets to be achieved in a given time;
- any pastoral care or medical requirements;
- the review arrangements and date.

4.6. Support for Low-Income Families

As part of our access and inclusion goals at the School, Learning Support provides support beyond the initial five hours free of charge to external pupils from low-income families.

4.7. CAT4 Testing

CAT4 testing assists Learning Support in understanding learning preferences and focus learning materials to help improve the educational approach by gaining a further understanding of a student's strengths and weaknesses. It also provides us with any indicators of a potential special educational need.

4.8. Drop-In Class Observations

When possible, Learning Support will do drop-in class observations to help spot potential undiagnosed pupils with SEND, and to highlight potential differentiation strategies that could be implemented in the classroom.

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5. Exam Concessions

5.1. Department of International Studies

Pupils with special educational needs in the Department of International Studies will, in all probability, be granted concessions for the IB and iGCSE examinations. It is important to note that the Lyceum Alpinum Zuoz is able to demonstrate that the pupil has benefited from such measures during their time at school, and that they were able to have practice in the use of a laptop in their examinations. Please note that the School must apply for support measures to be granted at the beginning of the academic year of the year of their final examinations (e.g., September 2023 for a candidate taking their final examinations in May 2024). For iGCSE examinations, the report cannot be older than four years at the point of examination (e.g., the iGCSE's are taken in May 2024, so the report cannot be older than May 2020); and for IB examinations, the report cannot be older than three years at the point of examination (e.g., the IB exams are taken in May 2024, so the report cannot be older than May 2021).

5.2. Matura Department

In the Matura Department, those legally responsible for the candidate's education must submit a request along with the diagnosis to the School (Learning Support and the Head of Matura) to obtain permission for concessions, such as extra time or the use of a processor. Learning Support and the Matura Department assist with the drafting of this request. Please note that the legally responsible parent or guardian must apply for the concession at the Canton before the end of December of the examining school year (e.g., December 2023 for a candidate taking their final examinations in June 2024). The report cannot be more than six months old at the point of submitting the request (e.g., the report cannot be older than July 2023 when the final exams are taken in June 2024).

6. Training in the Principles of Access, Inclusion and SEND

6.1. Education of Pupils

Opportunities to make students familiar with learning needs and provisions are implemented across the various curricula, through the medium of assemblies and workshops.

6.2. Staff Training

All staff are required to be familiar with this document and to be made aware of any changes or additions. Although the students are encouraged to talk to Learning Support when necessary, all staff should understand when they might need to listen.

7. Contact

Please contact Hannah Felce or Matthew Snell if you wish to clarify the availability of support for our pupils or if you suspect a pupil of having a special educational need. Referrals for one-to-one sessions can be made throughout the year. Students can access additional tuition or support by speaking to any member of staff who will put them in contact with the appropriate person.

Hannah Felce (ext. 3069)   Matthew Snell (ext. 3047)

hannah.felce@lyceum-alpinum.ch   matthew.snell@lyceum-alpinum.ch

Appendix 1: SEND Procedure Documents

Teacher Questionnaire

Teacher Questionnaire

The questions asked below provide valuable background information which assists the educational psychologist to put together a comprehensive and accurate report for the student.

**Please complete and return as soft copy
(otherwise return a hard copy to the LS teacher)**

Form Completed By		Date	

Student's Full Name			
Preferred Name		House	
Date of Birth (Day/ Month/ Year)		Year Group	

Briefly Outline Issues of Concern

Support Already in Place for the Student (considering classroom, school-based, home, tuition)

Academic Development

Please estimate as best you can the student's level of development in each of the areas below <u>compared to other students of the same age</u>. Mark "X" in the appropriate column.

	Significant Difficulties	Below Average	Average	Above Average	Not Sure
Reading Skills					
Word Knowledge/ Recognition/ Word Bank					
Reading Speed/ Rate					
Reading Comprehension					
Writing Skills					
Handwriting Quality/ Legibility					
Handwriting Speed					
Typing Speed					
Spelling					
Written Grammar/ Sentence Construction					
Writing Organisation/ Sequencing of Ideas					
Quality of Expression of Ideas and Knowledge					
Math Skills					
Mental Math					
Memory for Numerical Facts					
Math Procedures/ Operations/ Calculations on Paper					
Math Reasoning and Problem Solving					
Speed of Completion of Math Tasks					
Oral Language Skills					
Articulation					
Vocabulary/ Word Knowledge					
Listening Skills/ Receptive Language Skills					
Expressive Language Fluency/ Speed					
Expression Language Quality					
Social and Interpersonal Language Skills					

Public Speaking Skills					
Motor Skills					
Overall Fine Motor Skills (Hand-Eye Coordination)					
Overall Gross Motor Skills (Physical Coordination)					
Overall Level of Fitness					
Memory Skills					
Short-Term Memory/ Remembers Verbal Instructions					
Memory for General Information and Facts					
Memory for Personal Events and Past Experiences					
General Academic Skills					
Organisation/ Time Management					
Attitude Towards School					
Ability to Concentrate and Focus on Academic Tasks					
Group Work Skills					
Overall Speed of Academic Task Completion					
Completion of Homework					
Overall School Attendance					

Social, Emotional and Behavioural Development

Please estimate as best you can the student's level of development/ daily functioning in each of the areas below <u>compared to other students of the same age</u>. Mark "X" in the appropriate column.

	Significant Difficulties	Below Average	Average	Above Average	Not Sure
Understands Teacher/ School Rules					
Follows/ Complies with Rules and Teacher Instructions					
Interacts Appropriately with Adults					
Interacts and Plays Appropriately with Other Students					
Forms Good Friendships					
General Academic Confidence/ Self-Esteem					
General Focus and Concentration					
Overall Learning and Academic Motivation					
Overall Level of Maturity/ Responsibility					
Manages Stress					
Handles Changes to Routine					
Personal Hygiene/ Grooming					
Healthy Diet at School					

	Not at All/ Rarely	Sometimes/ Occasionally	About Average	Excessive/ Of Concern	Not Sure
Appears Anxious or Nervous					
Appears Bored					
Appears Tired During the School Day					
Appears Sad or Unhappy					
Gets Angry					

Frequent Sickness/ Pains/ Headaches					
Cries or gets Upset					
Seeks Attention from Other Students or Adults					
Unsafe/ Dangerous Behaviour (please explain below)					
Odd or Unusual Behaviour (please explain below)					

Any Additional Information to Support the Assessment Process

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Feedback Log

Feedback Log – Month Year

Student:

Subject	Teacher	Feedback
HL HL		
HL		
SL SL		
SL TOK		

1-Page Profile

Name:	DOB:	Year group:	First language:
Progress/strengths/interests:			

Barriers to learning:	Impact on learning:	Strategies:

Multiple Needs in Classroom Template

Multiple Needs in Classroom

	Class layout	Resources	Learning	Rewards	Accommodations
Child 1	Not next to Child 3				
Child 2	L-handed	Concrete	2 chunks at a time		25% extra time
Child 3		Concrete			
Child 4	Near front	Blank sheet			
Child 5		Handouts			

Appendix 2: Types of SEND

Behavioural Problems

What are behavioural problems?
The term behavioural problem is used to designate a deviation in behaviour form one expected or approved by the group. It is defined as when children cannot adjust to a complex environment around them, they become unable to behave in the socially acceptable way resulting in exhibition of peculiar behaviours and this is called behavioural problems.

Signs of behavioural problems:
- Persistent or repetitive behaviours that are unusual, disruptive, inappropriate, or cause problems
- Aggression
- Criminal behaviour
- Defiance
- Drug use
- Hostility
- Inappropriate sexual behaviour
- Inattention
- Secrecy
- Self-harm

In class provisions:
- Listen to learners and give them time to explain their behaviour.
- Respond quickly and calmly to unacceptable behaviour to minimise worse behaviour. Do not overreact.
- Observe learners in a group, check on unacceptable behaviour.
- Avoid confrontation, change the subject, defuse the situation, use humour.
- Set clear rules and expectations, communicate positively, constantly refer back to the rules and apply them consistently.
- Criticise unacceptable behaviour and not the learner. Mirror the consequences of unacceptable behaviour.
- Praise learners for good behaviour and positively reinforce.
- Awake learners' attention, verbally and non-verbally.
- Delegate responsibility.
- Structure lessons and study time, give clear and consistent instructions and explanations.

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Dyslexia

What is dyslexia?
Dyslexia is a specific learning difficulty resulting in problems in learning to read and write and other closely linked skills. Dyslexia often runs in families and may affect all levels of ability.

Signs of dyslexia:
- A tendency to read inaccurately and without adequate comprehension.
- Difficulty remembering sequences such as the alphabet and months of the year.
- Difficulty telling left from right.
- Difficulty copying accurately from board or textbook.
- Difficulty remembering and following oral instructions.
- Persistent and continued reversing of letters and figures, e.g. '15' for 51, 'b' for 'd'.
- Taking longer than average over written work.
- Experiencing lack of self-confidence and increasing frustration, low self-esteem.
- Inconsistent spelling.
- Difficulty with planning and writing essays.
- Difficulty getting started and completing work.
- A tendency to get 'tied up' using long words, e.g. preliminary, philosophical.
- A tendency to confuse verbal instructions, places, times and dates.
- Greater difficulty in learning a foreign language.
- Frustration which has led to behavioural or emotional difficulties.
- Disorganised at home and school.

Many dyslexic pupils show talents in some of the following areas:
- Subjects such as drama, art and design, music and sport
- Problem solving
- Computing
- Speaking, discussing and explaining things

In class provisions:
- Communicate tasks, information and instructions in small portions and if possible, in advance of the lesson.
- Ensure that differentiated assessments of reading skills are age-group appropriate.
- Provide information in writing and highlight what is important in colour.
- Allow 25% extra time for written tests and tasks.
- Evaluate content instead of spelling, permit the use of a processor and use diagrams, brainstorming, alternative means of assessment, etc. after consulting with Learning Support.
- Ensure that homework assignments have been correctly registered and understood, have learners repeat instructions.
- Rhymes, abbreviations, and visual methods are an aid for information storage.
- On request, print out tasks and texts on coloured paper, allow the use of colour templates.

Dyspraxia/Developmental Coordination Disorder (DCD)

What is dyspraxia/DCD?
Dyspraxia, or developmental coordination disorder (DCD), affects a person's fine and/or gross motor skills and motor planning. Pupils with this diagnosis may have difficulty with balance, movement, motor skills and coordination.

Signs of dyspraxia:
- Difficulty in gripping a pencil and forming the letters for handwriting, and with typing and writing in general.
- Sensitivity to light, space, taste, touch and smells.
- Difficulty with activities that require fine motor skills such as buttoning a shirt, holding a pen, using scissors.
- Difficulty with sports like bike riding and other physical activities that require coordination.
- Poor sense of direction and struggle with driving.
- Difficulty with social situations where easily understood speech is important, and struggle with keeping the volume, pitch, and articulation of their speech at acceptable and easily understood levels.
- Struggles with everyday activities such as cooking, cleaning and tidying.
- Clumsiness.
- Phobias, unwarranted fears, and obsessive behaviours.

In class provisions:
- Pupils with dyspraxia may find it easier to write using wide-stemmed pencils and pens, or by applying rubber grips to their writing utensils. You can also help a child with writing by providing graph paper to guide them in letter placement and spacing. Colourful, lined paper for students who tend to write using larger letters is also a plus.
- Consider alternatives to activities requiring handwriting. Writing things out by hand can be very frustrating for the dyspraxic (and dyslexic) child and can cause them to struggle to keep up and follow your lesson. Set children up with note-taking buddies, allow them to use computers or provide electronic copies of material in advance to reduce note-taking strain.
- Allow them to use a computer for writing tasks and note taking.
- Encourage them to learn to touch type.
- Place them at the front of the room so they have a better view of the board. They may also find it easier to concentrate away from doors, windows, bulletins and other classroom distractions. This is an important consideration for teaching pupils with visual impairments as well.
- Provide scheduled breaks.
- Give plenty of extra time.
- Emphasize directions in step-by-step form. Going over task directions and requirements several times is crucial. Try to write your task instructions in short sentences and use checklists for assignments with multiple parts. You may also want to demonstrate a task and read directions out loud, in addition to providing a printed version. This is helpful for all students as it clarifies the task and ensures everyone is on the same page.
- Provide written, visual and recorded support, bullet points draw attention to important points, break longer texts up into chunks, record longer texts or provide them with audiobooks of texts covered. This reduces the amount of written text required for processing and can save mental resources for responding and reacting to source material instead.
- Formulate a list of class rules and have all of your students contribute to it.

- Help with tasks that require fine motor skills, such as using scissors. This is especially the case in art, DT and science lessons. Provide plenty of assistance and try to introduce the student to the activity beforehand, so he or she has a chance to practice and get familiar with the physical manipulations required.

Dyscalculia

What is dyscalculia?

Dyscalulia is a condition that affects the ability to acquire arithmetical skills. Dyscalculic learners may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers, and have problems learning number facts and procedures. Even if they produce a correct answer or use a correct method, they may do so mechanically and without confidence.

Signs of dyscalculia:
- Difficulty learning and recalling basic number facts such as number bonds, e.g. $6 + 4 = 10$.
- Still uses fingers to count instead of using more advanced strategies (like mental maths).
- Poor understanding of the signs +, -, etc. or may confuse these mathematical symbols.
- Difficulty recognising that $3 + 5$ is the same as $5 + 3$ or may not be able to solve $3 + 26 - 26$ without calculating.
- Difficulty with place value, often putting numbers in the wrong column.
- May not understand maths language or be able to devise a plan to solve a maths problem.
- Difficulty understanding maths phrases like greater than and less than.
- Has trouble keeping score in sports or games.
- May avoid situations that require understanding numbers, like playing games that involve maths.
- Difficulty understanding information on charts and graphs.
- Difficulty finding different approaches to the same maths problem, such as adding the length and width of a rectangle and doubling the answer to solve for the perimeter (rather than adding all the sides).
- Difficulty learning and understanding reasoning methods and multi-step calculation procedures.
- Difficulty measuring items like ingredients in a simple recipe or liquids in a bottle.
- Lacks confidence in activities that require understanding speed, distance and directions, and may get lost easily.
- Difficulty applying maths concepts to money, such as calculating the exact change.

In class provisions:
- Give learners a set of mathematical symbols together with their names.
- Provide audiotape with multiplication tables.
- Have support materials ready such as calculators, number squares, rulers, counters, etc.
- List rows of numbers and give the value and position of each in the series.
- Use arrows to show in which direction a problem must be solved.
- Model calculation methods.
- Permit students to use their own methods if these lead to the same result and match the requirements of the test.
- Divide mathematical problems into short sequences.
- If the learner also has dyslexia, use the audiotape 'wordy' to solve the problem.

Attention-Deficit/Hyperactivity Disorder (ADHD)

What is ADHD?

ADHD is characterised by a pattern of behaviour, present in multiple settings (e.g., school and home), that can result in performance issues in social, educational, or work settings. As stated in DSM-IV, symptoms will be divided into two categories of inattention and hyperactivity and impulsivity that include behaviours like failure to pay close attention to details, difficulty organizing tasks and activities, excessive talking, fidgeting, or an inability to remain seated in appropriate situations.

Signs of ADHD / ADD:
- Often fails to give close attention to details or makes careless mistakes in schoolwork, at work, or with other activities.
- Difficulty holding attention on tasks or play activities.
- Often does not seem to listen when spoken to directly.
- Often does not follow through on instructions and fails to finish schoolwork, chores, or duties in the workplace (e.g., loses focus, side-tracked).
- Difficulty organizing tasks and activities.
- Avoids, dislikes, or is reluctant to do tasks that require mental effort over a long period of time (such as schoolwork or homework).
- Loses things necessary for tasks and activities (e.g. school materials, pencils, books, tools, wallets, keys, paperwork, glasses, mobile phone).
- Easily distracted.
- Forgetful in daily activities.
- Often fidgets with or taps hands or feet, or squirms in seat.
- Often leaves seat in situations when remaining seated is expected.
- Often runs about or climbs in situations where it is not appropriate (adolescents or adults may be limited to feeling restless).
- Often unable to play or take part in leisure activities quietly.
- Often 'on the go' acting as if 'driven by a motor'.
- Often talks excessively.
- Often blurts out an answer before a question has been completed.
- Often has trouble waiting his/her turn.
- Often interrupts or intrudes on others (e.g., butts into conversations or games)

In class provisions:
- Give learners stimulating materials to maintain interest and motivation.
- Ensure that instructions have been registered and understood.
- Structure worksheets and divide tasks into smaller units.
- Use visual learning aids such as diagrams and mindmaps.
- Introduce shorter, structured and active tasks within a narrower time window.
- Learners should sit towards the front of the classroom, removed from the distractions of windows and doors.
- Provide short frequent breaks, preferably with movement (e.g., go to the bathroom, open window).
- Allow them to fidget with a small object on their desk, such as a soft squeeze ball.
- Use the names of the learners when they are asked to do something.
- Only allow them to speak when they raise their hand, otherwise ignore.
- Make use of positive reinforcement: reward good, appropriate behaviour, ignore inappropriate behaviour.
- Encourage hand-on learning and increase active participation in class.

- Allow the use of note pads.
- Inappropriate behaviour in sport or in the laboratory: warning, call out name, explain one-to-one what is required, give a 5-minute time-out.
- Pay special attention/give special support in group work and in unstructured and/or long tasks.
- Give short and clear instructions, if possible, in writing and positively reinforce.
- Highlight important information in colour.
- Give regular short breaks.

Autism Spectrum Disorders (ASD)

What is ASD?

Autism Spectrum Disorder (ASD) is a complex developmental condition involving persistent challenges with social communication, restricted interests, and repetitive behaviour. It impacts how a person perceives and socialises with others, causing problems in social interaction and communication. There is often nothing about how people with ASD look that sets them apart from other people, but people with ASD may communicate, interact, behave, and learn in ways that are different from most other people. The learning, thinking, and problem-solving abilities of people with ASD can range from gifted to severely challenged. Some people with ASD need a lot of help in their daily lives; others need less.

Signs of ASD:

Children with ASD might:
- not point at objects to show interest (for example, not point at an airplane flying over);
- not look at objects when another person points at them;
- have trouble relating to others or not have an interest in other people at all;
- avoid eye contact and want to be alone;
- have trouble understanding other people's feelings or talking about their own feelings;
- prefer not to be held or cuddled, or might cuddle only when they want to;
- appear to be unaware when people talk to them, but respond to other sounds;
- be very interested in people, but not know how to talk, play, or relate to them;
- repeat or echo words or phrases said to them, or repeat words or phrases in place of normal language;
- have trouble expressing their needs using typical words or motions;
- not play "pretend" games (for example, not pretend to "feed" a doll);
- repeat actions over and over again;
- have trouble adapting when a routine changes;
- have unusual reactions to the way things smell, taste, look, feel, or sound:
- lose skills they once had (for example, stop saying words they were using).

In class provisions:
- Continually reformulate the main ideas and instructions.
- Divide tasks into smaller steps, if possible one step at a time.
- Ensure that the tasks have been registered and understood.
- Show what is expected with examples.
- Make tasks even clearer by visual means.
- Remain calm and positive; avoid sarcasm and jokes.
- Identify interests and incorporate into teaching.
- Immediately communicate any change clearly and distinctly.
- Be aware of the social and communicative difficulties, do not grade oral participation, write down and hand in questions.
- Divide written tasks into smaller portions.
- Take measures to reduce potential for boredom in certain topic areas.
- Students affected may have short concentration span, so allow for frequent short breaks.
- Students affected can only understand with difficulty the opinions and thoughts of others and do not always show an adequate response to them.
- Structure and routines are important in diminishing anxiety and in attaining a sense of security.

- Students affected sometimes require help with organisation, planning and learning strategies.
- Give clear guidelines and rules regarding the type of behaviour that is expected and achieved.

Anxiety in test situations

What is anxiety?
Test anxiety is an extreme anxiety of performing badly in test and examination situations. Symptoms are not restricted to the test situation itself but may manifest at an earlier stage and can persist beyond the exam situation. Causes of anxiety in this situation can be caused by cognition (negative self-image, negative judgement of situations, lack of attentiveness), study habits (ineffective study habits, reduced willingness to learn), specific learning disorder (inability to cope with intellectual demands), and to some extent surroundings (reinforcement of anxious behaviour, learning from models, sanctioning of poor performance, etc.).

Signs of anxiety
Physical Symptoms of test anxiety include:
- Sweating
- Shaking
- Rapid heartbeat
- Dry mouth
- Fainting
- Nausea
- Milder cases of test anxiety can cause a sense of "butterflies" in the stomach, while more severe cases can actually cause students to become physically ill. People may even vomit or experience diarrhoea before a test.

Emotional symptoms of test anxiety can include:
- Depression
- Low self-esteem
- Anger
- Feelings of hopelessness
- Distress
- Uncertainty
- Feelings of inadequacy
- Students often feel helpless to change their situation or belittle and berate themselves for their symptoms and poor test performance.

Cognitive and behavioural symptoms can include:
- Fidgeting
- Outright avoidance of testing situations
- Forgetfulness
- Self-doubt
- Negative self-talk
- Difficulty in information uptake

Provisions in class
- If possible, provide a quiet space to sit exams, perhaps even a separate room.
- Avoid asking them direct questions in class, rather allow them to decide themselves, when they want to participate.
- Give positive reinforcement when they participate or get a question right.
- Practice stress management strategies. Relaxation techniques like deep breathing can help them to relax before and during a test.

- Lifestyle modifications. Self-care habits such as getting enough sleep and eating healthy meals can be helpful for managing symptoms of anxiety.
- Establish good habits. Help them work on developing good study habits so they are well-prepared for tests.
- Help them learn to accept mistakes. Show them that it's one test and their worthwhileness as a person is not dependent on grades.
- Minimize distractions.
- Self-help and therapeutic strategies for managing stress levels before and during an exam.
- Study techniques and test-taking skills to ensure that they have the preparation and abilities they need to succeed on tests.
- Helping students to build confidence in their test-taking ability can also be helpful.
- Students who have severe anxiety or who experience panic attacks may also be prescribed anti-anxiety medications to help control these symptoms. Cognitive-behaviour therapy (CBT), exposure therapy, and mindfulness-based stress reduction (MBSR) are psychotherapy approaches that may also be helpful in treating the symptoms of test anxiety.

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SWISS INTERNATIONAL BOARDING SCHOOL

Appendix 3: SEND Staff Training

Who?	When? - Frequency	Content	Notes
New Academic & Boarding staff	During August Internal Training (before start of school academic year) or upon appointment if staff arrive later in the academic year.	- SEND policy - Procedures to follow - Most common special educational needs at LAZ	Training by SEND lead or tutors.
Academic & Boarding staff	1st Semester – Internal Training – once a year or upon subsequent major changes.	- Update on SEND policy - Case studies	Training by SEND lead or tutors – either in German or in English.
SEND tutors	Every two years or upon subsequent major changes. The SEND tutors are required to liaise with the relevant external agencies in order to develop a productive and informative working relationship.	- Organised by agency	Training from external recognised agency

Appendix 4: Education of Pupils

Who?	When? - Frequency	Content	Notes
All pupils	At the start of school academic year	- Where to find Learning Support - What we can help with	Led by SEND lead or tutors.
Interested pupils or year group of concern	1st Semester – Internal topic-related workshop	- Any topic that is currently a major concern at LAZ, such as: -motivation -organisation -exam stress -learning techniques	Led by SEND lead or tutors – either in German or in English.
Interested pupils or year group of concern	2nd Semester – Internal topic-related workshop	- Any topic that is currently a major concern at LAZ, such as: -motivation -organisation -exam stress -learning techniques	Led by SEND lead or tutors – either in German or in English.
Interested pupils (sign-up sheet)	Once a year – External agency gives a talk/workshop about any related topic.	- Organised by agency	Led from external recognised agency

Appendix 5: External Specialist Agencies

Child and adolescent psychiatry Graubünden in Chur KJP:
Masanserstrasse 14, 7000 Chur
Phone: +41 58 225 19 19
Email: info@kjp-gr.ch
Monday to Friday
Languages: German, English

BRAIN ARC Dr. Andreas Müller (ADHD and general neuro psychological assessments):
Poststrasse 22, 7000 Chur
Phone: +41 81 250 76 11
Email: brainarc@hin.ch
Monday to Saturday
Languages: German, English

Epi-Klinik Zurich (neuropsychology, dyslexia)
Klinik Lengg AG, Institute for Neuropsychological Diagnostics and Imaging
Bleulerstrasse 60, 8008 Zurich
Phone: +41 44 387 67 67
Email: neuropsychologie@kliniklengg.ch
Monday to Friday
Languages: German, English

School Psychological Service (SPD) Ms. Monigatti in St.Moritz (Dyslexia Matura):
Via dal Bagn 16, 7500 St. Moritz
Phone: +41 257 58 56
Email: francoise.monigatti@avs.gr.ch
Monday to Friday
Languages: German

School Psychological Service (SPD) Ms. Carima Tosio in Scuol (Dyslexia Matura):
Stradun 403A, 7550 Scuol
Phone: 081 257 65 94
Fax: 081 257 65 97
Email: carima.tosio@avs.gr.ch
Tuesday to Thursday
Languages: German

Foundations for Learning (especially learning potential or learning difficulties IS):
Schwäntenmos 4, 8126 Zumikon
Phone: +41 44 548 23 35
Email: admin@foundationsforlearning.ch
Languages: English

aaa Autism Approach Corinna Badilatti Steger:
Via Castell 302A, 7524 Zuoz
Phone: 078 684 87 60
Email: badilatti@autismus-approach.ch
Languages: German, English