



Marymount

INTERNATIONAL SCHOOL LONDON

3b SPECIAL EDUCATIONAL NEEDS AND DISABILITY ACT (SENDA POLICY)

This refers to disabled students in a wide sense, including those with special educational needs.

Supporting Students with Disabilities in School

Marymount School has supported and continues to support students and staff with a range of disabilities including, but not limited to, Sickle Cell Anaemia, Eating Disorders, Hearing Impairment and Clinical Depression. We do not currently have any students with LEA Statements of Special Educational Needs. We welcome all prospective pupils, provided that we are able to offer appropriate support and they fulfil our admissions criteria.

We endeavour to ensure that any disabled student, or those suffering from serious illness, have been able to return to school either during or after treatment (where applicable) and are able to be involved in the life of the School. As far as it is possible, we also need to be assured it is appropriate and safe for them and for other staff and students.

Our Learning Resource Centre (LRC) is staffed by a qualified experienced teacher with a Master's degree in Special Education. The policy of the LRC is appended as Appendix 1 to this document.

The School has a campus layout which covers a wide area and consists of separate and some historic buildings, of several storeys. For some subjects, such as Science and Art, fixed classrooms are equipped and assigned based on the valid ground of having all the facilities for one subject in one place. This requires pupils to travel from classroom to classroom, often up steps or stairs in buildings without lifts. The Boarding facilities are also on several storeys. These matters cannot be remedied in any substantial way by reasonable adjustments short of making major alterations to physical features of the school at prohibitive cost. Even the fruition of long-term plans may only ameliorate the position. Nonetheless, we remain committed to providing the best possible education for our students, given the resources and accommodation we have now and envisage in the future.

Admissions Policy

Admission to the School depends upon a prospective student meeting the criteria required to maintain and, if possible to improve, the educational and general standards for all its students commensurate with the ethos to which the School aspires. In assessing a prospective student's potential, Marymount must also feel reasonably sure that we will be able to educate and develop the individual to the best of her potential, in line with the general standards achieved by her peers. We hope to ensure that there is every chance that she will have a complete, happy and successful school career and emerge 'fully human': a confident, well-educated and well-rounded adult, able to 'respond to the needs of the times' as stated in RSHM language.

The School's policy is to apply these criteria to all students and potential students regardless of any disability of which we are aware, to make reasonable adjustments in order not to put any disabled student or potential student at a substantial disadvantage compared to any student who is not disadvantaged because of her disability.

The School asks parents to inform us of any disability or issues which may potentially cause concern at the time of application. In assessing any student or prospective student, the School may take such advice and require such assessments as it regards as appropriate. Subject to this, the School will be sensitive to any requests for confidentiality.

Marymount International School is a diverse and supportive community. We value the contribution made by each individual member of the school community and aspire to ensure that each student is able to 'be herself, but make that self what God wants it to be'. Thus, we are an inclusive community and want to ensure that each student receives the education she requires, insofar as this is not to the detriment of the education provided to the majority.

Physical Layout of the School

It is the policy of the School that all planned new buildings will comply with up-to-date-requirements and should have good disabled access; lifts etc. Problems of access will continue to be reviewed on an annual basis by the Senior Management Team, the Health & Safety Committee and ultimately by the Board of Governors. Appendix 2, below, summarizes the current accessibility position of the various parts of the campus. Areas identified where the physical environment of the school can be improved to enable increased participation by disabled pupils and staff is included in Appendix 3 of this document.

Access to Education, Recreational, and Sporting Activities

Reasonable adjustments may be made to timetables, in consultation with the member of staff and/or student concerned and her parents, to ensure that no student is placed at a substantial disadvantage.

Some departments have allocated areas of the School, and for the most part, subject lessons take place in these specific areas, some students may have difficulties accessing particular areas of the school. It is not considered reasonable for this to be altered for individual students but timetabling is reviewed annually. Where appropriate, students with limited mobility may be given permission to leave slightly early from a lesson or to arrive after other students to avoid peak congestion periods.

For a Student:

We endeavour to ensure that all subjects are available to each student, but accept that they may not be able to study as many subjects as might originally have been intended. Specially tailored timetables are arranged for students with more serious disabilities. Individual Education Plans (IEPs) are prepared for all students with special educational needs and these are provided to staff.

Access to extra-curricular and recreational activities may be limited due to physical impairment, and adjustments will be made where appropriate and possible. One of the tennis courts and the Sports Hall's ground floor has wheelchair access. Whilst it may not be possible for students with some types of disability to be involved in team games, not least for safety reasons, alternative opportunities may be made available, wherever possible and whenever appropriate supervision can be provided.

Additional support [e.g. Learning Support or Teaching Assistant] inside and outside lessons can be provided for students. This will be arranged with parents, prior to commencement.

For a member of staff:

The School offers sickness leave to all staff. After illness, timetables can be adjusted to facilitate re-integration into the life of the school. Long term changes to working practice may be considered and addressed as far as they can be, given practical and financial restraints, and without jeopardising the quality of education provided to the students.

Welfare

Marymount is a supportive community and has an established tradition of welcoming students from a variety of backgrounds, recognising their range of skills and abilities.

There is a range of pastoral support available to all students including access to: advisors; life coach/counsellors; the Spiritual Life Coordinator; the Nurse, and/or other members of staff. Issues such as but not limited to bullying, bereavement and eating disorders are covered in PSE sessions, and there are other opportunities for discussion and peer support. There is clear illustration of the help available and opportunities to raise issues with individual members of staff or recourse to policies such as the complaints procedures (e.g. in Student /Parent Handbook).

Specific adjustments, such as individual mentors; regular counselling sessions; use of computers for examinations; amanuensis and readers for examinations; examination papers printed on coloured paper; increased text size can be made for individuals.

Catering in our Dining Hall can make arrangements for special dietary requirements and should a student needing to eat separately, she will be supervised appropriately

Awareness and Observance

Policies are circulated to staff by email, Staff Briefings on Mondays and scheduled to be discussed in regular Staff Meetings and on professional development days.

Issues of concern are raised about individual students in Pastoral Meeting and as needed to the Senior Team.

Codes of behaviour are considered and discussed by the girls as part of the PSE course and annual induction.

Information about policies is available to students in the Student/Parent Handbook on the website and are reviewed annually by senior leaders; Board Committees, and the full Board of Governors.

Marymount reviewed its SENDA position and updated its Accessibility Plan approximately four years ago. The following improvements to the site and access were implemented:

Improvement	To improve access for:	Date begun	Date finished
Level access to FabLab and lower Art classroom	Any disabled visitors or member of staff/ student	April 2014	June 2014
Level access to Sports Hall East fire exit with level access to other parts of the Campus and fire assembly point	Any disabled visitors or member of staff/ student	March 2015	April 2015
Level access to upper music classroom	Any disabled visitor or member of staff/ student	February 2015	May 2015
level access to Butler Hall and Dining Hall	Any disabled visitor or member of staff/ student	June 2015	August 2015
Level access to Classroom 19 from Butler Hall plaza	Any disabled visitor or member of staff/ student	August 2017	August 2017

Appendix 1

Particulars of education and welfare provision for pupils with statements of special education needs and learning difficulties and disabilities

A child has special educational needs if she has diagnosed specific learning difficulties or exhibits talents/gifts which require special provision to be made.

The Philosophy, Aims and Objectives of the LRC

“Marymount is dedicated to developing each student’s full potential, thus providing a stable foundation to help meet the demands of a changing world. We educate students to be compassionate, responsible, and caring members of the community with skills that will enable them to think creatively, reason critically, communicate effectively and learn continuously.”

The School recognises that every student is entitled to a broad and balanced curriculum through which a student can progress according to her ability, talents and interests. The goal is to enable students to develop the skills necessary to become independent learners. The School accepts responsibility for all its students, basing its philosophy on the foundation that the teaching, learning and achievements of every student is important.

All teachers have responsibility for helping to meet the needs of and supporting students with learning difficulties. These students can expect to have the same opportunity to experience

success and to be fully integrated into all aspects of School life. The School's core curriculum is inclusive and differentiated, based on the principles of:

- Setting suitable learning challenges
- Responding to students' diverse learning needs
- Overcoming potential barriers to learning

There are some circumstances in which additional support or action is required if students with such difficulties are to make adequate progress. The philosophy and aims of the LRC are to support these students to become independent, self-regulated learners, aware of their individual skills and confident in developing the strategies they need to help themselves learn.

The main objectives of the Learning Resource Coordinator are:

- to advise and support staff on appropriate differentiation strategies
- to provide teachers and students with materials and resources for differentiation and to develop contextualized 'approaches to learning'
- to provide individual or small group support to students who have difficulty in accessing the curriculum or developing particular skills
- to support students with their applications for accommodations and modifications on IB exams, SATs, ACTs and other standardized tests

Gifted and Talented

Gifted students are those with the potential to exhibit superior performance in a specific subject area or across a wide range of areas. Students who achieve at the 95%ile or above on the PSAT or IOWA test are automatically placed on the Enrichment Programme Register and their progress is monitored through the reporting process. Students who require additional challenge in one or more subject areas are nominated for this by their subject teacher or parent and, if appropriate, a Formal Written Plan is developed for them. Students may also self-nominate. Provision is made through differentiated opportunities in areas such as:

Specific Academic Aptitude

Creative and Productive Thinking

Leadership and Social Awareness

Visual and Performing Arts

Speech and Language

Psychomotor Ability

The progress of gifted and talented students is monitored through both the reporting process and target setting within students' Formal Written Plans.

Identification, Assessment, Provision, Monitoring and Review

A process of identification, assessment, provision, monitoring and review has been established in accordance with the Code of Practice. This process recognises that there is a continuum of Special Educational Needs and that the needs of the majority of pupils with learning difficulties lie at the *School Action* stage and can be met through differentiated instruction. Occasionally, when required, the curriculum itself, including assessments, can be modified. This provision is appropriate when a student cannot meet the demands of the curriculum of one or more subjects, despite adequate and effective differentiation by the teacher, and despite appropriate effort by the student. Any modification made to the curriculum is collaboratively decided by the LRC and subject teachers and agreed by the MYP or IB Coordinator and the student's parents. The LRC teacher is trained to assess and remediate the special educational needs of these students and holds a range of materials and resources appropriate for this work.

Identification

Students may be identified by:

- Teachers
- The LRC teacher's review of pre-entry test results and admission records
- Standardised test results
- The Deputy Head, Middle School Co-ordinator
- Parents
- Self-identification
- Educational Psychologist Reports

Assessment

A subject teacher who is concerned about a particular student's progress will complete a Referral Form and submit it to the LRC teacher. The LRC teacher then gathers information from other subject teachers and reviews the student's file to ascertain whether there is a history of difficulty in previous academic settings. The LRC teacher may also meet with the Head of Boarding, various SMT members, or the counsellor, along with parents and the student herself to determine her perception of her own strengths and weaknesses and to get a sense of strategies she finds helpful. Based on this information, the LRC teacher will make recommendations to teachers about differentiation strategies, accommodations, and modifications. If appropriate, the student may be placed on the LRC Register. An Action Plan will be drawn up that includes LRC lessons, which are generally arranged once or twice per week, according to need.

If LRC support does not prove sufficient, the LRC teacher will consult with the Deputy Head to decide whether an Educational Evaluation is required. The LRC teacher will then discuss the benefits of such an evaluation with the family and, if the family wishes to proceed, schedule the evaluation to take place at school if possible. If a diagnosis is made, the LRC teacher will use the Evaluation Report, student self-assessment information, and teacher feedback to draw up an Individual Education Plan (IEP). The IEP will include

accommodations and modifications as well as learning targets based on teacher feedback regarding student weaknesses. Students and their parents have input into student IEPs. The targets laid out in the IEP are reviewed regularly through feedback from teachers and parents, the reporting system, twice yearly progress meetings, and IEP meetings.

A further means of assessment is through standardised testing which occurs each year in October. All Middle School students sit the IOWA test, and students in grades 10 and 11 sit the PSAT. These tests measure development of key skills in mathematics, reading and writing. Data on individual student and cohort achievement is monitored and analysed. ALIS testing also occurs in grade 11 and is used for tracking purposes and to determine value-added.

Provision

Typically, provision of support to students on the LRC Register includes differentiated instruction within the classroom, pull-out LRC lessons and peer tutoring. There is no additional charge for this provision of support, although private tutoring can also be arranged either during a student's free periods or after school. For Middle School students, LRC lessons will replace either PSHEE, Latin, Art, Drama or Music lessons, as agreed by parents, enabling them to access the full MYP curriculum. For High School students, LRC lessons replace 1-2 free periods per week. Individual or small group lessons in the Learning Resource Centre enable remediation of particular skills or learning deficits experienced by a student and promote self-regulation. Teaching is individualized, based on identified areas of need as identified within each student's IEP. Instruction focuses on building each student's use of effective learning strategies and remediation of skills, with the aim of helping the student to access the curriculum fully and meaningfully. The ultimate aim is always independent application of new skills and strategies. Collaboration with the student's teachers and consultation with parents is important in this process.

The LRC teacher is available for individual consultation at a student, teacher or parent's request. She also coordinates the whole school Approaches to Learning Programme, ensuring that explicit instruction of ATL skills is imbedded within instructional practices across the curriculum.

Monitoring and Review

Individual targets are established for each student on the LRC register at the beginning of each school year. If a student has a diagnosed learning difficulty, these targets are included in the IEP; if not, they are outlined in the student's Action Plan. Progress against these targets is monitored through feedback from teachers, parents and students as well as reviews of Reports and standardised test scores. The LRC teacher prepares written progress reports biannually for parents all of students on the LRC Register; these progress reports are included with the January and June Reports.

Access to the Curriculum

It is the aim of the School for every student to access the Middle Years and Diploma Programmes as fully as possible. In most cases, MYP students on the LRC register are, indeed, able to access the full MYP curriculum. However in very rare cases, the nature of a student's particular difficulty impacts her learning to such a degree that the full MYP is not appropriate. In such a case, exceptions can be made. The curriculum, including assessment tasks, of a particular MYP subject may be modified, or the student may have an academic programme tailored to her specific needs. This will be decided by the Deputy Head or Headmistress after consultation with the LRC teacher, the student, and the student's parents. Similarly, while many LRC students are able to successfully complete the full IB Diploma

Programme, in some cases they may not be able to do so. These students are encouraged to undertake a programme consisting of a combination of modified courses in some subjects and IB Course Certificates in others, as appropriate. Most who follow this path graduate with a Marymount High School Diploma and at least 3 IB Course Certificates. Again, any Diploma Programme modification occurs at the discretion of the Deputy Head or Head after consultation with the LRC teacher, the student, and the student's parents.

Exam Access Arrangements

At both the MYP and DP levels, students with diagnosed learning difficulties take their exams, including DP exams, separately, in most cases with their exams invigilated by the LRC teacher. Additional exam access arrangements that can be accommodated by the school include extra time (between 25%-100% as specified by the student's Educational Evaluation), a reader, extra breaks, extended breaks, prompting, and using a school lap top to complete exams. If a student requires a scribe this can be accommodated but must be arranged and paid for privately. Any access arrangement provided must be supported with appropriate documentation, as per IB guidelines.

Liaising with teachers and other specialists involved in the welfare of the students.

Each subject teacher across the School receives a copy of the IEP, Action Plan or Formal Written Plan for all students with special educational needs. Additionally, the LRC teacher liaises with subject teachers on a regular basis to monitor student achievement, provide differentiation strategies, and determine how best to support or enrich students in their classes.

Training is provided for staff through the staff meetings and INSETs and covers strategies for remediation of difficulties in the classroom. INSETs provided for the faculty have included:

- Differentiation in the Classroom
- The LRC Referral Process
- The Enrichment Programme Nomination Process
- ATL

The LRC teacher communicates with the Deputy Heads, Middle School Co-ordinator, Head of Boarding, Advisors, House Parents, the School Nurse and the Life Coach/School Counsellor, with regard to the progress and welfare of individual students. The LRC teacher also contributes to any student progress meetings which review the progress of individual students causing concern.

Partnership with parents

All parents hold copies of their daughter's IEPs, Action Plans, or Formal Written Plans and are aware of her LRC or Enrichment Programme provision. The LRC teacher organises annual meetings with all parents of students in both the LRC Programme and the Enrichment Programme and maintains regular communication with parents through email and by phone. Many parents also meet with the LRC teacher informally to discuss concerns.

LRC resources

The LRC aims to provide a welcoming, positive atmosphere, conducive to study. It operates in a room in the Library, where there is space for up to five students to work comfortably. Students are able to use their own laptops or iPads while working in the LRC Office.

Assessment materials including *GORT-4*, *GSRT*, *PPVT-III*, *WRAT-4*, and *QRI*, among others, are available for use by the teacher. These assessments can be used for screening purposes to help decide which students may require a full educational evaluation, as well as to measure the progress of individual students.

Staffing

The LRC is currently staffed by one qualified, experienced teacher, who is currently in the fourth year of Doctoral Study. She holds a Master's Degree in Special Education and a Bachelor's Degree in Psychology and History. The LRC teacher has responsibility for the process of identification, assessment, provision, monitoring and review of students with learning difficulties and those with identified gifts and talents.

Appendix 2

Access Policy and Accessibility of Buildings on the Campus

It is the policy of the School to provide adequate and safe access for disabled persons. It is also the policy of the School to make reasonable adjustments to the premises in order to achieve the above. The accessibility of the various buildings and areas on the campus is given below.

1. Main House and RSHM Wing (purchased 1955, constructed 1926, refurbished 2018)

There is no easy access for wheelchairs through the front, side or rear outside doors of this building although the school has portable ramps that can be used to aid access. The ground floor houses Reception, a conference room; the Business Office, the Headmistress's office; the Deputy Head's (Academic) Office, Art rooms, the FabLab, Kiln Room, server room, two unisex cloakrooms and three students toilets. The 1st and 2nd floor houses the offices for Admissions, Development, College Counsellor and faculty, the IB Diploma Lounge, Seminar Rooms, Guest Accommodation and Boarding accessed via staircases.

2. Chapel (constructed 1926)

There is easy wheelchair access via the external door to the Chapel and main Sacristy but not via the connecting door into Gailhac Hall.

3. Gailhac Hall (constructed 1956)

There is wheelchair access to the ground floor classrooms, School and Boarding Office, female cloakroom and staff room but only from the main front doors. The rear door and interconnecting corridor to the Butler building is via multiple steps. The 1st floor boarding area access is via staircases.

4. Butler Hall (constructed 1959)

There is no easy access for wheelchairs through the North entrance, however level access has been created on the South side and to the Dining Hall. The 1st and 2nd floor boarding areas access is via a staircase.

5. St Josephs (constructed 1996)

There is easy access through the ground floor doors to classroom 19, Infirmary, laundry, Boarder's kitchen and the adjoining dining hall in Butler and the Auditorium. The 1st and 2nd floor boarding areas access is via staircases.

6. Auditorium (constructed 1959)

There is easy access through the main external door to the auditorium; male, female and disabled cloakrooms and the adjoining ground floor of St Josephs. There is no access to the stage or 1st floor drama and music practice rooms. There is wheelchair access to both ground floor music rooms

7. Sports Hall (constructed 1984)

There is indirect wheelchair access to the ground floor's main hall, female changing/shower rooms and conventional female cloakrooms via a rear emergency exit door. There is no wheelchair access via the main ground floor entrance or to the 1st floor's gallery, male and female cloakrooms; staff office, changing room and shower or fitness suite.

8. Our Lady's (constructed 1992)

There is indirect wheelchair access to the ground floor classrooms, Student, male and unisex disabled cloakrooms, circuitous pathway detouring around the steps down from the main path to the front door. There is wheelchair access via a ramp to the 1st floor's Library, Female cloakroom and Seminar rooms.

9. Staff Centre (constructed 1969)

There is no easy access for wheelchairs through the front or rear outside doors of this building although the school has portable ramps that can be used to aid access.

10. Science Centre (constructed 1981)

This single storey building does not have easy access for wheelchairs through the main outside doors although the school has portable ramps that can be used to aid access. The building houses 3 teaching science labs, a female toilet and a prep room.

11. Pedestrian Pathways

There is a program to improve paths and access across the Campus, and accessibility is key to any repairs, upgrades or new routes to help the school community navigate the campus.

12. Pedestrian/Vehicular Access & Parking

There is one road entrance and one exit to the campus; in essence, we have a one way system. The main pedestrian entrance is via a separate gate adjacent to the vehicle entry gate or through the vehicle exit gate. There is an emergency/very large goods vehicle entrance from Ballard Close onto the rear drive along with a wheelchair accessible pedestrian gate. There is a 10 mph speed restriction on all driveways. Visitor and delivery parking is available in the main drive or main road (George Rd). Staff and Boarder's parking is on the sides of the rear drive or the rear car park with dedicated parking for the school minibuses. There is a reserved space for a disabled visitor. Disabled staff parking can be accommodated in the minibus parking area.

13. Driveways

The main driveway at the front of the campus was resurfaced in 2008. The rear driveway is starting to fail, resurfacing this area is planned for 2021

14. Water Hazards

There is a small pond in the grounds which is fenced off.

15. Multiuse sports field and Tennis Courts.

These are regularly inspected by the P.E. and Facilities staff. The multiuse sports field is grassed. At present the lower, wheelchair inaccessible, tennis court is programmed for complete refurbishment including accessible connecting pathways.

Appendix 3

Accessibility Plan 2018-2021

It is the policy of the School to provide adequate and safe access for disabled persons. It is also the policy of the School to make reasonable adjustments to the premises in order to achieve the above.

The School is not in a position in the short or medium term to provide Boarding facilities to students requiring wheelchair access. It is the intention to include this provision in the next major upgrade to Boarding facilities, to be determined by strategic planning, allocation of resources, and need. In the next three years it is planned to concentrate on improving the accessibility to the teaching and common areas.

Planned timetable

Building / Area / Facility	Improvement	Estimated completion date	Completed	Expected outcome
Science Centre	Create flush access during path refurbishment	2019		
Gailhac Hall rear door to gardens	Rebuild double garden steps to include access ramp to replace right side set of steps	2020		
George Road entrance to campus	Create new pedestrian access to entrance of campus with adequate width path and drop kerbs	2020		
Proposed Performing Arts Centre	Build in accessibility and Disabled facilities as required within the planning consent	2021		
Overall Grounds	To continue with improvements to the path network as part of a master plan for the gardens allowing greater accessibility for disabled and wheelchair users	2019-2021		

Lower Tennis Court	The lower tennis court is due to be refurbished with a fit for purpose accessibility route to it	2020-2021		
Enable staff to continually update and increase their knowledge and understanding of needs of all students to remove any barriers to learning.	Continue to provide training on practical differentiation strategies available in the classroom. • Ensure staff use strategies suggested by specialist teacher including access to PowerPoints/lesson notes/worksheets in advance, additional time and use of laptops/tablets as appropriate. • Include specific reference to SEN/disability equality in all curriculum reviews (Senior Management Team to monitor provision). • Provide additional training to staff on disability equality issues to ensure all are aware of their duties.	2019-2021		Increased Staff confidence in providing appropriate teaching and support for students with disabilities. No significant gap in progress between students with SEND and other students. Students feel they are meeting their potential.
Ensure access arrangements and reasonable adjustments are applied consistently.	Devise strategies for teachers to implement individual's access arrangements as part of their normal way of working. • Review procedures to ensure access to reasonable adjustments for examinations comply with IB regulations.	2019-2021		No significant gap in progress between students with SEND and other students.
Ensure PE team provide alternative access for students with disabilities	PE team to devise own guidelines for supporting all students to actively participate in all lessons.	2019-2021		Full access to all curriculum areas.

Ensure that students are able to raise any queries/issues 'concerns' about access or provision	Review Advisor curriculum. Incorporate into discussion at parents' evening	2019-2021		Any barriers to learning removed
Ensure information in lessons, assemblies and arranged events can be read on the board and screens and that teacher's/presenter's voice can be heard by all individuals. •	Audit of classrooms and other learning spaces to ensure position of screens/boards and sound facilities are optimised e.g. portable hearing loops, adapted headphones. • Consult with relevant students to review their experience.	2019-2021		All students can see and hear lessons and participate fully in lessons. Avoid exclusion of individuals with visual/hearing impairments during presentations.
Increase Access to Curriculum	Teachers' effectiveness with differentiated instruction to be emphasized during appraisal process and additional training offered as needed Teachers' effectiveness with student-centred instructional practices to be emphasized during appraisal process and additional training offered as needed	2019-2021		Teachers feel confident about their instructional practice, and students both enjoy their learning experiences and feel supported.
Improve Provision of Information	Teachers' effectiveness with differentiated instruction to be emphasized during appraisal process and additional training offered as needed	2019-2021		Teachers feel confident about their instructional practice, and students both enjoy their learning experiences and feel supported.

	<p>Teachers' effectiveness with student-centred instructional practices to be emphasized during appraisal process and additional training offered as needed</p> <p>New Teachers' Induction Programme to support new to Marymount Teachers in aligning their instructional practices with the student-centred philosophy shared by the school and the IB</p>			<p>New teachers understand the philosophy of the school and IB and are comfortable with a range of student-centred instructional practices.</p>
<p>Review the use of ICT to support students with disabilities in the classroom.</p>	<p>Research new technologies for individuals with specific learning difficulties or any with hearing or visual difficulties. • Sound facilities are optimised e.g. portable hearing loops, adapted headphones (e.g. music, MFL).</p>	<p>2019-2021</p>		<p>Improved delivery of information to individuals with disabilities</p>
<p>Improve signage and external access for visually impaired people.</p>	<p>Audit of signage around the site. • Addition of improved signage where necessary.</p>	<p>2019-2021</p>		<p>Visually impaired people feel safe in the grounds. Access around the site easier for all.</p>
<p>Raise awareness of disability equality issues across our community</p>	<p>Provide additional training governors on disability equality issues to ensure all are aware of their duties • Develop PSHE curriculum to address disability equality</p>	<p>2019-2021</p>		<p>Increase awareness of disability equality</p>

	awareness with students.			
Offer the provision of all key documents in a larger typeface, with read- aloud technology or in a different language.	Research sources of alternative formats including costings, using Royal National Institute of Blind People (RNIB) guidelines • Add statement about availability of other formats on documents. • Consider high visibility option on website • Ensure all staff are aware of guidance on accessible formats.	2019-2021		Improved delivery of information to individuals with disabilities

Approved: November 2015

Amended: August 2018

To be reviewed: November 2018



Marymount

INTERNATIONAL SCHOOL LONDON

LANGUAGE POLICY

1. PHILOSOPHY

1.1. As an IB World School, and as a member of the worldwide network of RSHM schools, Marymount International School London recognises that language is integral to “the education of the whole person”, promoting personal and intellectual growth through exploration of cultural identity (aided by the study of at least two languages) within a context of active and deepening intercultural understanding.

1.2. The School’s curricular practices are designed to implement fully the RSHM and IBO mission statements, in accordance with the principles enshrined both in its own published educational philosophy and objectives and in IB documentation governing delivery of the Middle Years Programme (MYP, Grades 6-10) and the Diploma Programme (DP, Grades 11-12). In relation to language-acquisition and linguistic development, these practices are rooted in an awareness that, “as well as being the main medium of social communication, language-skills are tightly linked to cognitive growth, since they are the means by which meaning and knowledge are negotiated, constructed and shared”.

1.3. In recognising that language is central to learning, the School acknowledges that all teachers are, in practice, language-teachers, with responsibilities in facilitating communication. In addition, the School believes that it is essential for all to have a strong foundation in one’s **own language** (mother tongue), and therefore encourages and supports this development, wherever possible, through an ethos of acceptance and celebration of linguistic diversity within a genuinely international community.

2. DEFINITIONS

2.1. In **Languages A (Literature & Language and Literature)**, the emphasis is on the study of literary and (where relevant or appropriate) non-literary texts and on the development of mature powers of appreciation and analysis, as well as the ability to convey these effectively in speech and writing. Other forms of writing – creative, expository – are fostered and assigned, as integral elements in a balanced Language Arts curriculum, complementing studies in the main literary genres. As well as becoming acquainted with a range of major authors, which covers different epochs and (where applicable) the various countries where that language is spoken, students in each Language A are required to read works of World Literature in Translation, to develop international-mindedness through comparative literary studies.

2.2. In **Languages B/ab initio**, the emphasis is on transactional linguistic competence and cultural studies. In both cases, curricula are **sequentially designed** (so that a student enrolled in Grade 6 – and continuing till she graduates in Grade 12 – will experience a comprehensive introduction to the field) but **semestraly structured** (so that a student who stays for only one semester – as not infrequently happens in mobile international families – will enjoy a balanced and transferable programme).

2.3. All students participating in either the MYP (Grades 6-10) or the DP (Grades 11-12) are required to study at least **two languages**: a Language A and one other language (either a second Language A or a Language B). Language-combinations are arranged according to the needs of the student and the availability of language-teachers in the target languages. [See further, #3 below.]

3. LANGUAGE-PROVISION

3.1. English

As the School's Language of Instruction and the language of the host country, **all students** are required to take courses each year in English, either as **Language A** (mother-tongue speakers and functional bilinguals) or **Language B** (second language). [Details in #7, below.] Students who, on entering the School, have limited competence in English are given additional initial language-support (schedule permitting) to enable them to learn effectively and confidently in their other subjects as soon as possible*. Faculty are provided with opportunities to learn about language-learning and language-teaching as part of the school's CPD; classroom teachers are, thus, aware of ESL students' needs, and modify or differentiate lessons accordingly. In this way students are enabled to achieve competency in meeting academic goals, and to participate fully in the School culture, thereby becoming integrated members of the Marymount community.

[*In very exceptional cases, ESL support of a more intensive nature may be needed; if this entails, as a condition of admission, short-term outside tuition to supplement the School's provision, parents will be notified in advance (and informed that any such arrangement will be subject to an additional cost, to be agreed between them and a tutor, whether hired privately or through the School).]

3.2. Mother-tongue instruction or support in other First Languages (Languages A)

The School actively seeks to support the mother-tongue development of its students, and in fulfilment of this commitment is able to offer scheduled Language A courses in a number of languages other than English. Depending on numbers, and schedules permitting, Language A* instruction in Chinese, French, German, Japanese, Korean and Spanish is available for students in Grades 9-12. Wherever possible, mother-tongue support is offered in these languages to students in Grades 6-8, depending on demand and teacher availability.

[*In the DP, other Languages A may be pursued with an outside tutor (subject to an additional fee to be agreed between parents and tutor by private arrangement), but these studies are supervised by the School's Tutor for Languages A not scheduled in the School's offerings. At DP Standard Level only, an alternative option is available: School-supported Self-taught Language A, supervised as outlined above.]

3.3. Second Languages

3.3.1. All students (except, temporarily, those acquiring minimum functional competence in English B) are required to take a second language. As well as the obvious practical benefits, the intrinsic value of studying a language other than one's mother-tongue is that doing so enables a student to discover another culture at first hand, and so acquire another "window on the world".

3.3.2. For MYP English A students, this second language will normally be French B or Spanish B. But students who are bilingual, or nearly so, may – instead of a Language B – opt for a second Language A, in languages where the School has mother-tongue teachers on its staff (currently: Chinese, Korean, French, German, Japanese, Spanish) or, when numbers warrant, employs a part-time tutor on a yearly basis. In MYP Languages A other than English, students of different grades (spanning usually Grades 9- 10, exceptionally Grades 8-10) may be grouped in one class in order to constitute a viable teaching- group.

3.3.3. MYP students in English B may also opt for French B or Spanish B as their second language (this is particularly the case in the Middle School: Grades 6-8) rather than mother-tongue instruction; in such cases mother-tongue support is provided where possible (as outlined in 2 above), to encourage maintenance of their cultural identity within an intercultural atmosphere. Instruction in other Languages B where the School employs teachers [viz., the languages listed in 3.3.2 above for Language A] is provided in the DP

only. MYP students of French B or Spanish B are grouped according to age and level: i.e., class-groupings by level (from 1 to 5) may span more than one grade (e.g.: Gr. 6-8 or Gr. 9- 10). Occasionally, a student proficient by Gr.8 in one language B may opt to switch to another so as to broaden her linguistic horizons.

3.3.4. MYP students enrolled in a Language A other than English (typically in the first cycle of High School: Grades 9-10) where instruction is offered in School may take either English A or English B as their second language. Any student wishing to take a third language is encouraged to do so where teachers are available and timetabling permits.

4. ESL Provision within the MYP

4.1. Students entering Marymount London with limited proficiency in English receive appropriate additional support within the curriculum. Non-native speakers are assisted in reaching proficiency in English through a five-level ESL programme in Grades 6-10 (MYP). The levels offered are Beginner (open to Grades 6-8), Pre-Intermediate (open to Grades 6-7), Intermediate and Upper-Intermediate (open to Grades 9-10), Advanced (open to Grade 10). The Beginner (Eng B1), Pre-Intermediate (Eng B2) and Intermediate (Eng B3) levels receive intensive English provision of 16 periods per 10-day cycle provided by two ESL teachers. Upper-Intermediate (Eng B4) and Advanced (Eng B5) receive 7 periods per cycle provided by one teacher. [See also grid-diagram in Appendix (#7) below.]

4.2. ESL students follow a full programme in all required subjects. [Exception: by being temporarily withdrawn from pursuing other language-options, students in Eng B1 and Eng B2 are enabled to concentrate on achieving as soon as possible the level of functional competence in English needed to facilitate satisfactory learning in their “non-language” subjects, which are all taught through the medium of English.]

4.3. When a student is in transition from ESL to English A, she may – for a limited period – take both ESL and English A courses. During this transitional period she may be dispensed from pursuing other language-options.

4.4. The ESL Department creates Individual Language Plans for all ESL students. ILPs outline individual Language A and Language B options from Grade 6 to Grade 12. They are used to guide language-choices and language-provision within the School, and are discussed with students and parents at Parent-Teacher Conferences. Issues with mother-tongue support or first-language support may also be raised at PTCs, or discussed at other times as deemed necessary by either parents or teachers.

5. LANGUAGE-TEACHING

5.1. All languages (MYP Languages A and B; DP Languages A, B and *ab initio*) are taught by qualified native speakers, with the obvious exception of Latin (available on special request in the DP and recently introduced in Grade 6 for MYP).

5.2. Language plays a key role in interdisciplinary learning, and the School’s various departments of languages (English A; ESL/English B; Foreign Languages) are ideally placed to play an active part in developing, designing and discovering valid cross-curricular links aimed at empowering students’ intellectual growth.

6. RESOURCES

6.1. The teaching of languages is supported by a wide range of audiovisual resources and the Library’s print holdings and online facilities. Instructional methods are enhanced by the deployment of appropriate and effective ICT resources. Student-led assemblies provide regular opportunities for all students to become confident communicators to a large audience. Participation in drama productions allow them to experience fully the expressive beauty and power of language skilfully used. Events such as International Day allow them

to share their cultural riches with their peers. In these and other ways students come to appreciate the vital role of language as the major vehicle for thought and expression in their everyday lived reality.

7. APPENDIX

Minimum English Proficiency levels, Admission and Available Courses

LEVEL	Beginner	Pre-Intermediate	Intermediate	Upper Intermediate	Advanced
Grade 6 MYP	<i>Admitted</i> Eng B1	<i>Admitted</i> Eng B2	<i>Admitted</i> Eng B3	<i>Admitted</i> Eng A Eng B3 support	<i>Admitted</i> Eng A Eng B3 support
Grade 7 MYP	<i>Admitted</i> Eng B1	<i>Admitted</i> Eng B2	<i>Admitted</i> Eng B3	<i>Admitted</i> Eng A Eng B3 support	<i>Admitted</i> Eng A Eng B3 support

Grade 8 MYP	<i>Admitted</i> Eng B1	<i>Admitted</i> Eng B2	<i>Admitted</i> Eng B3	<i>Admitted</i> Eng A =Eng B3 support	<i>Admitted</i> Eng A Eng B3 support
Grade 9 MYP	<i>Not admitted</i>	<i>Admitted</i> Eng B4 + Eng B3 support	<i>Admitted</i> Eng B4	<i>Admitted</i> Eng B4	<i>Admitted</i> Eng B4 or Eng A
Grade 10 MYP	<i>Not admitted</i>	<i>Admitted</i> Eng B5 + Eng B3 support	<i>Admitted</i> Eng B5	<i>Admitted</i> Eng B5	<i>Admitted</i> Eng B5 or Eng A
Grade 11 DP*	<i>Not admitted</i>	<i>Not admitted</i>	<i>Admitted</i> Eng B SL + Eng B (DP support)	<i>Admitted</i> Eng B HL/SL or Eng A: Language and Literature SL1	<i>Admitted</i> Eng A HL/SL or Eng A: Literature: HL1/SL1
Grade 12 DP*	<i>Not admitted</i>	<i>Not admitted</i>	<i>Not admitted</i>	<i>Admitted</i> Eng B HL/SL or Eng A: Language and Literature SL2	<i>Admitted</i> Eng A Literature HL/SL

Approved: February 2016

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ENRICHMENT POLICY

The Philosophy, Aims, and Objectives of the Enrichment Programme

In accordance with the School Mission, Marymount is dedicated to developing each student's full potential, thus providing a stable foundation to help meet the demands of a changing world. We educate students to be compassionate, responsible, and caring members of the community with skills that will enable them to think creatively, reason critically, communicate effectively and learn continuously.

All teachers enable gifted and talented students achieve to their full potential. These students can expect to be challenged, motivated, and inspired to learn beyond the curriculum. The School's core curriculum is inclusive and differentiated, based on the principles of:

- Setting suitable learning challenges
- Building upon students' strengths
- Allowing students to learn at the pace, depth, and breadth appropriate to them
- Encouraging students to pursue interests beyond the curriculum

Definitions

- Gifted students have exceptional ability in one or more curriculum subjects. A student's ability is considered to be exceptional when she falls into the top 5%ile as measured by standardized tests, or when she is functioning 2 grade levels ahead of her peers in one or more subjects. A student can exhibit subject-specific giftedness, or can be considered globally gifted. A globally gifted student generally has a superior intellectual aptitude and will demonstrate exceptional ability across many areas of the curriculum.
- Talented students have exceptional ability in sports, the arts, and/or leadership.
- Gifted underachievers are students who have superior or above average intellectual aptitude and the intellectual ability to achieve to a very high standard, but who under-perform for various reasons.

Identification

Multiple criteria and sources of evidence are used to identify gifts and talents, including a broad range of quantitative and qualitative data. It is important that the abilities of gifted underachievers not be overlooked during screening. Although screening and identification are on-going, formal identification will occur after first term report cards come out and after the School receives standardized test results in January or February of each year. Students who fall within the top 5% of the IOWA or PSAT will automatically be placed on the Enrichment Programme Register.

Students remain on the Enrichment Register for one year, from January/February to the

following January; to remain on the Register beyond that time, students must continue to meet the criteria when formal identification takes place. Once the Register has been finalized, a letter is sent to parents informing them of the decision to include their daughters on the Enrichment Programme Register. In rare instances, parents may not want their daughters to be involved and this will be respected.

Provision of Support

A Formal Written Plan will be developed in conjunction with classroom teachers, parents, and the student herself for gifted or talented students who require provision. Learning targets will be set collaboratively and monitored by all parties; progress will be measured in January and June.

Inclusion on the Enrichment Programme Register does not automatically entitle a student to in-school provision as the MYP or IB curricula may provide enough challenge for particular students, but students on the register receive information about provision outside of school. There is a nomination process that will occur when it is felt that a student requires additional stretch or challenge beyond what is offered by the MYP and IB curricula. Gifted students in any grade can be nominated by teachers, parents, peers or they can nominate themselves based on any combination of the following:

- Standardized test data (top 5%ile in qualifying subtests of the IOWA or PSAT, or scores at the highest level on any subtest of the ISA)
- Renzulli's Scales for Rating the Behavioural Characteristics of Superior Students
- Informal checklists/inventories
- Observations/anecdotal records
- Performance indicators (grades, work samples, portfolio assessment)
- Criterion-based assessments (including tests, exams, and past papers)
- Maths Challenge results (Gold, Gold Olympiad or Gold Kangaroo)

Talented students can be nominated by teachers, parents, peers or they can nominate themselves based on any combination of the following:

- Renzulli's Scales for Rating the Behavioural Characteristics of Superior Students
- Informal checklists/inventories
- Observations/anecdotal records
- Awards or other formal recognition of talent
- Performing at a high level in a sport outside of Marymount, such as equestrian eventing or swimming

Although the School provides many opportunities for gifted and talented learners through a wide range of both local and international educational experiences outside of school, the bulk of in-school provision for gifted students will occur through effective differentiation by subject teachers. Differentiation will offer personalised learning pathways and emphasize the breadth, depth, and pace required to progress higher achievement. Differentiation strategies will include (but is not limited to) any combination of the following, as determined by each individual teacher in conjunction with the Learning Resources and Enrichment Programme Coordinator:

Flexible pacing

- Flexible or cluster grouping
- Curriculum compacting
- Advanced placement/higher level classes within the student's own grade
- Acceleration
- Enrichment activities within classroom
- Enrichment/extension activities outside of school hours, organised by subject teacher
- Assessment for Learning
- Opportunities to teach others
- The NHS Lecture Series

Opportunities for enrichment outside school

Gifted students will also be offered access to opportunities outside the school:

- Independent study
- Distance learning through Johns Hopkins, IGGY, and Duke University
- Summer Programmes in the UK and abroad through Johns Hopkins, IGGY, Duke University, The Gardner School's Summer of Discovery, etc
- Mentoring
- Other opportunities available through Learning Academy for Young Gifted and Talented Youth (YGT)

Provision for talented students will generally be comprised of opportunities outside of school. The LREPC will work with coaches, and music, art and drama teachers to determine appropriate provision for these students.

Assessment

Students' progress will be monitored by the Learning Resources and Enrichment Programme Coordinator in the following ways:

- Review of progress reports and report cards in January and June
- Updates from teachers regarding differentiation strategies used and their impact
- Formative and summative assessment data provided by subject teachers or the student herself
- Student work samples provided by teachers or the student herself
- Student reflections

- Student will meet with LREPC in January and June to discuss progress on learning targets. Students and their parents will meet with the LREPC in September and January.

Roles and Responsibilities

- The Learning Resources and Enrichment Programme Coordinator will perform the components of the programme as laid out in this Policy, until and unless the programme becomes large enough that an Enrichment Teacher is required. The LREPC will work with teachers to develop Formal Written Plans for each student, and will support teachers as they implement differentiation strategies into their curriculum. The LREPC will also provide School-wide in-service training as needed and report back to SLT about the development and implementation of the programme.
- SLT will support the programme through the teacher appraisal system, ensuring that teachers are differentiating appropriately and effectively for gifted students as well as monitoring the progress of those students. SLT will also support the programme through providing school-wide professional development opportunities in the following areas: differentiated instruction, assessment, and gifted and talented education. SLT will oversee levels of attainment and achievement of gifted and talented students and guide the school's Enrichment Programme Self-Evaluation Process. The School's performance against targets will be rigorously evaluated against clear criteria.
- Governors will support the programme through making funds available for resources and professional development as needed. Governors will also take a lead in celebrating achievements of gifted and talented pupils.
- Teachers will nominate students whom they believe fit the criteria for either being gifted or talented, and will work with the LREPC to develop an Enrichment Programme Formal Written Plan for those students. Teachers will differentiate effectively for their gifted students and review schemes of work to ensure the needs of gifted and talented learners are met, will monitor student progress throughout the year, and will help monitor the programme's overall effectiveness – 'value added' to the School by this programme.

Transition and Transfer

Each gifted student will start a new academic year with the Enrichment Programme Formal Written Plan that was developed and implemented the previous term. The LREPC will provide this document to the student's new teachers before the year begins and review it with each of the student's teachers to ensure that the transition is smooth.

Monitoring and evaluation of the Programme

The School will undertake a self-evaluation at the end of each academic year to determine the effectiveness of the overall programme and to make necessary changes. In addition to all aspects of this policy, other aspects to be considered would include:

- Relationship with other school policies
- Sustainability of the programme
- Teacher investment

- Parental feedback
- Value-added as measured by student attainment levels (quantitative) and student reflections (qualitative)
- Target setting for individual students and for the programme's development
- Planning for the future.