



Student Services Policy

Rationale:

At TWA we are committed to delivering an all-encompassing curriculum, which provides a dynamic educational environment, as well as optimal and effective intervention and support strategies, to ensure the holistic development of all our students.

As an educational team, we understand that students progress differently and that they therefore have different abilities and needs at different times. It is however our belief that all students have the ability to excel and it is therefore our responsibility to provide them with opportunities that will foster academic and personal growth, as well as the support they need to reach their potential. Consistent with TWA's Teaching and Learning Policy, we need to ensure that students are challenged through differentiated learning and targeted support, no matter whether they are performing below or above the norm.

Objectives:

- To outline the additional support the school provides to ensure holistic student growth and wellbeing.
- To promote good practice in the school's early identification and management of any additional educational needs through assessment and tracking.
- To promote good practice in the school's early identification and management of socio-emotional and medical needs through holistic monitoring of students' mental and physical wellbeing.
- To communicate the co-operation that the school seeks from parents as part of the holistic team.
- To provide differentiated support so that all students are able to access the curriculum and reach individual goals.
- To use relevant assessment material to identify students with additional educational or socio-emotional needs.
- To develop user-friendly Student Support Plans (SSP), including relevant long and short term goals which will support and encourage students in reaching their potential.
- To collaborate with the rest of the educational team regarding student goals, support programs, appropriate intervention strategies and measurement of progress.
- To use appropriate intervention resources and methods to provide optimal opportunity for students to reach their full potential within a reasonable period of time.
- To use relevant assessment materials to measure and monitor student progress against individual goals and curriculum objectives.
- To advise academic and pastoral staff on how to effectively support students in class who have been identified as having additional needs.



- To ensure that the school does all that is reasonable to report and consult regularly with parents about their children’s additional educational, socio-emotional or medical needs and any other relevant information in this regard.
- To ensure that relevant information about individual students with additional educational, socio-emotional and/or medical needs is collected, recorded and updated, including advice and reports received from external specialists.
- To make relevant referrals to external specialists if and when necessary, and to provide parents with required information and details of such specialists.
- To provide an all-inclusive college and career guidance program for all high school students.

Services:

We consider and integrate all areas of development within our educational goals and therefore provide the following support services:

Type of Service	Provided For:
Learning Support provided for various additional educational needs and behavioral concerns	<ul style="list-style-type: none">• EAL (English as an additional language)• Intellectual Disabilities• ADD/ADHD• Cognitive Processing Difficulties• Speech and Language Delays• Autistic Spectrum Disorders• Poor Language/Math Skills (Remediation)• Poor Auditory Processing• Hearing Impairments• Dyslexia/Dysgraphia/Dyscalculia• Poor Fine Motor Control• ALL (Arabic Language Learners)
Socio-Emotional Counseling <ul style="list-style-type: none">➤ Cross Reference: Behavior Policy➤ Cross Reference: Safeguarding Policy	<ul style="list-style-type: none">• Socio-emotional Concerns• Behavior• Anxiety• Anti-bullying Awareness• Anger Management• Learning Disabilities• ADD/ADHD• Domestic Violence/Abuse
College & Career Counseling	<ul style="list-style-type: none">• College Readiness Assessments• Career Guidance• Transcript Development• Community Service



Type of Service (Continues)	Provided For:
Health Care (School Clinic) ➤ Cross Reference: Emergency & Evacuation Policy ➤ Cross Reference: Safeguarding Policy ➤ Also refer to Student Services Procedural Document 5 – School Clinic	<ul style="list-style-type: none">• Medical Care• Self-care

Referrals:

When and how is a student referred to Student Services?

Referral Avenues	Details
Direct referrals at admissions phase	Standardized baseline assessments will form an integral part of TWA's admissions procedures in order to measure and understand a student's level and abilities. Should baseline results flag any areas of concern, the student will be referred for more in depth assessments with Student Services to determine whether a reasonable amount of support can bring the student up to standard.
Referrals from teachers during the academic year	If a teacher is concerned about any area of a student's development at any given time, he/she can refer the student to Student Services by completing and submitting the standard Student Services referral form. Concerns can be based on general observations, work samples, ongoing formative assessments etc. Concerns can relate to any area of development, including academic growth, socio-emotional wellbeing, behavior, physical wellbeing, sensory integration and attention. The Student Services team will assess and determine the student's needs in collaboration with the rest of the educational team, and if required a



	Student Success Plan (SSP), including measurable long and short term goals will be developed as part of a holistic intervention plan.
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Referral Avenues (Continue)	Details
Intervention needs identified through AMAR	The AMAR calendar provides clear guidelines in terms of the required annual assessment procedures (formative and summative), set academic goals as well as the measurement of progress against curriculum objectives and year level expectations. Should a student fail to attain these goals, he/she will be referred to Student Services to assess and determine individual needs, upon which a Student Success Plan (SSP), including measurable long and short term goals will be developed as part of a holistic intervention plan. This is done in collaboration with the rest of the educational as well as the core leadership team.

External Student Support:

At TWA we recognize the essential value of working dynamically with partner service providers to deliver holistic intervention programs that support students in achieving success and reaching their potential.

Our core offering of an all-encompassing education specifically addresses the inclusion of children with additional education needs and we have a key role to play in providing and/or establishing relevant support. Our objective is therefore to identify external specialist support services when required and to work together to develop and share expertise in the best interest of our students.

To have an effective and optimal external support protocol, it is essential to develop clear objectives and to pro-actively include teachers and parents in planning and communication as part of the holistic team.

The key to a successful external support program is as follows:



- identifying outcomes and targeting individuals where external support will contribute to a student reaching his/her potential,
- combining external support with other strategies for improving outcomes; and
- ensuring that there is ongoing monitoring to make sure that the outcomes they intend materializes successfully.

Referrals to external service providers as a means of extended specialist support, may include any one or more of the following specialists/services:

- General Practitioner/Medical Doctor
- Pediatrician
- Ear, Nose & Throat Specialist
- Ophthalmologist
- Speech Therapist & Audiologist
- Physiotherapist
- Occupational Therapist
- Behavioral Specialist
- Psychologist
- Psychiatrist
- Family Support Services
- Social Services
- Other Specialists

The Student Services team is committed to investigating the local and institutional contexts in collaboration with the rest of the educational team to identify optimal support structures available to our students through recognizing and assessing the factors that contribute to effective provision of these services, thus ensuring the holistic wellbeing and progress of all students.

- ***Cross Reference: Admissions Policy***
- ***Cross Reference: Teaching and Learning Policy***
- ***Cross Reference: Assessment and Reporting Policy***
- ***Cross Reference: Inclusion Policy***
- ***Also refer to Student Services Procedural Document 1 – Additional Support***
- ***Also refer to Student Services Procedural Document 2 - Student Services Assessments***
- ***Also refer to Student Services Procedural Document 3 - Conditional Enrolments & Other Conditions***
- ***Also refer to Student Services Procedural Document 4 – Differentiation and Accommodation***