

Student Support at ISH

The School Mission, Philosophy and Objectives Statement include several key features that aim:

- to create and provide a stimulating learning environment
- to promote academic excellence
- to encourage every child to reach full potential
- to provide a programme of support for those that need it
- to nurture the whole child within the academic curriculum
- to maximize the skills of learning in all students
- to develop home-school collaborative strategies to maximize student achievement

Thus we attempt to ensure that, as far as is possible, all children make the greatest progress in developing their academic skills, abilities and other talents.

Therefore, any special needs, abilities or talents should be identified as early as possible, and provision for them developed, as far as is practicable, during the child's stay at the school.

The Student Support Department's aim is to ensure that provision is in place for every student in the school. Principles governing the Student Support Department:

- Each individual is valued for what they can draw from and contribute to the context of the classroom and the whole school.
- Each student should reach his/her full potential.
- All students have individual needs. Many different needs can be met within the normal classroom environment but the needs of some children cannot be met without additional support provisions.
- Support is offered as an integral part of the school's provision.
- A differentiated instruction/curriculum is central to the school's provision in order to allow us to meet as many individual needs as possible.
- Motivation, self-confidence and self-esteem are essential to maximize learning and so are promoted in students with special needs.
- The Student Support Department functions as a multidisciplinary team.
- The Student Support Department strives to work with parents as partners.
- The Student Support Department respects student confidentiality appropriately.

The five areas of Student Support:

- a. those students that have English as an additional language (EAL)
- b. those students with learning difficulties
- c. those students that are physically challenged
- d. those students with behavioural, social or emotional problems
- e. those students that are highly able and/or have special talents.

The school is not equipped or staffed to educate students with severe learning difficulties, physical or mental disabilities or emotional problems. Consequently the school reserves the right to refuse admission and the Principal is authorized by the Board to admit students only if in his/her opinion adequate provision can be made for their particular needs.

Thus, once a student is admitted, the school has accepted an obligation to provide, as far as is practicable, services to students identified under the five areas defined above.