



Ecole Sainte-Anne de Kigali



Access and Inclusion Policy

Updated July 2025

Adresse : KK 432 Kicukiro - BP 1131 Kigali - Rwanda / Tél. : +250 / 793 767 035

Contact infos : info@ecolesainteanne.org

Site Web : <https://ecolesainteanne.org> / **X:** https://twitter.com/ESAK_Rwanda

Table of Contents

Mission	3
Vision	3
ESAK Core Values	3
IB Mission	4
Aim	4
Understanding Inclusion	4
IB Principles of an Inclusive Education	5
The IB's Principles of Teaching for Learning Diversity	5
a. Affirming identity and building self-esteem	5
b. Valuing prior knowledge	5
c. Scaffolding	6
e. Differentiation	7
The purpose of this policy	8
SEN and the Inclusion Approach	8
Benefits of inclusion	8
Responsibilities	9
Responsibilities of the School Administration	9
Responsibilities of teachers	9
Responsibilities of the Students	9
Responsibilities of Parent	10
Access and Inclusion & Admission Policy and Practices	10
Nature of Learning Difficulties	10
Support Categories for Inclusion	10
Admission Policy for Learning Support Students	11
Referrals	11
Assessment	12
Communication	12
Confidentiality	12
Accommodations & Modifications for Students with Learning Difficulties at ESAK	12
Expectations for quality SEN provision at ESAK	13
Policy review	14
References	14
Standards and Practices from the IB which support inclusion	15
Appendix	17

Mission

Ecole Sainte Anne de Kigali (ESAK) is a school offering an education open to all, while respecting everyone's convictions. Its mission is therefore to:

- Welcome children and young people from all backgrounds and origins, representing the diverse cultural identities of the region, to enable them to experience their learning process together;
- Offer a pathway to self-fulfillment and learning of human and academic skills, with a holistic approach, catering for the body, brain and heart - from 3 to 18.
- Offer everyone an all-round education - intellectual, cultural, artistic, technical and physical health;
- To promote the school as a 'living environment in which every child and adult feels welcomed, recognized and valued.

Vision

Through the pursuit of human excellence, our ambition is to form citizens of the world and, more specifically, active and cooperative members in the countries of the Great Lakes Region, with a view to making this region a land of reconciliation, a common home of well-being in which families, urban, industrial and agrarian societies, as well as states, live in harmony and peace.

ESAK Core Values

Dignity: For all our children, whoever they are and wherever they come from, have an inalienable right to take the time to grow up.

Compassion: For every existence and every journey through life is punctuated by failures and suffering that require us to support and care for one another.

Harmony: For men and women are created for happiness and joy. And harmony is nothing other than that climate of relationships and community that enables each and every one of us, with and within our differences, to achieve joy with and through others.

Humility: For we must all recognize that what we are today, we owe essentially to others who precede us (history), who surround us (our parents and our families)... and also recognize what we will have to give for those around us and those who will follow us.

Integrity: For uprightness of thought (the "True"), deed (the "Good") and word (the "Right") are essential if we are to live "in truth" with one another.

The concept of UBUNTU, which emphasizes the interconnectedness of humanity and the importance of mutual respect and support, is deeply ingrained in the learning and teaching process. At ESAK, we believe that *"I am because we are,"* and this philosophy informs our efforts to create an inclusive and supportive environment where every learner can thrive. Through fair and criterion-based assessments, we empower students to reflect on their

learning, celebrate their achievements, and grow collectively with their peers. This policy upholds the IB's high standards while being responsive to the local context, ensuring that our assessment practices are meaningful, equitable, and transformative for all learners.

IB Mission

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students worldwide to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Aim

In addition to, or in some other way distinct from, the educational provision provided usually for children of their age in school, the ESAK Access and Inclusion Policy seeks to improve the standard of education. With the help of this policy, curricular planning and evaluation methods for students with special needs are made to take into consideration the nature and severity of the difficulties they are facing. The motivation to learn from various viewpoints is increased through the use of collaborative teaching strategies, which benefits all pupils.

Understanding Inclusion

At ESAK, we recognize that every student has unique educational, behavioural, and aspirational requirements. They need diverse learning methods because they have various learning styles.

Every student obtains, processes, and conveys knowledge at a different rate, necessitating a variety of instructional strategies and experiences. By finding and eliminating obstacles, inclusion is a continuous process that seeks to increase access and involvement in learning for all students.

Special Education Needs (SEN) refers to those unique, special or peculiar educational requirements that some students may have that cannot be met in an average class environment. These needs require significant accommodations and modifications to teaching and learning that go beyond normal differentiation in class. ESAK admits students whose academic and personal needs can be met by the SEN programs and student support services available at the time of admission. The school is committed to ensuring that all teachers are aware of SEN and the **SEN** team are sufficiently qualified. To this end, the school will provide the professional development that is required. (*Learning diversity and inclusion in IB programmes, 2018*)

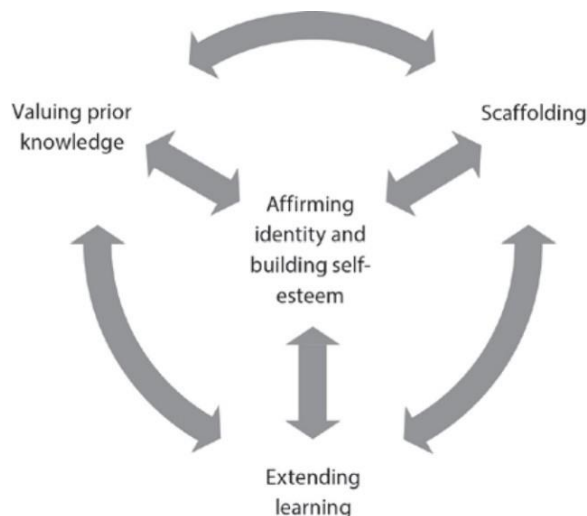
IB Principles of an Inclusive Education

Affirmative, receptive environments that foster a feeling of community, safety, self-worth, and overall development for every student improve education. Diversity education is regarded as a valuable tool for creating open societies. By leveraging prior information and collaborating with others, one can reach their full potential.

- All learners belong and experience equal opportunities to participate and engage in quality learning.
- All students in the school fully participate in an IB education and are empowered to exercise their rights and accept their responsibilities as citizens.
- All students in the school community develop the IB learner profile attributes.
- All students experience success as a key component of learning.

The IB's Principles of Teaching for Learning Diversity

In the cycle of learning there are four principles of good practices which include;



(Learning diversity and inclusion in IB programmes 2018)

a. Affirming identity and building self-esteem

At the core of all learning is the affirmation of student identity to promote self-esteem. Students with a positive identity are more able to take the risks necessary for successful learning. An affirmative model of identity ensures that all students are visible and valued. It is a model where all learners recognise that it is possible to make a difference in their own lives and society.

b. Valuing prior knowledge

Based on prior information, fresh learning is built. The assumption that all students will have the same prior knowledge or be able to show learning, in the same manner, is unwarranted.

Therefore, we will:

- meaningfully assess existing knowledge, strengths and interests
- recognize that there may be gaps or overlaps in learning
- work with students to construct individual learning profiles to inform teaching and learning.
- explicitly activate learners' prior understanding to promote new learning
- take into account prior learning when designing, differentiating and planning for new learning.

(Learning diversity and inclusion in IB programmes, December 2018)

c. Scaffolding

The technique of scaffolding is active in the educational process. The purpose of scaffolding is to encourage learners' growing freedom of choice in taking charge of creating their own instructional strategies.

d. Extending learning

Extending learning for all					
IB approaches to teaching and learning	Teaching to learner variability	Creating optimal learning environments	Assessment	Collaboration	Technology

(Learning diversity and inclusion in IB programmes 2018)

By combining high standards with numerous opportunities for learner-centred practice and engagement with conceptually rich materials and experiences, teachers can assist students in extending their learning.

e. Differentiation

Differentiated instruction is the process of identifying, with each learner, the most effective strategies for achieving agreed goals so learning opportunities can be created that enable every student to develop, pursue and achieve appropriate personal learning goals.

Differentiation is a system of strategies that appropriately structure the curriculum so that each learner can reach they/their true potential. Differentiation “puts students at the center of the planning” helping teachers “respond specifically to their needs” (Heacox 57).

Tomlinson and Cunningham Eidson (2003) identified the following three curricular elements of differentiation where teachers can differentiate through various means including, but not limited to:

- Content –Using differentiated teaching practices to accommodate learning goals. Adjusting quantity or format of content.
- Process – Providing variety and choice in how students will learn.
- Product – Capitalizing on students' learning preferences and strengths by permitting them choice when demonstrating their learning. These modes of differentiation are

implemented by the teacher for each learner based on readiness or the learner's profile. Differentiation can take many forms and is closely tied with the Four Principles of Good Practice (see pg 5) outlined by IB.

Content	Process	Product
<ul style="list-style-type: none"> • Leveled or topical readers • Books on tape • Highlighted text • Varied topics for research • Independent study options • Interest centers • Optional mini-lessons on a specific topic or skill • Compacting the curriculum • Online readings at varied levels of difficulty • Demonstrations 	<ul style="list-style-type: none"> • Opportunity to work alone, in pairs, or in small groups • Group roles when in small groups • Literature circle roles • Varied journal prompts • Choice of review activities • Supportive technology • Amount or kind of teacher help available • Various types of graphic organizers and supporting documents (vocabulary, formulas, key dates, etc.) • Homework options ("Do this section if you need more practice on..." or "Do this section if you feel ready for a challenge") 	<ul style="list-style-type: none"> • Product options that respond to varied interests or learning profiles • Varied timelines or check-in points • Varied criteria for success (e.g. from novice to professional) • Varied audiences (in age, background knowledge, size, etc.) • Varied roles in a performance assessment • Some choice of questions on tests and quizzes

Source: Strickland, C. (2007). *Tools for high-quality differentiated instruction: An ASCD action tool*. Alexandria, VA: ASCD. Reprinted with permission.

The purpose of this policy

In accordance with the IB, it is ESAK's intent and purpose:

- to create and maintain an inclusive educational environment for all learners.
- to raise the awareness of the ESAK community on the nature of Special Education Needs (SEN) that may be present in a school
- to provide a progressive framework for dealing with students with special education needs in the school
- to safeguard that the learning support is provided as per students' diverse learning needs and profile
- to outline the various accommodations, support structures and processes that are available to students with SEN
- to establish clear responsibilities for all school stakeholders regarding SEN
- to advocate Access and Inclusion Policy to all ESAK stakeholders.

- to clearly communicate the support opportunities and various accommodations that are available to students.
- to promote effective learning through differentiation and scaffolding.

SEN and the Inclusion Approach

Not all students experiencing academic and/or behavioural difficulties may have a disability or require special education to meet their individual educational needs. In fact, in many cases, greater attention to individual differences in class will address a student's particular needs without resorting to evaluations or special education services. This is what is encouraged at ESAK in order to:

- improve the student's academic performance
- improve the student's behaviour, or
- improve and refine teaching skills so that the classroom teacher can teach students with diverse educational needs.

If the inclusion approach is effectively used, most students will experience educational success within an average class and this will eliminate special education as an alternative. Inclusion plans for students with mild special educational needs will be implemented by the classroom teacher and the parent in collaboration and consultation with persons with SEN expertise.

Benefits of inclusion

Some of the benefits of the Inclusive Approach process:

- Collaborative problem-solving approach
- Promotes strength-based approach
- Reduces labelling
- Addresses need without evaluations
- Provides academic/behavioural support in the least restrictive environment
- Provides support to teachers
- Improves and refines inclusive teaching skills to teach students with diverse needs
- Prevents over-referral to special education

Responsibilities

Responsibilities of the School Administration

ESAK through its Access and Inclusion Policy will have the following rights and responsibilities:

- Maintain its academic standards.
- Request for a student for reasonable accommodations and academic adjustments.

- Deny a request for accommodations or adjustments academically
- After thorough thought, integrate a student or, if necessary, retain them in the learning support division.
- Update teachers/support teachers about any updates from the IB about inclusion
- Provide teachers/support staff with professional development and training to support students with learning barriers
- Communicate with teachers and incoming staff about the history/background of current and incoming children with barriers to learning

Responsibilities of teachers

- Differentiate or use Universal Design for Learning (UDL) to best support any students with barriers to learning
- Create learning materials that best support any barriers to learning that the support teachers can use with the student
- Communicate to the Administration any concerns regarding students with potential barriers to learning
- Creating and maintaining a safe and effective learning space
- Set meetings and communicate with any stakeholders regarding the student
- Inform the supporting instructor of any changes regarding the pupil.
- Record observations to maintain sufficient documentation
- Familiarise with the students' history/background

Responsibilities of the Students

- Meet the school's qualifications and essential academic, technological and institutional standards.
- Identify himself/herself in a timely manner as an individual with a disability when requesting accommodation from the appropriate service provider.
- Provide documentation from a qualified source that verifies the nature of the disability, functional limitations and the need for specific accommodations.
- Request for alternative testing and accommodations as deemed necessary in consultations with the Learning Support Department.
- Provide feedback, as age-appropriate, on learning and goals
- Active in providing input into learning engagements
- Provide reflections (written or verbal) on social and emotional growth

Responsibilities of Parent

- Keep communication open with teachers about any updates/medical information that pertains to the students learning
- Support child at home through plans made by the school

- Ensure the child arrives at school with the necessary provisions (e.g. ICT backpack, medication etc)

Access and Inclusion & Admission Policy and Practices

According to the criteria outlined in the school's policy, children with different abilities will be considered for admission on an equal basis with all other children, taking into account the children's suitability for mainstream education and the availability of resources and facilities to meet the child's needs.

Nature of Learning Difficulties

The inclusive admission policy of ESAK considers students with mild to moderate Learning Difficulties, Attention Deficit Hyperactivity Disorder, Attention Deficit Disorder, etc. Here is a list of some widely known SENs;

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical
- or multiple disabilities

Support Categories for Inclusion

The following is a list of possible indicators that a student may have a special educational or social need; the presence of one or more of these is however not definitive evidence of such need. For a student to be categorized with SEN a report from a specialist is required.

If a student:

- Continues to make little or no progress in specific areas over a long period
- Continues working at levels substantially below that expected of pupils of a similar age
- Continues to have difficulty in developing literacy and mathematics skills
- Has emotional or behavioural difficulties which interfere substantially with their own learning or that of the class despite having a received pastoral support
- Has sensory or physical needs which require specialist advice
- Has ongoing communication or interaction difficulties which impede the development of social relationships and cause substantial barriers to learning

Admission Policy for Learning Support Students

- Students with mild to moderate cognitive challenges are taken into consideration under ESAK admissions policy.
- To determine whether a student can adapt to the learning environment, the Learning Support Department and the admission team question children who arrive with evidence of their learning problems.

- ESAK is dedicated to providing inclusive, holistic, and excellent education to all applicants, including those with disabilities.
- Students may also be recommended by instructors or guardians.
- As per the school's Access and Inclusion Policy, SPECIAL ACADEMIC PROVISIONS ARE PROVIDED BY THE SCHOOL (ONLY ON PROPER DOCUMENTATION). Refer to the ESAK Admission Policy for more details.

Referrals

- In ESAK, students will be identified through referrals by teachers, parents, Coordinators and the Head of the Section (HoS).
- Previously documented history and other reliable sources.
- The Learning Support Department conducts general classroom observations to identify any student at risk.
- Referral forms are filled in accordingly.
- The Homeroom teacher consults the Learning Support Department for concerns about the student.
- Teacher Referral Form is submitted to the department, with their inputs.
- The Learning Support Department will observe the child or may conduct informal assessments/checklists if required.
- The Learning Support Department then decides if the child should be a part of the programme and receive additional support.
- The team, along with the coordinator, contacts the parents for a meeting to discuss the outcome of the screening and the next steps for the student.
- This is documented in a Parent Conference Record Form.
- An informed consent form is then taken with the parent's/guardian's consent.
- If the student is still having difficulty despite the interventions at the school & classroom level, they may be recommended to seek specialist support outside.
- A review of the Individualized Education Plan (IEP) is done twice a year or as needed.
- Exit from the program – After a feedback evaluation has been conducted with all the stakeholders, the student may leave the school if their concerns are addressed at the conclusion of the year.

Assessment

In inclusive education, assessments are used for screening, allocation, program review, and tracking student growth. Testing is one step in the complete process of assessment. In inclusive education, the assessment allows the staff to start using the ideal method for teaching and for identifying and meeting the requirements of the students. The current achievement level of the students will be assessed using informal exams.

Communication

An essential component of the system that is kept year-round with the appropriate educational facilities is communication with parents and instructors. At ESAK we consider connecting with parents and providing appropriate updates on the well-being of their children.

Confidentiality

ESAK believes that all candidate-related information should be kept private. Any correspondence regarding a student's learning support situation will be kept in their file, to which only the head of school, the coordinator, and the learning support department have access. Any student data that the school retains will be kept private. For the benefit of the pupil, information and/or guidance will only be shared with instructors after consulting with the parent or caretaker.

Accommodations & Modifications for Students with Learning Difficulties at ESAK

Students with verified cognitive disabilities are given the accommodations and modifications they need to effectively engage in the general education curriculum. With a change in the pacing, structure, setting, scheduling, reaction, or display, accommodations enable a student to finish the same assignment or test as other students, but they shouldn't significantly affect the assignment's or test's intended measurement. On the other hand, an alteration is a change that is made to a test or assignment that modifies the criteria for what the test or assignment assesses. Modifications include using a different, more manageable examination than the one that is required.

Any student assessed to have special education needs is automatically eligible to apply for special arrangements with IB to assist the candidate during their preparation of work for assessment and in their written examinations. It is the policy of the ESAK to know the nature of special arrangements given to each student with SEN, as early as possible, so that similar arrangements can be made in internal exams and internal assessments in the case of the IB Middle Years programme students.

The school encourages all students to come forward if they have experienced learning challenges that they believe require modification to the general assessment regime.

Classroom Accommodations	Inclusive Assessment Arrangement for in-School Summative Assessment
<ul style="list-style-type: none"> • Apt seating arrangement in class • Handouts and notes • Encouragement and praise • Work to be completed in stages • Rubrics to help focus on assigned tasks • Demonstrating examples of good work • Immediate feedback • Group work • Extended time/deadline for assignments and assessments • Accommodation for spelling, spacing and presentation errors • Prompters • Readers 	<ul style="list-style-type: none"> • Testing in the separate and special venue • Additional Time during exams- 25% • Reader - Scribe - a candidate who requires access to writing may be supported by a scribe to produce written responses of the student according to the recommendations from the IB • Modified strategies for assessments and examination papers. • Transcription • Communicators • Accommodation for spelling, spacing and presentation errors • Other arrangements as recommended by the committee recommendation and approved by IB

Expectations for quality SEN provision at ESAK

- Teachers are responsible and accountable for the progress and development of the students in their class
- High-quality teaching, differentiated for individual students, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good-quality teaching.
- The identification of SEN should be built into the overall approach to monitoring the progress and development of all students.
- Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all students where they are falling behind or making inadequate progress they should be given extra support.
- Once a potential special educational need is identified, the school will take action to remove barriers to learning and put effective special educational provisions in place. This SEN Support should take the form of a four-part cycle – *assess, plan, do, review* also known as the graduated approach.
- Where a student continues to make little or no progress, despite well-founded support that is matched to the student's area of need, the school will consider involving specialists, including those from outside agencies.
- Where a student is receiving SEN support, the Head of School should meet with parents termly to set clear outcomes and review progress towards them, discuss the activities

and support that will help achieve them, and identify the responsibilities of the parent, the student and the school.

- ESAK will document the progress of students with SEN should be accurately recorded and kept up to date.
- The school will publish information about its SEN policy on its website

Policy review

To keep the Access and Inclusion Policy relevant and effective, it will be reviewed every two years or as needed, ensuring it aligns with:

- IB MYP requirements, particularly access and inclusion standards.
- Our school's mission and vision, emphasize diversity, reconciliation, and well-being.
- Rwandan educational regulations for inclusive education.

The Policy Review Committee, made up of school leaders, coordinators, teachers, parents, and student support representatives, will lead the process. They will seek input from all stakeholders, including students, and ensure the policy reflects the needs of the school community.

The review will be informed by data on student access, participation, and outcomes, with changes approved by the Senior Leadership Team and School Board. Any updates will be clearly communicated to staff, parents, and students. This ensures the policy remains a dynamic tool for fostering equity and inclusion in our learning environment.

References

- Candidates with assessment access requirements, August 2017
- Learning diversity and inclusion in IB programmes
- IB guidelines for differentiation learning strategies:
- ESAK Language Policy
- IB Access and Inclusion Policy November 2018 - <https://www.ibo.org/globalassets/new-structure/programmes/dp/pdfs/access-and-inclusion-policy-en.pdf>. Accessed on 17th January 2025.
- ESAK Assessment Policy
- **ESAK Admission Policy**
- <https://blogs.ibo.org/blog/2019/09/23/how-do-we-decide-on-the-most-appropriateinclusive-access-arrangements-for-our-students-using-a-thinking-and-planningframework-to-provide-optimal-support/>
- Tomlinson, C. A. (August, 2000). *Differentiation of Instruction in the Elementary Grades*. ERIC Digest. ERIC Clearinghouse on Elementary and Early Childhood Education.

Standards and Practices from the IB that support inclusion

- Student support 1.3: The school provides safe and effective learning spaces and learning environments. (0202-01-0300)
- Student support 2.1: The school implements and reviews systems and processes to identify the needs of students. (0202-02-0100)
- Student support 2.2: The school supports the identified needs of students, and evidences this support through planning, policy, and practice. (0202-02-0200)
- Student support 2.3: The school provides staff, facilities and resources as outlined in their inclusion policy. (0202-02-0300)
- Student support 2.4: The school demonstrates a commitment to make the most effective use of learning spaces and learning environments in ways that meet the needs of all students. (0202-02-0400)
- Student support 3.1: The school identifies and allocates spaces and resources to support the social, emotional, and physical well-being of its students and teachers. (0202-03-0100)
- Student support 3.2: The school demonstrates in its systems, processes and policies attention to the social, emotional, and physical well-being of its students and teachers. (0202-03-0200)
- Student support 3.3: The pedagogical leadership team and teachers support students' social, emotional and physical well-being. (0202-03-0300)
- Student support 4.1: The school implements and reviews systems and processes to provide advice and guidance to students on programme choices, careers and/or additional education opportunities as they move further in their learning. (0202-04-0100)
- Student support 5.1: The school identifies and uses a variety of human, virtual and physical resources in the wider community that aid and extend student learning. (0202-05-0100)
- Culture 1.1: The school implements and reviews an access and/or admissions policy that clearly describes the conditions for participation in the school's programme(s). (0301-01-0100)

- Culture 1.2: The school provides relevant support materials, resources and structures to promote access to the school's programme(s) for as many students as reasonable. (0301-01-0200)
- Culture 1.3: The school provides opportunities to access the programme(s) for the broadest possible range of students. (0301-01-0300)
- MYP 1: The school monitors and evaluates its efforts to provide students with equal opportunities to undertake the MYP. (0301-01-0321)
- Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)
- Culture 2.2: The school identifies in its inclusion policy all of its legal requirements and outlines the school's structures and processes for compliance. (0301-02-0200)
- Culture 2.3: The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes. (0301-02-0300)

Appendix ESAK

Please complete one form per student referral. Each student will be seen as soon as possible and in order of seriousness/urgency. Thank you for your cooperation.

Date of referral : _____

Student name : _____

Grade : _____

Referred by : _____

Reasons for referral:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

ESAK

School Counsellor Referral/Checklist Form

Student's Name: _____

Grade: _____

Parent/ Guardian Name: _____

Referred by: Teacher _____ Parent _____ Self _____ Other _____ Date of Birth: _____

Reason(s) for referral-Problems/concerns related to: (please check all that apply)

- | | | |
|--|--|--|
| <input type="checkbox"/> Drastic change in Behaviour | <input type="checkbox"/> Peer Relationship | <input type="checkbox"/> Hurts Self |
| <input type="checkbox"/> Nervous/Anxious | <input type="checkbox"/> Sadness | <input type="checkbox"/> Academics |
| <input type="checkbox"/> Stealing | <input type="checkbox"/> Lying | <input type="checkbox"/> Withdrawn |
| <input type="checkbox"/> Worries | <input type="checkbox"/> Social Skills | <input type="checkbox"/> Impulsive |
| <input type="checkbox"/> Aggression / Anger | <input type="checkbox"/> Always tried | <input type="checkbox"/> Absenteeism |
| <input type="checkbox"/> Destruction of property | <input type="checkbox"/> Bullying | <input type="checkbox"/> Cries easily for age |
| <input type="checkbox"/> Day Dreams/ Fantasizes | <input type="checkbox"/> Personal Hygiene | <input type="checkbox"/> Hyperactive |
| <input type="checkbox"/> Perfectionist | <input type="checkbox"/> Lacks Motivation | <input type="checkbox"/> Disorganized |
| <input type="checkbox"/> Acting out | <input type="checkbox"/> Disrespectful | <input type="checkbox"/> Low Self-Image/Lacks Confidence |
| <input type="checkbox"/> Fears | <input type="checkbox"/> Family Concerns | <input type="checkbox"/> Easily Distracted |
| <input type="checkbox"/> Fighting | <input type="checkbox"/> Inattentive | <input type="checkbox"/> Assignments/Homework |

Description of the problem:

Signature of the Person Making Referral

Date of Referral

Sample Two

Individual Educational Plan

Name of the student:			
D.O.B (Date of Birth):	Age:	Sex:	Grade:
Date of Referral:			
Diagnosis:			

Areas of concern

Language	Mathematics	Behaviour

Strength:

Area of Improvement:

Expected outcome of the IEP:

Short Term Goals	Long Term Goals

Support strategies:

Goals achieved:

Learning Support:

Department:

Parent/Guardian Consent for Individual and Group Counselling Services

Dear parent,

This is to inform you that your child, _____ from grade _____, has been referred to the School Counsellor by _____ for concerns related to:

Academic: _____ Behaviour: _____ Personal: _____ Other: _____

School Counsellor will conduct counselling sessions in the school during school hours or if needed after school hours, which will be conducted with prior permission.

Confidentiality

Information revealed between the student and the counsellor during the counselling sessions will be kept confidential. The parent, teacher and the authorities will be involved if the need arises in the process of counselling for the wellbeing of the student.

Consent:

I, _____, have read and understand the contents of this informed consent. I give my child permission to participate in the proposed counselling activities.

Parent/Guardian Signature: _____

Date: _____

Contact number of the parent: _____