

Myanmar International School Yangon

Student services policy and procedures



Approved by: Ei Ei Zin (Board of Directors)

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Last reviewed on: March 2024

Next review due by: March 2026



MISY student services mission statement

To provide all students with high-quality opportunities to engage with education and life-long learning

Staff at MISY will:

- Make informed judgements about appropriate academic, behavioural and mental health support for students, following rigorous and thorough assessment of learning, emotional needs and behavioural issues, in order to identify and provide high-quality interventions.
- Establish bespoke programmes, according to age-appropriate expectations, as well as ability, aptitude, and interests for these students, including off-site provision where appropriate.
- Work with professional outside agencies to provide short or long term, personalised provision for students, whose medical or mental health needs prevent them from accessing mainstream education.

An introduction to the Student services team

MISY is committed to providing supplementary support for students according to need as far as resources permit.

Student Services includes:

- The primary student services, including the Teaching and Learning Centre (TLC) based curriculum,
- The secondary student services, including the Pathways for Progress (PFP) programme.
- The counselling service

The purpose of the policy and procedures

To ensure that the learning needs of all students are met at MISY through the provision of high-quality services which are effectively developed, consistently managed and understood by all stakeholders.

Roles and responsibilities:

Student services liaison officer (SSLO)

The role of the SSLO is to coordinate the work of student services by developing and managing effective communication between parents, students, external support services and the student services team as listed below:

Special educational needs coordinator (SENCo)

The role of the SENCo is to oversee services for students with special educational needs and disabilities.

SEN teacher or assistant

The role of the SEN teacher or assistant is to work in collaboration with teachers to support teaching, behaviour strategies and student progress of identified students.

The counselling service

The role of the student counsellor is to develop and manage services for students with social/emotional, transition issues, and sometimes behavioural concerns.

The senior leadership team

The role of the senior leadership team is to lead and manage the strategic development of student support services and monitor the work of the department.

The pastoral leaders (primary and secondary)

The role of the pastoral leaders is to liaise with other members of the student services team and effectively coordinate with all staff to ensure that the individual needs of all MISY students are met

Students with Special Educational Needs and Disabilities (SEN)

Definitions:

SEN: Special educational needs. A generic term used to identify students who need special consideration with regard to teaching and learning (see below)

TAC: Team around the child. Any meeting where all parties meet to discuss strategies or review progress with regard to an individual student

IEP: Individual education plan. A shared document which identifies the specific needs of the student and the strategies in place to meet these needs.

Any student requiring educational provision, which is additional to or different from that normally provided at MISY or a modification of existing facilities or equipment can be said to have special educational needs.

Such children may have identifiable learning difficulties, emotional difficulties which affect their behaviour, physical disabilities or gaps in their previous education. They may also be exceptionally gifted.

For all SEN students on roll at MISY, the school undertakes to provide for their individual educational needs in accordance with the MISY guiding statements and CIS code of ethics The school will provide specialist staff sufficient to meet these needs*.

Referral process:

Admissions:

If the parents of a prospective student disclose their child has learning needs; or if at any point in the admission process for a mainstream class concerns become apparent about the learning needs of the prospective student, the special educational needs coordinator (SENCo) will be informed. Additional documentation / assessments may be required before a final decision about the application can be made. This additional documentation will be determined by the SENCo.

The SENCo is responsible for ensuring that MISY can make adequate provision for any prospective student to the school who has individualised needs outside of the mainstream classroom. This will include the development of an Individualised Education Plan (IEP-see appendix B) to ensure progress is being made and to prepare the student for future options/transition.

The SENCo must also plan to manage any possible impact the admissions decision might have on the mainstream classroom's learning environment.

Referral of an enrolled student.

When a teacher observes academic or behavioural difficulties the teachers are encouraged to inform the parents of their concerns, gather additional information, as well as seek suggestions and support from relevant school staff before a formal referral is submitted.

Reasonable adjustments, differentiated teaching and learning and classroom-based interventions should be implemented and evidenced prior to a formal referral. If progress is made with interventions at this level and the student improves and makes progress no further action is needed.

When the student does not respond to such support, a formal referral to student services is submitted by the teacher, in consultation with the head of faculty, head of pastoral and key stage leader (see appendix C). Student Services will then review the referral and decide which service is required - Counselling, SEN, EAL or health. The person leading in this area will send the teacher a more detailed form to complete and begin observations and or screening processes.

SSLO will then open a case and request feedback from all staff involved with the referred student. The SENCo will then carry out a lesson observation, work review and/or any required screening for SEN..

If there is no observable learning need the case will be referred back to the class teacher/head of faculty/key stage leader.

If a SEN learning need is identified the SSLO will organise a team around the child meeting (TAC), which will include the parents/carers of the student. The TAC meeting will then identify possible interventions or support and will create an individual learning plan (IEP) that will be reviewed on a 3 monthly basis.

If observable progress is made, interventions and other modifications to the referred student's learning will remain in place and will be monitored as part of the IEP. If no observable progress is achieved Student Services will assess the needs of the student in a graduated response and/or liaise with outside agencies as required

The learning support pathways

Once the referral has been made then

Step 1:

- Student will be observed in various settings by SENCO
- SENCO will give feedback to the teacher and discuss the concern with the parents.

Step 2 :

Once the level of concern has been established the appropriate pathway will be decided.

Pathway 1- Low level concern

- Student to be placed on the monitoring list
- Teacher to be given support in relation to making reasonable adjustments in classroom
- Close monitoring of the progress of the student by the teacher.
- Progress to be reviewed by the teacher and SENCO every 6 weeks to ensure the progress is consistent .
- If the progress is consistent then the child will be placed on the monitoring list and his progress will be reviewed for the entire academic year.
- If there is no concern then the student will be taken off the monitoring list and no action will be taken.
- **Student information sheet** with all the recommendations will be shared with the teachers to ensure consistency.
- If the concern regarding the student's progress persists then the individual will be moved towards **pathway 2**.

Pathway 2- High level concern

- A team around child meeting will be conducted involving teachers, support staff, parents Head of key stage and head of primary or secondary (as appropriate)
- SENCO to carry out a detailed assessment to establish the true nature of the student's need
- SENCO will inform the teachers and parents about the outcome of the assessment and would recommend it to any external agency if appropriate.
- Depending on the findings of the assessment decision will be made regarding the type of support provided. It can be either putting in place an out of class small group or one to one support from the SENCO or another member of staff focussing on helping the student build up strategies to overcome their difficulties and become an independent learner. In case of significant needs, in- class one to one support will be provided for all the core subjects and some specialist subjects. This is important to help the child develop as an independent learner and also measure their progress.
- **IEP** will be created based on the findings of the assessment and shared with all staff and parents . IEP will be reviewed termly.
- If the concern persists then student will be moved to **Pathway 3** after a detailed meeting with the parent, teachers and Senior Leadership Team.

Pathway 3- Significant concern

This pathway is specifically designed for those joining MISY with significant need and a diagnosis which warrants specialist provision.

- The students in the primary age group will be based in the teaching and learning centre (TLC) where they will be supported one to one and have access to the specialist subjects with their peer group from the mainstream .
- The students in the secondary age group will be joining the student support centre with one to one support throughout the day . they will have access to core subjects like English, maths and science at a differentiated level . They will be joining the specialist subjects with their peer group.
- **IEP** will be created based on the findings of the assessment and shared with all staff and parents . IEP will be reviewed termly.
- Their progress will be monitored closely and, if appropriate they will have the opportunity to access the core subjects in the mainstream classroom with one to one support.
- At secondary level they will be completing the bronze/ silver/ gold level qualification from ASDAN and Functional skills programme from the NCFE with a view of preparing them for an independent life after school.

Please see the SEND referral flowchart (Appendix A)

Collaboration with outside agencies and the use of externally sourced reports.

With parental consent, the SENCo and counsellor can use already existing diagnosis and information from outside agencies to determine students' needs in the school. Existing written reports/diagnosis should be provided by parents.

The SENCo or counsellor may recommend parents to contact outside agencies for further diagnostic testing. It is the responsibility of the parents to establish contact with the outside agency and share information with the SSLO who will then pass it onto the relevant member of staff.

Communication between outside agencies and MISY may include the following:

- Occupational Therapy
- Speech Therapy
- Counselling services
- Educational psychology
- Other diagnostic services

While crucial to best practice, MISY is not responsible for monitoring services provided by outside agencies.

The SENCo and SSLO will be a contact point for outside agencies working with the school.

Collaboration with the English as an additional language (EAL) department.

Where a student is identified as requiring EAL support or where a student receiving EAL support has other learning needs, the EAL representative and SENCo will decide on a support plan and who should monitor the student through the regular student services meetings (primary and secondary).

Students in need of social/emotional support (counselling and psychological services)

As a school, we can provide pastoral support and have access to specialist services to meet the needs of students who require social and/or emotional support. This includes counselling provision provided by a qualified counsellor in school and can refer to external provision where necessary.

There is a written procedure and referral process in place to ensure that the needs of students are met effectively and in a timely manner.

Definitions:

Counselling: The provision of professional assistance and guidance in resolving personal or psychological problems.

Wellbeing: The state of being comfortable, healthy, or happy.

Psychological services: The provision of a range of interventions, based on psychological concepts and theory, which are designed to help people understand and make changes to their thinking, behaviour and relationships in order to relieve distress and to improve functioning.

Referral process:

Referral process: Primary

Teachers use the student service general referral form to direct students in need of support services to the head of pastoral care (Primary).

During each student services meeting, referred students are collectively reviewed and evaluated to determine the most appropriate support interventions.

If counselling is identified as the necessary next step during the meeting, the student services liaison officer will send a counselling request form to the referring teacher.

Upon completion and return of the counselling request form, the student services liaison officer will arrange an appointment between the student and the counsellor.

Parents will receive notification from the student services liaison officer regarding counselling sessions starting from the second appointment, as the first appointment primarily serves as a check-in, and not all students may require further support. Parents will also be required to sign the consent letter for their child's participation in counselling sessions.

Referral Process: Secondary

Step 1: Student makes contact with counselling service

Students may reach out and make contact with counselling service through a number of routes. The first point of contact will therefore be dependent on the route by which they make contact:

Possible first point of contact::

- Homeroom teachers
- Primary and secondary pastoral leads
- Safeguarding team
- Counsellor

Step 2: First point of contact informs The student services liaison officer about the potential referral

First point of contact will then email Student Services Liaison Officer with the following information:

- Full name of the student
- English name of the student
- Student email
- Homeroom teacher name
- Preferred contact for appointments and their email (some students might feel more comfortable not involving homeroom teacher for details of the support when they have a continuous conversation with Pastoral Leads or Safeguarding team)
- The theme of the presenting problem (e.g, difficulties with concentration, anger, family issues etc)

Step 3: Counselling request form

Student services liaison officer will send the counselling request form to the first point of contact. Once the form is completed and returned to the student services liaison officer, The student services liaison officer will forward the form to the school counsellor.

Step 4: Counsellor offers the date and time

The School counsellor will offer the date and time for the initial consultation to the student services liaison officer

Step 5: Student services liaison officer then coordinates with student's preferred contact person for appointments

Student services liaison officer will be in touch with the preferred contact person for confirming and setting the appointments. Once the appointment is confirmed by the student, Student services liaison officer will inform The school counsellor of the appointment date and time.

Review process

The school counsellor is responsible for reviewing caseloads in a timely manner with the client, parents and any school staff who may be involved in the case.

Training and professional development

All teaching staff will be provided with regular training to ensure that all students at MISY are provided with high-quality opportunities to engage with education and life-long learning in line with the student support mission statement.

This will include:

- Updates on student services policy and procedures
- Updates on good practice locally/globally
- Professional development opportunities linked to specific areas (eg. dyslexia awareness, ADHD awareness)
- Strategies to use in the classroom as a result of identified needs.
- Safeguarding update training.

Staff who are working on student services programmes will be provided with opportunities for professional development training in specialist areas to ensure that staff have appropriate skills and experience to meet the needs of students with additional needs.

Confidentiality Guidelines:

We are always striving to improve on our best practices regarding the confidentiality of our students receiving support from student services. Below is a checklist of best practice approaches:

- **Documentation:** All documents are kept either in physical or electronic folders for administrative purposes. These are collated and managed by the SSLO and are shared on a need to know basis.
- **Diagnosis:** when discussing students with teachers, families, and other concerned parties, the focus should be on needs, performance, and accommodations. The debate, dissection, or dismissal of a diagnosis with classroom teachers is NOT in the student's best interests and therefore to be avoided.
- **Email communication:** When communicating sensitive information and/or files, labelling it CONFIDENTIAL and using the student's initials is recommended.
- **Environment:** ALL communication about students and information pertaining to learning support must take place in a private environment to eliminate the risk of being overheard by others, including students.
- **Meetings:** Meetings with families, etc may mean that key staff are privy to sensitive information regarding students who are receiving a variety of services in the school or who have been referred to student support services This information is confidential and it is the role of the senior leadership team and the staff member in charge of a particular referral to disseminate/share information with those who are involved on a 'need to know' basis. If a teacher or another staff member asks for information, they should be referred to the senior leadership team and/or the staff member in charge of the referral.

*Significant Disabilities:

At MISY we strive to meet the individual learning needs of all students. We recognise, however, that we do not have the facilities to support students with significant disabilities.

Each child's needs will be reviewed during the admissions process. During this process, the school will determine whether MISY has the resources to successfully support the child.

Graduation Diploma

All students on the PFP programme are eligible for a graduation diploma by earning credits for courses completed from Year 9 to Year 13. Additional credits are available for participation in afterschool activities and leadership activities such as student council.

Links to other policies:

Admissions policy
Safeguarding policy
Data protection policy
The Learning Support Pathways
Graduation Diploma

Appendix A

Myanmar International School Yangon

INDIVIDUAL EDUCATIONAL PLAN (IEP)

Date implemented		Name	
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Class		Area (s) of Need	
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Diagnosis	
Health concerns	

IEP Goals
<u>Cognition and Learning</u>
Long Term Goal-
Current Target-
Strategy -
Long Term Goal-
Current Target-
Achieved on-
<u>Sensory and Physical</u>
Long Term Goal-
Current Target-

Achieved on-

Social Emotional and Mental Health

Long Term Goal-

Current Target-

Achieved on-

Monitored by	
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Strengths	Difficulties
<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • •

In class support strategies	
<ul style="list-style-type: none"> • • 	
School Interventions	•
Parent input	•
Student Support Services	•

Further Assessment	•
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Date for review		By who	
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Next Steps	<ul style="list-style-type: none"> • •
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Appendix B

STUDENT SERVICES GENERAL REFERRAL FORM

STUDENT NAME:

YEAR LEVEL:

PLEASE INDICATE THE AREAS OF CONCERN

READING		WRITING TASKS		MATHEMATICS	
Year Level Benchmark	<input type="checkbox"/>	Handwriting	<input type="checkbox"/>	Number study	<input type="checkbox"/>
Decoding words	<input type="checkbox"/>	Spelling	<input type="checkbox"/>	Number operations	<input type="checkbox"/>
Comprehension	<input type="checkbox"/>	Grammar	<input type="checkbox"/>	Measurement	<input type="checkbox"/>
Retelling	<input type="checkbox"/>	Punctuation	<input type="checkbox"/>	Space	<input type="checkbox"/>
Phonics Skills	<input type="checkbox"/>	Sequencing Ideas	<input type="checkbox"/>	Chance and Data	<input type="checkbox"/>
Sight words	<input type="checkbox"/>	Sentence Construction	<input type="checkbox"/>	Problem Solving	<input type="checkbox"/>
SPEECH AND LANGUAGE					
Articulation	<input type="checkbox"/>	Fluency (Stuttering)	<input type="checkbox"/>	Following instructions	<input type="checkbox"/>
Spoken Tasks	<input type="checkbox"/>	Grammar	<input type="checkbox"/>	Following conversation	<input type="checkbox"/>
Sentence formation	<input type="checkbox"/>	Conversational skills	<input type="checkbox"/>	Spoken Vocabulary	<input type="checkbox"/>
MOTOR		SKILLS / VISION		HEALTH	
Gross motor	<input type="checkbox"/>	Copying from board	<input type="checkbox"/>	Eating and dietary	<input type="checkbox"/>
Fine motor	<input type="checkbox"/>	Tracking left to right	<input type="checkbox"/>	Self-care	<input type="checkbox"/>
Mobility	<input type="checkbox"/>	Bookwork	<input type="checkbox"/>	Toileting	<input type="checkbox"/>
Sitting posture	<input type="checkbox"/>	Perceptual difficulties	<input type="checkbox"/>	Hygiene	<input type="checkbox"/>
SOCIAL / EMOTIONAL BEHAVIOUR					
Organisation & Self Direction	<input type="checkbox"/>	Interaction and Participation	<input type="checkbox"/>	Coping change/stress with	<input type="checkbox"/>
Compliance	<input type="checkbox"/>	Impulsivity	<input type="checkbox"/>	Self-stimulatory behaviour	<input type="checkbox"/>
Attention	<input type="checkbox"/>	Safety	<input type="checkbox"/>	Fears	<input type="checkbox"/>
Spatial awareness	<input type="checkbox"/>	Narrow range of interests	<input type="checkbox"/>	Other	<input type="checkbox"/>
OTHER:					
ADDITIONAL INFORMATION:					

EAL Referral Form

Student name:	Class:	Referring Teacher's name:	Referral date:
Years at MISY:	Date of birth:	Nationality: Home language:	

Reading level (YARK):	Writing level (writing prompt):	CAT4:
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Please attach a copy of the last writing and reading assessments.

Please indicate the strengths and areas you feel need the most improvement. Measure this against the average expectation you have for a *student in your class and what is expected for their Year level*. Tick the appropriate box.

L = Low	M = Mid			H = High			
Speaking	L	M	H	Writing	L	M	H
Answer simple questions using appropriate language and grammar structures	/			Can produce paragraphs with main ideas and some details	/		
State opinion with supporting detail	/			Able to produce year-level sentence structures	/		
Can re-tell, describe and explain information	/			Can express and convey opinions with supporting detail	/		
Uses an accurate mix of tenses to convey meaning	/			Can re-tell, describe and explain information	/		
Listening	L	M	H	Reading	L	M	H
Able to follow spoken language	/			Can identify main idea and supporting details	/		
Follow and carry out multi-step oral directions	/			Can use clues to infer meaning	/		
Identify main idea from oral discourse	/			Can follow written directions	/		
Complete tasks using strategies described orally	/			Can comprehend an acceptable amount of year level reading to keep up in class	/		

Use the following pages if needed.

Briefly describe how you have differentiated for the student's needs.

Is the student currently receiving SEN support? If yes, please describe.

Additional comments:

EAL teachers' comments:

Appendix C

Wellbeing counselling request form

Student Name :

Year Level :

Date of Birth :

Requested by (Please tick) Teacher Student Parent

Reason (s) for referral (*tick the box*)

- | | |
|--|--|
| <input type="checkbox"/> Mental Health Concerns | <input type="checkbox"/> Family Violence |
| <input type="checkbox"/> Parental Separation/Divorce | <input type="checkbox"/> Learning Support/Educational Issues |
| <input type="checkbox"/> Emotional Well-being | <input type="checkbox"/> Grief and Loss |
| <input type="checkbox"/> Motivation | <input type="checkbox"/> Anger |
| <input type="checkbox"/> Excessive worrying/Anxiety | <input type="checkbox"/> Adjustment Issues |
| <input type="checkbox"/> Stress | <input type="checkbox"/> Behavioral Concerns |
| <input type="checkbox"/> Bullying | <input type="checkbox"/> Parental/Career Concerns |
| <input type="checkbox"/> Friendship/Peer Relationships | <input type="checkbox"/> School/ Teacher concerns |
| <input type="checkbox"/> Suicide/Self-Harm | <input type="checkbox"/> Other reasons for referral* |

* Please explain here:

Rate the severity of this issue (impact on learning and/or home environment)

Mark only one oval 1 2 3 4 5

Please provide further information regarding this referral

Have you contacted the parent/guardian/teacher about the concern?

Urgency of referral (*Circle only one*)

Crisis ASAP Within 2 weeks

Parents will be contacted regarding this request. Individual counselling can only take place with parental/guardian consent.

Signature of person making request

Date

Office Use Only

Date Received:

Actions taken by Admin: _____

Admin Signature

Referral Date:

Appendix D

Informed Consent

Welcome to MISY School Mental Wellbeing Service. The school counsellor is helping clients (students and parents) to live their lives to the fullest through mental wellbeing services. Kindly read the following items thoroughly and feel free to clarify if necessary.

Confidentiality

In general, all communications between a client and school counsellor are confidential. If you are under 18 years old, the school counsellor will need permission from your parents. However, the school counsellor can release your information to others only with your permission. Moreover, it will not be revealed to any other students, teachers or staff that you are seeking help from unless permission is granted by you. However, there are exceptions to this:

- 1) If there are situations when you are threatening to harm yourself, the school counsellor is obliged to inform the person of emergency contact, family members or any others who can protect your safety.
- 2) If you are threatening to harm others or someone who is vulnerable, the school counsellor will be taking necessary protective actions, such as notifying the potential victim, contacting proper authorities, or seeking hospitalisation for you.
- 3) In some legal proceedings, the school counsellor may be required by Myanmar law to provide information about your treatment. For example, a judge may order my testimony if he/she wishes.
- 4) The school counsellor may occasionally consult with other senior mental health professionals in order to provide the most effective treatment for you. In such a situation, the school counsellor will make every effort to avoid revealing your identity in accordance with the ethical standards of the mental health professionals.

Treatment record

The standards of mental health professionals require the school counsellor to keep treatment records.

Communication

For inquiries and making appointments, you may contact Ms. Khin Khin Oo- khinkhin.oo@misys.edu.mm. Generally, the school counsellor will not discuss your treatments without an appointment. The emails you sent to the school counsellor might not be replied to but the issues you mentioned in the email will be discussed in the next session. However, in case of emergency, the school counsellor will try his or her best to reach you back on the phone or reply to your email during office hours.

Understanding about treatment process

I commit myself to participate in the whole treatment process and understand that the treatment will not be less than five sessions and differs according to my condition.

I understand and agree to do the homework given by the school counsellor or therapist, for example, reading, changing behaviours, and other necessary activities that will be helpful for my well being. I also understand and acknowledge that I am fully responsible for my actions and I have to make my own decisions if there are things to decide within the process.

I understand that I need to overcome my difficulties and my progress largely depends on my sincerity and eagerness. I acknowledge that I need to try hard to make necessary changes in order to move forward with my life even if it may be painful.

I have read the above information and agree to give my consent.

Client Witness

Signature _____ Name _____
_____ Date _____

Appendix E

Parental release form for wellbeing counselling

MISY offers individual counselling to students as the need arises. Parents/guardians or school staff may refer students for counselling, or students may request counselling themselves. These counselling services are provided by the school counsellor. These services are not intended as a substitute for diagnosis or treatment for any mental health disorder. Should it be determined that more extensive services are needed, it is the parent's responsibility, with the assistance of the counsellor, to arrange outside specialist services.

School counselling services are short-term services aimed to enhance the education and socialization of students within the school community. Trust is a cornerstone of the relationship between the counsellor and student. Information shared by the student will be kept confidential except in certain situations in which ethical responsibility limits confidentiality. The school counsellor may share information with parents/guardians, the child's teacher, and/or other school staff who work with the child on a need-to-know basis, so that they may better assist the child as a team. The counsellor is also required to share information if the child is in danger of harm to self or others. Information will be shared if:

1. The student reveals information about hurting himself/herself or someone else.
2. The student or someone else may be in physical danger.
3. A court order is received directing disclosure of information.

If we believe that notifying parents will increase the risk to the child, we will discuss this with relevant individuals before proceeding.

We encourage you to contact us whenever you have a question, input, or concern.

By signing this form, I give permission for my child to receive counselling services during the 2020-21 school year. I understand that anything my child shares is confidential except in the above- mentioned cases and I may withdraw my consent at any time by signing and dating a written note requesting termination of counselling services.

Parent/guardian _____ Date _____

Appendix F

Student Services structure

