



INTERNATIONAL SCHOOL SUVA

Inclusion Policy



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Guiding Statements

Mission

International School Suva is a beacon of education, diversity, and innovation committed to shared responsibility and growth.

Vision

Navigate. Nurture. Aspire.

Philosophy Statement

International School Suva (ISS) provides holistic international education for children ages 4-18, authorised by the International Baccalaureate (IB) and accredited by Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC). ISS is committed to the principle of equal opportunity in education and employment. The school is non-discriminatory and open to all backgrounds without regard to race, gender, religion, sexual orientation, nationality or ethnic origin in the administration of its educational, admissions, or employment policies. It is an expectation of the school that all community members embrace the principles of the IB mission statement, ACS WASC guiding principles, and mission and vision of ISS.

Policy Review

A formal policy review involving various stakeholders in a committee takes place every 4 years as part of the reaccreditation and curriculum review process.

Purpose

The purpose of this Inclusion Policy is to guide the International School Suva (ISS) school community in the philosophy and approaches to inclusion, as highlighted by the International Baccalaureate (IB) and Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC).



Inclusion Philosophy

At International School Suva, we believe that diversity enriches the learning community. We value and celebrate the unique backgrounds, strengths, and needs of all learners. We are committed to fostering an inclusive environment where every student feels respected, supported, and empowered. We believe that inclusion is not just about access, but about creating a culture where all students are valued, and where differences are seen as strengths. We encourage learners to understand that other people, with their differences, can also be right.

Commitment to Equity and Diversity

At ISS, we take a collaborative approach to identifying and responding to the diverse needs of our learners. Our goal is to ensure that every student can fully participate in both the academic and social life of the school, and that each learner has the opportunity to thrive and excel within a supportive and inclusive educational environment.

ISS is deeply committed to fostering a school culture where every student is valued, respected, and supported. We aim to develop learners who understand that people with different perspectives and experiences can also be right.

This commitment extends to ensuring equitable access to the curriculum for all students. Through inclusive practices, differentiated instruction, and appropriate accommodations, ISS strives to remove barriers to learning so that every student can engage meaningfully and achieve their full potential.

Confidentiality Principles

Respect for Student Privacy

ISS upholds the right of every student to personal privacy and ensures that all personal and academic information is treated with discretion and sensitivity.

Informed Consent for Information Sharing

Personal or educational information is shared only with the informed consent of the student and/or their parent or legal guardian, except where disclosure is required by law or safeguarding protocols.

Restricted Access to Confidential Information



Access to student records and personal information is strictly limited to authorized staff members who require the information to support student learning and wellbeing.

Secure Storage and Handling of Records

All physical and digital records are stored securely, following best practices in data protection to prevent unauthorized access, loss, or misuse of information.

Staff Confidentiality Agreements

All staff members are required to sign and adhere to confidentiality agreements that reinforce the professional and ethical handling of sensitive information.

Legal and Ethical Compliance

ISS ensures that all practices related to data collection, storage, and sharing comply with relevant local and international laws, as well as the IB's ethical standards and school policies.

Student Support

The Inclusion Policy is designed to support all students within the ISS school community, ensuring that every individual has access to a high-quality education in an inclusive environment. In addition to recognising the individuality of all students, the policy also specifically addresses the needs of:

- Special Educational Needs (SEN)
- Physical Disabilities
- Medical Conditions
- Extension and Enrichment students
- English Language Learners
- Students Facing Social or Emotional Challenges
- Students with Temporary Challenges

Definitions

Access involves providing the necessary resources, accommodations, and support systems to ensure that all students can engage meaningfully with the curriculum and assessment processes. This may include adjustments or provisions for students with special educational needs, physical disabilities, or language barriers.

Accommodation refers to planned and structured adjustments in how students access instruction, participate in learning, and demonstrate what they know and can do without



altering the learning standards or objectives. Examples include extended time to complete tasks, alternative settings, adapted materials, modified instruction, or varied response formats. Accommodations are identified and documented in a student's support plan.

Adjustments are changes made by teachers in line with an Individual Learning Plan or professional judgement e.g. adjusted medium for assessment, scaffolding etc.

Differentiation offers students multiple pathways to engage with content, process information, and demonstrate understanding. It includes a variety of classroom strategies and learning experiences designed to meet the diverse needs, interests, and readiness levels of all learners, ensuring that each student can learn effectively and at an appropriate level of challenge.

Extension & Enrichment acknowledges the outstanding student potential in one or more domains (intellectual, socio-affective, creative, sensorimotor). ISS works towards opportunities for students to stretch learning beyond the curriculum of their year level in a particular subject.

External Services can include specialists out of the school who offer assessments, guidance, and expert insights to support students with diverse learning needs. These partnerships help ensure that each student receives the appropriate level of care and intervention.

Individual Learning Plan (ILP) is a written statement that describes the adjustments, goals and strategies to meet a student's individual educational needs so they can reach their full potential. It is a means of providing information to teachers of particular strategies, modifications or adjustments needed beyond regular class instruction or assessment. The ILP identifies background information as to individual learning needs, sets short and long term goals, sets a timeframe for review and includes an essential agreement. The ILP is developed collaboratively between the teachers and parents / guardians and where a child is of an appropriate age, the student is also involved.

Learning Difficulty is a diagnosed learning difficulty such as attention deficit disorder, dyslexia, or dyscalculia.

Modification involves a change in what is being taught or what is expected of the



student, e.g. removal from study of a particular subject, altering criteria for assessment. It is implemented when a student has identified special learning needs that require a personalized approach to curriculum content or assessment expectations. Modifications are defined and recorded in a student's support plan.

MOE - Ministry of Education in Fiji

Limitations to Support

While ISS is committed to providing inclusive and comprehensive support for all students, we recognize that there are limitations that may affect the type and extent of assistance we can offer. These limitations include:

Resource Constraints: The availability of staff, funding, and specialized resources may impact the level and timeliness of support. Staffing or budget limitations can affect access to interventions or individualized services.

Scope of Services: The school may not be equipped to meet all highly specialized needs or provide intensive support beyond its expertise. In such cases, collaboration with external professionals or agencies may be necessary.

Legal and Policy Boundaries: All support must comply with applicable laws and school policies, including those related to data protection, educational standards, and internal procedures.

Infrastructure and Practical Challenges: Physical facilities and logistical considerations, such as scheduling or coordination with outside providers, may limit the feasibility of certain accommodations.

Student and Family Factors: Support success depends on student engagement and family collaboration. Limited involvement or responsiveness may affect implementation and outcomes.

Confidentiality Requirements: While privacy is strictly upheld, restrictions on information sharing may impact how support is coordinated with external professionals.

Child Protection Policy: The school may not be equipped to support and accommodate students with behavioural challenges that may impact the safety and wellbeing of that student or others.



Despite these limitations, ISS is committed to working collaboratively with families, staff, and external partners to maximize available support. If, during the admissions process or after enrollment, it becomes clear that the school cannot fully meet a student's needs, even after reasonable adjustments, this will be communicated transparently. The school will assist the family in identifying a more suitable educational setting and support the student's transition accordingly.

Inclusion Procedures

Each student brings unique backgrounds, abilities, and perspectives to the learning environment, and ISS is committed to creating inclusive classrooms where every learner feels valued, respected, and supported. To achieve this, teachers employ a range of inclusive practices such as differentiated instruction, Universal Design for Learning (UDL), collaborative learning opportunities, and responsive assessment and feedback strategies. The success of our Inclusion Policy relies on the active collaboration of all stakeholders such as classroom teachers, support staff, school leaders, families, and students who work together to foster a learning environment that promotes participation, equity, and well-being for every student.

Removing Barriers to Access

Creating an inclusive and equitable learning environment is a shared responsibility among classroom teachers, the Learning Support (LS) department, additional instructional support staff, and the school's leadership team. Together, we are committed to identifying and removing barriers that may hinder student participation, engagement, and success. By proactively addressing these barriers, we ensure that all students have equitable opportunities to learn, grow, and thrive. This includes, but is not limited to:

- Providing accessible and differentiated learning materials
- Promoting physical accessibility within learning environments
- Offering targeted language support for English language learners
- Developing and implementing individualized support plans
- Developing and implementing smart goals
- Integrating assistive and adaptive technologies
- Collaborating regularly with support staff and specialists

Through these practices, we foster a classroom culture where all learners are supported, empowered, and able to fully participate in their educational journey.



Stakeholders

School Leadership

Senior Leadership Team: At ISS, SLT includes the Head of School, Head of Secondary, Head of Primary, and the Business Manager. SLT promotes a culture of inclusion aligned with the school's mission, allocates resources, and ensures inclusive policies and practices are embedded across the school.

IB Coordinators: Ensures that the inclusion policy and procedures are current and shared.

Learning Support Coordinator: Leads the coordination of support services, oversees implementation of individualized learning plans (ILPs and similar), liaises with families and external agencies, and provides staff development on inclusive practices.

Teaching and Support Staff

Classroom Teachers: Design inclusive learning environments through differentiation, use a variety of teaching strategies to meet diverse needs, implement support plans with fidelity, and participate in review meetings and collaborative planning.

Learning Support Teachers: Deliver targeted interventions, modify curriculum in collaboration with classroom teachers, and advocate for full participation of students with additional needs.

Teaching Assistants and Educational Support Staff: Assist with in-class accommodations, provide one-on-one support where needed, and contribute to inclusive, respectful learning environments.

Counselors: Offer emotional and social support, run small group or individual sessions, and work with families to address non-academic barriers to learning.

School Doctor & Nurse: Attends to minor medical needs for staff and students, arranges first aid training for staff, works with staff and counselors to promote healthy lifestyles.



Students

Students with Support Needs: Actively engage in their own learning and contribute feedback to ensure their support is effective and respectful of their voice.

All Students: Foster an inclusive school culture by showing empathy, collaboration, and respect for diversity within the school community.

Families

Parents and Guardians: Share relevant information, participate in the development and review of support plans, and collaborate with the school to ensure the academic and emotional success of their child.

Extended Family Members: Where relevant, contribute insights and support as part of the wider care network for the student.

External Professionals and Community Partners

Specialists (e.g., psychologists, speech and occupational therapists): Provide assessments, strategies, and direct services to students in collaboration with the school.

Community Organizations: Offer additional programs, expertise, and resources to support student inclusion and well-being.

Collaboration and Communication

Effective inclusion requires ongoing collaboration and open communication among all involved parties:

Regular Meetings: Scheduled meetings and discussions facilitate collaboration between staff, and families to address student needs and evaluate the effectiveness of support strategies. Where possible/applicable, external professionals and/or community partners



are invited too.

Feedback Mechanisms: Channels for feedback are established to gather input from students, families, and staff about the inclusivity of school practices and identify areas for improvement.

Professional Development: Ongoing training and professional development are provided to staff to enhance their skills and knowledge in implementing inclusive practices and addressing diverse needs.

By involving all these stakeholders, the school ensures a holistic approach to inclusion, creating a supportive and equitable environment where every student can thrive.

Connections to Local Experts and Services

ISS works in partnership with families to facilitate access to local, regional, and remote resources, including therapeutic, medical, and specialist services, to support students' diverse learning and well-being needs. ISS abides by international standards and local legal requirements (see [Appendix 1](#) for more details).

Assessment, Placement, Referrals

Student needs are identified through observations, assessments, and consultations with teachers, parents, and relevant specialists. At enrollment, students requiring Learning Support may be identified through the enrollment form, parental requests, or reports from previous schools or external professionals. If learning needs are not disclosed during enrollment or following a diagnosis, the school reserves the right to review the student's continued enrollment.

For students already enrolled, classroom teachers may refer them to the Learning Support Team at any time. Upon receiving a referral, the Learning Support Team will review the case, conduct any necessary assessments, and recommend appropriate services. The school may request a formal educational assessment by a qualified specialist, and families are expected to comply with such requests. Continued enrollment may depend on the submission and review of the resulting assessment report.

The referral steps highlighted in [Appendix 2](#) provide guidance on the steps needed for support services offered at ISS.



Pastoral Care Services

The wellbeing of the students is of great importance at ISS. The school employs full-time counsellors in the primary and secondary school. The social and emotional needs of students are also supported through a variety of provided services such as pastoral care meetings, Personal and Social Education (PSE) curriculum, and learning support services.

For students requiring additional social and emotional support outside of the school setting, appropriate referrals are made to outside services available.

Social and Emotional Support

Social and emotional support services are offered through our full time Primary and Secondary Counsellors and are available to all students. Students are welcome to visit the Counsellor for their own social and emotional needs or be referred by the faculty, peers, or parents. The Counsellors also speak with students when they are transitioning in and out of ISS.

Referrals can be done through:

- The Counsellor has an open-door policy and students can self-refer by walking in, emailing or using the request form.
- Parents can refer their children for counselling via email, phone or meeting with the Secondary Counsellor to discuss any matters of concern regarding their children.
- Secondary staff may also refer students that they feel would need social and emotional support by using internal referral forms.

Student Services Tier Structures

Support Services are designed to provide comprehensive support tailored to meet the diverse needs of our students. These services encompass a range of interventions and resources aimed at enhancing student success and well-being. While the base level of support is provided within our standard offerings, additional paid services and tiered fees apply when student needs exceed the scope of these provisions. This tiered structure ensures that all students receive appropriate, individualized assistance while maintaining sustainable and equitable resource allocation.



English as an Academic Language (EAL) Support

Language and communication create the cohesiveness and understanding across cultures we need in a changing world. At ISS, we respect and honour how language reflects the individual and a culture's beliefs, attitudes and perspectives, and are committed to creating the opportunity to help our students find their voice in our society.

Our belief is that all teachers are language teachers as language is transdisciplinary in nature; language is a medium of inquiry and therefore plays an essential role in learning. As English is the common language and primary language of instruction, a command of English is key to being able to access information and communication. We recognize, however, that English is not the first language of many of our students and that they come to us with a range of different language levels. In order for all students to be academically successful, all teachers are committed to the growth and development of a student's English language skills. Please see the Language Policy on the school website for more information.

Assessment of Language Needs

Entry Assessments

Admissions requirements and assessments ensure that all students are able to access the curriculum in English.

Primary

Primary students (whose home language is not English or those who have been taught in another language) indicate on the enrollment form the language or languages spoken at home. An online or in person new student interview will be the next indicator for students needing placement assessment. The first two weeks in a classroom will confirm the need for a placement assessment. This WIDA assessment is then arranged and conducted in school. Students who are identified in the assessment as needing additional support for English are placed into a tier system of support for English as an Additional Language (EAL). The support received at each level differs as per the student's needs, which is reflected in the fee structure.

Secondary

Secondary students (whose home language is not English or those who have been taught in another language) indicate on the enrollment form the language or languages spoken at home. An online or in person new student interview will be the next indicator for students needing placement assessment. Based on the interview, students are tested using WIDA assessment upon arrival to school. Students who are identified in the



assessment as needing additional support for English are placed into a tier system of support for English as an Additional Language (EAL). The support received at each level differs as per the student's needs, which is reflected in the fee structure.

Progression and Exit Assessment

If our assessments indicate that Language Support is needed, those services will become a prerequisite for enrollment at ISS. English as an Additional Language (EAL) services are not optional if they are needed for the student to meet academic requirements. The duration of those services varies, and students will be exited from the services when that is possible. The goal is for students to succeed at their own pace and to become independent as soon as possible.

EAL Support and Fee Structure

	Tier 0	Tier 1	Tier 2	Tier 3
Place-ment		<i>Bridging</i> - Knows and uses social English and academic language working with grade-level material. <i>Reaching</i> - Knows and uses social and academic language at the highest level measured by this test.	<i>Developing</i> - Knows and uses social English and some specific academic language with visual and graphic support. <i>Expanding</i> - Knows and uses social English and some technical academic language.	<i>Entering</i> - Knows and uses minimal social language and minimal academic language with visual and graphic support. <i>Emerging</i> - Knows and uses some social English and general academic language with visual and graphic support.
PYP		WIDA Assessment and report at the start of each semester Differentiated instruction within the program Teacher support and training by our EAL teachers during planning In class support instruction as needed	WIDA Assessment and report at the start of each semester Differentiated instruction within the program Teacher support and training by our EAL teachers during planning In class support and pull out group instruction as needed	WIDA Assessment and report at the start of each semester Differentiated instruction within the program Teacher support and training by our EAL teachers during planning In class support and Intensive English Language Instruction pull out 1:1 or group lessons



				Additional subject support as needed
MYP	WIDA testing and report upon enrollment Updated testing and report at the end of each semester Monitoring	WIDA testing and report upon enrollment Updated WIDA Testing and report at the end of each semester Development and implementation of an English Learning Plan (ELP) Participation in Language Acquisition English	WIDA testing and report upon enrollment Updated WIDA Testing and report at the end of each semester Development and implementation of an English Learning Plan (ELP) Participation in Language Acquisition English Participation in specialised, small group English as an Academic Language classes 2x weekly (160 minutes) (in lieu of participation in general, grade level L&L)	WIDA testing and report upon enrollment Updated WIDA Testing and report at the end of each semester Development and implementation of an English Learning Plan (ELP) Participation in Language Acquisition English Participation in specialized, small group English as an Academic Language classes (in lieu of participation in general, grade level L&L) Additional supports and individualized instruction
DP		WIDA testing and report upon enrollment Updated WIDA Testing and report at the end of each semester Development and implementation of an English Learning Plan (ELP) Participation in an available EAL English course	WIDA testing and report upon enrollment Updated WIDA Testing and report at the end of each semester Development and implementation of an English Learning Plan (ELP) Participation in Language Acquisition English Participation in specialised, small group English as an Academic Language classes 2x weekly (160 minutes) (in lieu of participation in general, grade level L&L)	WIDA testing and report upon enrollment Updated WIDA Testing and report at the end of each semester Development and implementation of an English Learning Plan (ELP) Participation in Language Acquisition English Participation in specialized, small group English as an Academic Language classes (in lieu of participation in general, grade level L&L) Additional supports and individualized instruction



Initial Placement Fees	FJD500		
PYP Fees (per semester)	FJD1000	FJD2500	FJD5000
MYP Fees (per semester)	FJD2500	FJD5000	FJD10000
DP / HSD Fees (per semester)	FJD2500	FJD5000	FJD10000

Learning Support and Fee Structure

	Tier 1	Tier 2	Tier 3
Primary Placement	Students are able to access the curriculum through quality differentiation, classroom adaptations, and accommodations. (through varied teaching strategies, flexible groupings, and formative assessment practices)	Students who require moderate, targeted interventions to address emerging academic or behavioural needs. This may include in-class accommodations, small group instruction, and short-term individual or group withdrawal sessions. <i>Students at this level may require a full Educational Psychological Assessment to support these services.</i>	Students at this level require significant and individualized support through substantial accommodations and/or curriculum modifications. Instruction may include an alternative learning program tailored to the student's specific needs. <i>This level of support requires formal documentation from a qualified professional indicating the necessity for such interventions.</i> Support may be delivered in-class or through individualized withdrawal sessions, depending on what best supports the student's access and progress.
Primary Services	Data collection and progress monitoring	Data collection and progress monitoring Weekly SMART goals for students Push-in support	Data collection and progress monitoring Development and implementation of an ILP Modified curriculum Provision of a 1:1 teaching assistant



Secondary Placement	For students requiring small group instruction and/or additional time or instruction in order to access the general, grade level curriculum.	For students requiring small group instruction, modified curriculum, and/or push-in support in order to access the general, grade level curriculum. <i>Students at this level will require a full Educational Psychological Assessment to support these services.</i>	For students unable to access the general grade level curriculum without the provision of additional instructional support and/or requiring modification across the curriculum. <i>Students at this level will require a full Educational Psychological Assessment to support these services.</i>
Secondary Services	Development and implementation of an Individualised Learning Plan (ILP) Data collection and progress monitoring Small Group Instruction	Development and implementation of an ILP Data collection and progress monitoring Small Group Instruction Modified curriculum Push-in support	Development and implementation of an ILP Data collection and progress monitoring Small Group Instruction Modified curriculum Push-in support across the curriculum and school day Provision of a 1:1 teaching assistant
Primary Fees (per semester)			FJD5000
Secondary Fees (per semester)	FJD2500	FJD5000	FJD10000

Evaluation and Reporting

The described services above are provided as appropriate, based on the established needs of the individual student. Student progress is reported to parents/guardians each semester. At that time, any changes to the established tier level or support services will be communicated.

If it is decided that a student requires additional services in order to participate (ie., updated educational assessment, assistive technology, adaptive equipment, therapeutic services), it is the financial responsibility of the parents/guardians. For students requiring external therapeutic services, the school can assist in identifying resources and in some



cases facilitating therapy sessions. However, it remains the financial responsibility of the parents/guardians.

The report documentation for each student will reflect current reporting practices of the school and may include additional / alternative written reports for those students who have an ILP in place.

Secondary Alternative Services

IB irregular diploma services or credit recovery services can be found in [Appendix 3](#).



Appendix 1

Local Legal Requirements

Rights of Persons with Disabilities (RPD) Act 2018, Section 43

- (1) All persons with disabilities have the right to an education.
- (2) Pursuant to subsection (1), all persons with disabilities have a right to education without discrimination and on the basis of equal opportunity, and such education shall be inclusive and lifelong.
- (3) In accordance with subsection (2), such a right shall ensure the full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity; the development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential; the enabling of persons with disabilities to participate effectively in a free society; that persons with disabilities are not excluded from the general education system, including tertiary education on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, or from tertiary education on the basis of disability; that persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live; that reasonable accommodation of the individual's requirements is provided; persons with disabilities receive the support required, within the general education system, to facilitate their effective education; and effective individualised support measures are provided in environments that maximise academic and social development, consistent with the goal of full inclusion.
- (4) Persons with disabilities have the right to learn life and social development skills to facilitate their full and equal participation in education and as members of the community including the learning of Braille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring; the learning of sign language and the promotion of the linguistic identity of the deaf community; ensuring that the education of persons, and in particular children, who are blind, deaf or deaf and blind, is delivered in the most appropriate languages and modes and means of communication for the individual, and in environments which maximise academic and social development; to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others; and the right to reasonable accommodation while pursuing education.



Ministry of Education “Special and Inclusive Education Policy 2024 - 2027”

1. The ministry of Education (MOE) and schools shall promote learning environments for all learners that foster positive attitudes towards disability inclusion.
2. Schools shall enrol all learners, including learners with disabilities, and raise community awareness on opportunities for learners with disabilities to attend school.
3. School personnel, including special school staff, shall identify learners who experience functional difficulty and are at risk of disability. Their level of educational support needs shall be verified by MOE’s Special and Inclusive Education Officer(s), or other MOE personnel as delegated by the Special and Inclusive Education Officers.
4. Schools shall complete a School Accessibility and Inclusion Form to identify barriers, and record strategies to overcome these in order to increase disability inclusion at school. Data from the School Accessibility and Inclusion Form shall be entered into FEMIS annually.
5. MOE shall provide necessary support to schools where learners with disabilities have been identified and verified to enable quality education for students with disabilities. This support will be in addition to the Primary and Secondary Free Education Grant.
6. MOE and schools shall enable access to specialist support services as required.
7. Schools shall deliver the national curricula in a way which benefits all learners, regardless of their disability and educational support needs.
8. MOE shall support improved access to quality ECE for learners with disabilities to strengthen and support the early years of foundational learning as a basis for success and further learning
9. MOE and schools shall enable access to a range of assessment modalities to learners with disabilities, in accordance with their abilities and requirements.
10. MOE and schools shall support the smooth transition of learners with disabilities between year and school level and post school
11. MOE and Schools shall ensure that the inclusion requirements of learners with disabilities are identified and met in efforts to ensure that disaster plans, response and recovery activities consider the differential needs of girls and boys with disabilities.
12. MOE shall make adequate staff, including Teachers and Teacher Aids, available to schools based on the educational needs of learners with disabilities identified within FEMIS.
13. MOE shall promote pre- and in-service professional development in special and inclusive education for Teachers and Teacher Aides to provide necessary human resources support to schools, including special schools.
14. MOE shall strengthen and support offer(s) with Special and Inclusive Education responsibilities to incorporate provisions for learners with disabilities in MOE policies,



and coordinate and monitor implementation of the Special and Inclusive Education Policy.

15. MOE and schools shall maintain MOE's zero tolerance policy concerning child protection for learners with disabilities, in line with the Policy on Child Protection in Schools. MOE shall support the implementation of existing national gender equality and violence against women and girls policy commitments.



Appendix 2

Primary Referral process

SMART Goal

1. Teachers raise concerns at weekly year level meetings, or LS raise concerns based on data or observations
2. Discuss possible strategies that can be tried in the classroom
3. When additional support is needed, make a request via the Referral Request Form
4. A member of the LS team will carry out any initial observations, assessments required and review expert reports.
5. A meeting will be arranged with LS and the teacher to discuss observations, assessment data or any additional information (e.g. prior school reports, expert reports) that support the referral.
6. LS and the teacher will agree on the next steps, level of support required and set goals to support the learning journey. This will include differentiation within the classroom. Head of Primary and SST (Student Services Team) is informed of the final decision along with all necessary documentation, data and observations.
7. LS and the teacher will agree on a date to review progress (no more than 10 weeks)
8. LS emails parents to inform them that LS are providing additional support
9. All support documentation will be held in a Google folder which will be shared with teachers
10. Review meetings will be held to reflect on progress, sign off goals, amend the goal, identify next steps
11. When the goals are met, LS will work with the teachers to establish ongoing support within the classroom

The Referral Process - ILP

1. An ILP is required for students who will benefit from intensive/complex support
2. Discuss possible strategies that can be tried in the classroom
3. When additional support is needed, make a request via Referral Request Form
4. A member of the LS team will carry out any initial observations and assessments required, review expert reports and any other support information provided to support the referral
5. LS and the teacher will discuss possible next steps and agree priorities. Head of Primary and SST (Student Services Team) is informed of the final decision along with all necessary documentation, data and observations.



6. LS emails parents and LS to set up a meeting to discuss the ILP
7. Parents will be involved in defining goals and additional support requirements
8. Once goals have been agreed, parents will be required to sign the ILP. If additional TA support is essential to the success of the ILP, parents will be required to sign an Additional Support Contract to cover the cost of additional classroom support
9. All support documentation will be held in a Google folder which will be shared with teachers
10. Weekly Teacher, TA, and LS meetings will be set up to review goals, reflect on progress and define next steps
11. Review meetings with all stakeholders will be held to reflect on student progress, sign off on completed goals, agree any changes to goals at least once per term
12. When the goals are met, LS will work with the teachers to establish ongoing support within the classroom

Secondary Referral Process

1. **Referral Initiation:** The admissions team, teaching staff, parents, or students themselves may initiate a referral for ongoing support based on observed challenges or changing needs. Referrals can be requested via email or the internal referral form, which is then received by the Learning Support team.
2. **Data Collection:** The LS team gathers data through observations, assessments, and discussions to understand the specific areas of concern or support required. Initial follow-up information is collected from other year level teachers. Upon continued collection of data, additional teacher input is collected. Further assessments might be required to determine individualized support needs.
3. **Support Meeting:** The LS team arranges a meeting involving learning support staff, parents to review the data, discuss strategies, and propose interventions.
4. **Implementation of Support:** The agreed-upon support, accommodations, or interventions are implemented in the classroom or through specialized services to address the student's needs. For students requiring learning support services, an Individualized Learning Plan (ILP) will be drafted, while students requiring English language support services will be supported and advocated for using an English Learning Plan (ELP). For students with dually identified needs, a comprehensive support plan will be utilized. Safety Plans or Transition plans may also be drafted depending on the specific needs of the student.
5. **Progress Monitoring:** Regular monitoring and review of the student's progress are



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conducted to assess the effectiveness of the supports and make adjustments as needed to ensure continued growth and success. Support plan Progress Reports, ILP Progress Reports and ELP progress reports are sent out at the end of every semester, along with Semester Reports. Parents/guardians are required to meet with the LS team to agree upon any changes to the support plan.



Appendix 3 Secondary Alternative Services

IB Irregular Diploma Services

The IB Irregular Diploma is part of the International Baccalaureate Diploma Programme (IB DP). This specific arrangement, which is classified as a paid service under the tier level structure, is required to meet the eligibility criteria for your child's chosen tertiary pathway in their home country. It will provide the student with the opportunity to complete 3 science subjects in the full diploma pathway. If students decide to participate in the irregular diploma programme, the school requests formally to the IB. Along with the additional fee, parents and students are also asked to sign an agreement form.

		Tier 1	Tier 2	Tier 3
DP Fees (per semester)		2500	5000	10000
			Students will receive a tailored schedule to ensure the subject's minimum requirements are met. The student will undertake four 80-minute lessons per fortnight, ensuring the necessary 150 contact hours are achieved over the two-year course. These lessons could be scheduled during and outside regular school timetable hours and might include Saturday classes as well.	

Credit Recovery Services

When students join ISS in Year 9, Year 10, Year 11 or Year 12, a credit profile is created in accordance with WASC guidelines. If a student does not meet all the requirements and has failed courses, or fails a course during their time at ISS, we work with credit recovery agencies to replace these unmet criteria. Families are given the list below of credit recovery agencies to make their own choice. ISS teachers can be on standby to support students in their credit recovery journey. Before parents make their choice they usually have a conversation with the IB / HSD Coordinator to discuss questions about the process or the agencies themselves and to review course considerations.



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