



GIS Inclusion Policy

Last reviewed February 2019

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GIS Inclusion Policy

1. Mission Statement

GIS's mission is to provide authentic international education o foster an enthusiasm to explore and the security to pursue individual goals. As a growth-oriented school, we aim to cultivate highly skilled and responsible global citizens rooted in our local community.

2. Inclusion Philosophy and Goals

As a school practising non-discriminatory admissions, we recognise that all students have the right to reach their potential in education, in a safe environment that supports their emotional and academic needs. The PYP and MYP are inclusive IB programmes intended for all students in this age cohort. Therefore, teachers have a duty to use reasonable endeavours to make reasonable adjustments for students with identified disabilities or behaviours that hinder their ability to learn effectively.

The goal of the Inclusion Policy is to:

- recognize our responsibility in identifying and providing support for students who have special education needs (SEN) which cannot be met within the parameters of the taught curriculum.
- articulate specific practices essential to an inclusive curriculum and classrooms and
- outline referral procedures

3. Identification of SEN Students

Early identification makes a difference to the outcomes of SEN students. The best outcomes are achieved where schools work in partnership with parents and the Norwegian psychological counselling services, the Pedagogisk Psykologisk Tjenesten (PPT) and/or Barne- og ungdomspsykiatri (BUP).

Teachers are not psychologists or doctors, and therefore must not diagnose the range of psychological or medical conditions that potentially interfere with effective learning.

At GIS, SEN students are identified when

- (a) parents volunteer information relevant to the learning of their child. Then,
 - (i) the child's teachers shall be updated, and
 - (ii) a summary of the information will be placed in the student file.
- (b) students show patterns of behavior that teachers believe warrant further investigation. Then, teachers may
 - (i) note examples as evidence; and
 - (ii) communicate their concerns to the student's parents for their consideration;
 - (iii) place a summary of such information in the student file.
 - (iv) the school and the student's parents jointly request the PTT assess the student.

4. Categories of SEN

Inclusive classrooms need to meet the needs of students with a range of abilities. Special needs categories, each of which may require disparate teaching strategies, include:

- | | |
|---|---|
| (a) attention disorders | (f) gifted and talented – learning difficulties? |
| (b) autism spectrum | (g) mental health problems |
| (c) chronic illness | (h) physical disabilities (including motor disorders) |
| (d) communication and speech disorders | (i) sensory impairment |
| (e) emotional and behavioural disorders | (j) specific learning difficulties |

Students may have more than one SEN (e.g., 'twice gifted'/'twice special').

Not all factors that affect progress and attainment are considered SEN. For example:

- (a) attendance and punctuality
- (b) disability
- (c) health and welfare
- (d) EAL

5. Teachers' responsibilities

- Be alert to the possibility that some students may have specific learning difficulties or challenges
- Bring concerns up in relevant meetings (PYP/MYP) and if needed escalate to the administrative team
- Follow (Norway and school's) identification procedures
- Contribute to the development of IEPs by identifying appropriate accommodations
- Implement accommodations stated in IEPs
- Plan and implement intervention strategies as needed
- Differentiate curriculum to meet the needs of all learners within the class
- Observe and monitor student performance
- Conduct formal and informal assessments as needed
- Participate in a review of SEN student IEPs at the end of a cycle
- Evaluate IEP effectiveness at the end of a cycle
- Share information on progress with parents

6. Parents' responsibilities

- Volunteer information about circumstances that may affect their child's learning
 - Attend meetings to discuss their child's learning
 - Contribute to the development and evaluation of the IEP for their child
- Implement relevant measures stated in the IEP

7. Referrals

Where a student is not making progress as expected in class, the relevant teacher will inform the class teacher/homeroom teacher. The class teacher will inform Primary/Secondary Principal. This will usually lead to a discussion at a staff meeting where the staff will agree that a referral is warranted.

It is essential that parents are informed of the concerns and have input in the subsequent steps that are taken.

(a) PPT

An application to PPT for appropriate screening and assessment can only be submitted jointly by the school and parents. The school and the parents need to complete relevant sections of the application (*Henvisning til PPT*).

Following a response from PPT, a meeting is organized with the parents, PPT representatives and school representatives, including the school principal or designee. The purpose of the meeting is to present the school's and parent's concerns as well as the measure that have been implemented to date and justify the need for further support, which the school is currently not able to provide.

After the meeting PPT may commission additional assessment, e.g. a WISC test. When all results are available, another meeting is called, in which PPT representatives present the results to the parents and school representatives, and further steps are discussed.

Subsequently, PPT issues an expert assessment (*sakkyndig vurdering*) that identifies the child's challenges and outlines measures that the school should implement in order to support the student.

If the expert assessment recommends that the child have assistance, the nature of the assistance is specified and the case is forwarded to the School Office (Skolekontoret), which allocates appropriate funds for the school to be able to provide support as outlined in the expert assessment.

(b) BUP

An application to BUP can be submitted only by the child's General Physician. The school may be requested to provide a letter or complete a questionnaire in support of the application.

(c) HABU

An application to Habilitering for barn og unge (HABU) can be submitted only jointly by the child's General Physician and parents. The school may be requested to provide a letter or complete a questionnaire in support of the application.

(d) Barnevernet

The school or individual teachers can contact Barnevernet regarding their concerns. Should the school decide to contact Barnevernet about issues other than violence and abuse, it is advisable to inform parents of the action prior to submitting a notice of concern. Individuals can also report their concerns anonymously by phone.

8. Making provision for SEN students (teaching)

The following classroom strategies generally support students with a range of SEN:

- Be organised - clean orderly environment, well-planned and prepared
- Help students with planners, timetables, checklists, models of well-presented work, schedules, visual aids and flow charts
- Simplify, break up instructions, modify/adapt tasks
- Vary teaching strategies in a lesson – movement, group work, individual work etc. (appeal to 'Multiple intelligences')
- Personalise approaches: logbooks, open-ended tasks
- Be flexible if students genuinely need more time, or rests (e.g., physical impairment).
- Scaffold tasks
- Use appropriate time modifications

Cases of very high needs and specific learning difficulties may benefit from

- (a) provision of a special assistant, as determined by PPT. The assistant can be full time or for a specified number of lessons.
- (b) partnership with other agencies/professional bodies that can provide appropriate therapeutic or behavioural intervention or recommend specific courses of action.

Such provisions require an extensive process of negotiation and transparent discussion, including with the school principal, and will be documented in the SEN students' Individual Education Plan¹ (IEP), which is reviewed annually. As required by Norwegian law, input is sought from parents.

9. Documenting Individual Education Plans (IEP)

- Establish each learner's strengths, skills, preferences, abilities
- Set short- and long-term educational goals
- Collaborate to develop a whole-school approach
- Teach SEN students specific skill sets
- Evaluate and review student progress and programs
- Establish effective home-school partnerships
- Ensure effective handover takes place whenever a new teacher takes over

10. Making provision for SEN students (academic assessment)

(a) PYP

Assessment in the PYP is varied and allows for students to express their understanding in many different ways. Dynamic groupings within classrooms, tiered lessons, use of pre-assessments and formative assessments to discover students' strengths and areas to focus targeted instruction on, open-ended learning engagements, and provision of materials (such as leveled reading materials or enrichment activities) designed to address students' level of readiness are some examples.

(b) MYP

The criteria used for the summative assessment of students in each year of the MYP are mandated. Ultimately, all MYP students must be assessed using the same criteria.

Examples of modifications and arrangements that can be made at the school's discretion and which will support SEN students achieve to the best of their ability in MYP assessment, include students being allowed to:

- complete summative assessment in a separate room if it is in his/her best interests or that of the class (e.g., managing hearing or vision issues, or limiting noises that might disturb others)
- take breaks to manage medication, or rest (during which time the student is supervised and no reading or note taking is to take place)
- have the support of a special assistant (e.g., a scribe, prompter or communicator. This person must not convey information about aspects of questions, but for example, may name colours for students who are colour blind).
- use devices or technologies that the student normally uses as an aid (e.g., a coloured overlay, a Braille slate, a sound amplification device, a radio aid, a hearing aid, a low vision aid, a magnifying aid, coloured filter lenses). Note however that mobile devices must never be used during IB MYP examinations.
- be given additional time to complete work (e.g., when the student has a physical impairment).

11. Reporting the Individual Education Assessment (IEP)

IEPs are living documents that detail the progress of SEN students, including learning capabilities and difficulties, curriculum modifications and special provisions such as assistants and curriculum modifications (Appendix A).

IEPs are reviewed annually by their teachers and the students' families, and the records are kept with each students' file. Another copy is sent to PPT. Additionally, the school provides PPT with the student's report cards. Student work, e.g. writing samples, may be submitted too.

IEPs and/or report cards may be submitted to child protection services (barneverne) as appropriate.

¹ Appendix A

Fylkesmann (ombudsman) may request copies of IEPs and other forms documenting support for specific students, e.g. when parents make a complaint about their child's school environment.

12. Reporting academic assessment

If the SEN student completes summative tasks with the help of an assistant (for example, as a scribe), a comment should be included in their semester reports.

(a) PYP

There are no formal grades given in the primary years. Student report cards identify student progress as 'exceeding expectations', 'meeting expectations', 'working towards expectations', and 'area of concern.'

In some areas of the PYP curriculum, SEN students may need to be offered a modified course. If these modifications affect the assessment of the area of the curriculum, the degree of support provided is indicated in the student's report card.

A decision to place a child in a different grade level can occur if this is requested by the parents, after exploring social and psychological impacts and upon approval from the local authorities.

(b) MYP

In some subjects, SEN students may need to be offered substantially modified courses. If these modifications affect the assessment of that subject (for example, the student may not be able to meet the summative assessment of all four MYP objectives in the subject) then students cannot achieve an MYP grade in that subject. If SEN students are offered modified courses in one or more subject groups during Grades 9 or 10, then they will not be eligible for an MYP Certificate.

In every year of their attendance at GIS, a student who participates in a modified subject will have their achievements and progress reported as part of their semester report.

In Year 10, SEN students who do not participate in eight subject groups and the Personal Project will be awarded an MYP Record of Achievement. The MYP Record of Achievement lists only those subjects in which the student has met the requirements for an MYP grade.

13. Confidentiality

Students' educational records are private. They are kept in a locked cabinet in the main school office. Parents can ask to have copies of only their child's records.

School employees involved with a particular student may see a child's records and do not require a parent's permission. Nonetheless, they are obligated to keep a child's records confidential to parties that are not involved with that particular student.

Names must not be revealed in email communication with external agencies, e.g. PPT. A child's initials and date of birth must be used instead. Full names can be used in communication through regular mail.

School employees may use a child's full name in internal communication.

Parental consent is required in writing for the school to be allowed to pass a child's records on to the next school.

14. References to other Policies

This Inclusion Policy should be read in conjunction with:

- a. Behaviour Policy
- b. Assessment Policy
- c. Language Policy (?)
- d. Homework Guidelines (being developed).

15. Policy Review

The GIS Inclusion Policy will be reviewed annually in June with input from all faculty.

16. Implementation and Evaluation

Implemented and evaluated by all GIS teachers and staff.

17. References:

Diploma Programme Candidates with special assessment needs IBO 2009, Updated May 2011

Schools for all program https://www.education.act.gov.au/school_education/schools-for-all (Accessed 28-01-18)

Special Education needs Code of Practice (UK)

<http://media.education.gov.uk/assets/files/pdf/s/special%20educational%20needs%20code%20of%20practice.pdf>
(Accessed 11-09-17)

Teaching students with particular special educational and learning needs—a resource for schools, IBO 2004

Toward inclusion in Norway www.uio.no/studier/emner/uv/isp/SNE4110/h06/.../Theie270906.pp (Accessed 28-01-18)

18. Appendices

Appendix A IEP Template in English translation. (3 pages)

Appendix B Application to PPT/*Henvisning til PPT* template (6 pages) followed by English translation)

Appendix C Annual review cycle.

Appendix D External agencies

Appendix E Apps that support differentiation

Appendix A IEP Template in English translation.



Gjøvik municipality
Servicearea School

Confidential

U.off – offl. §13, jf. fvl. §13

INDIVIDUAL TEACHING PLAN

For the school year: _____

Student's name:	
Birth date:	
Grade:	
School:	

Parents' name:	
Adress:	

This teaching plan is made based upon the cooperation between the following people:

-
-
-
-

School/date

Teacher

Copy sent to:

☐ Parents

☐ PPT

☐ School office

1. Description of the student's strengths and special needs.

The basis for designing the goals.

Assessment areas	Strengths/Interests	Special needs
Communication Speech, language and understanding of concepts.		
Reading, writing, math's and ICT skills		
Motoric development; fine and gross motor skills		
Emotional development, <ul style="list-style-type: none">- Self-image,- Response pattern		
Social development <ul style="list-style-type: none">- Play and interaction with other children, adults and different groups- Independence		
Ethical development Understanding of rules and norms		
Esthetical development; Creativity, fantasy and musical talent		
Needs for special equipment:		

2. Goals from the expert assessment:

2.1: Goals from the expert assessment regarding the **general part of the curriculum**:

2.2: Goals from the expert assessment regarding **academic goals/basic skills**:

3. Priority areas for this school year/this period:

3.1:

3.2:

3.3:

OSV.

4. Goals for this school year/period:

4.1:

Goals from the general part of the curriculum:

4.2:

Academic goals/basic skills:

5. Organization and working methods:

Unntatt offentlighet jfr. Forvaltningsloven §13
og Offentlighetsloven §13

HENVISNING - BARN/ELEV

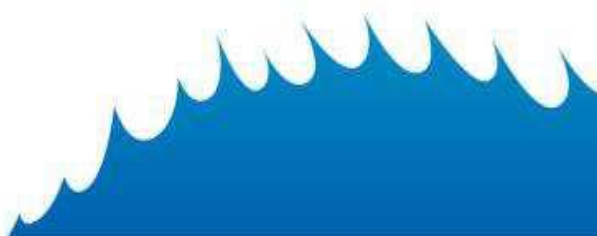
TIL PP- TJENESTEN OG/ELLER LOGOPEDTJENESTEN

- ☐ Logopedisk hjelp: språk, språklyd, taleflyt/stamming, stemmebruk.
- ☐ PP-tjenesten utreder og vurderer behov for tilrettelegging i barnehage/skole.

Skjemaet sendes til:
PP-tjenesten og logopedtjenesten i Gjøvik
Postboks 630
2810 Gjøvik



GJØVIK KOMMUNE



Opplysninger om barnet/eleven		
Fornavn	Etternavn	Fødselsnummer
Adresse, postnummer/poststed		
Nasjonalitet	Morsmål	Flere språk
Hvordan mestrer barnet morsmålet?		
Kjønn <input type="checkbox"/> Gutt <input type="checkbox"/> Jente Hvem består den nærmeste familie av til daglig?		Botid i Norge
Barnehage / Skole og klassetrinn		Kontaktperson m/telefon
Kontakt med andre instanser/fagpersoner? <input type="checkbox"/> Helsestasjon/skolehelsetjenesten <input type="checkbox"/> Lege (sykehus) <input type="checkbox"/> BUP <input type="checkbox"/> Barneverntjeneste (kommune?) <input type="checkbox"/> Andre (beskriv)		

Opplysninger om foresatt 1	
Fornavn	Etternavn
Adresse, postnummer, poststed	
Telefon	E-post
Behov for tolk <input type="checkbox"/> Nei <input type="checkbox"/> Ja Hvilket språk (morsmål)?	
Opplysninger om foresatt 2	
Fornavn	Etternavn
Adresse, postnummer, poststed	
Telefon	E-post
Behov for tolk <input type="checkbox"/> Nei <input type="checkbox"/> Ja Hvilket språk (morsmål)?	

Opplysninger hvis barnet bor hos andre foresatte:

OPPLYSNINGER FRA FORELDRE/FORESATTE

Fylles ut når foreldrene ønsker det.

Beskriv barnets sterke sider

Hvordan vil dere/du beskrive utfordringene/vanskene?

Når startet utfordringene/vanskene?

Særlige merknader i barnets utvikling

(fødsel, språk, motorikk, følelser, sykdommer/skader, livshendelser)

Hvordan oppfatter dere at barnet opplever sin situasjon i barnehage/skole?

HENVISNING VEDRØRENDE LOGOPEDISK HJELP:

☐ Saken er drøftet med logoped (sett kryss).

Beskriv barnets sterke sider

Barnet har vansker med:

- ☐ Språkforståelse
- ☐ Språklydsvansker
- ☐ Å bruke språket
- ☐ Ordforråd / begreper
- ☐ Taleflyt / stamming
- ☐ Stemmebruk
- ☐ Annet (beskriv):

Har barnet vansker på andre områder?

- ☐ Syn
- ☐ Hørsel
- ☐ Motorikk
- ☐ Samspill med andre barn
- ☐ Annet (beskriv):

Barnets hørsel er testet hos Øre-nese-halslege (anbefales):

Beskrivelse av vanskene som har ført til henvisning

BESTILLING:

Hva ønskes det hjelp til fra logopedtjenesten?

HVA DET ØNSKES AT PP-TJENESTEN SKAL HJELPE TIL MED:

PP-tjenesten hjelper til med utredning og vurdering av behov for tilrettelegging i barnehage/skole (sakkyndig vurdering). Veiledning.

☐ Møte er avholdt med PP-tjenesten før henvisning (sett kryss).

Gi en beskrivelse av barnets/elevens sterke sider
(Mestring, interesser, motivasjon...)

Gi en beskrivelse av vansker som har ført til henvisningen:

Hvordan opplever barnet/eleven sin situasjon i barnehage/skole?

TILTAK SOM ER PRØVD UT:

Beskrivelse av:

- Hvilke tiltak som er prøvd ut
- Hva skjedde underveis? underveisvurdering
- Hva ble resultat av tiltak (oppsummering).

Bestilling

Hva ønskes det hjelp til fra PP-tjenesten?

Henvisende instans (skole, barnehage, helse, foreldre, andre..)	
Adresse	Postnummer/poststed
Kontaktperson	
Telefon	E-post

Underskrifter

Sted:

Dato:

Underskrift henvisende instans

(Foresatte må alltid skrive under skjemaet.

Hvis skole eller barnehage henviser, skal rektor/styrer skrive under for henvisende instans.)

Underskrift foresatte

Foresattes underskrift når barn er under 18 år

Vedlegg:

Etter avtale vedlegges aktuelle kartlegginger.

BARNEHAGE:

- ☐ Aktuelle kartlegginger (TRAS, Askeladden, Alle med, annet)

SKOLE:

- ☐ Aktuelle kartlegging i fag legges ved.
Hvis utredning av lese/skrivevansker: «STAS» legges ved.
- ☐ Plan for Tilpasset opplæring (TO-plan) legges ved.
- ☐ Vurderinger som er gjort (f.eks. skolens halvårsvurdering)

Page 1 (Cover sheet)

Except for public information, see Section 13 of the Public Administration Act and the Public Service Act §13

**REFERENCE - CHILDREN / STUDENT
TO THE PP SERVICE AND / OR LOGO SERVICE**

- ☐ Logopedic help: language, language fluency, speech flow / stemming, voice usage.
- ☐ The PP service investigates and assesses the need for facilitation in kindergarten / school.

The form will be sent to:

PP service and logopedia service in Gjøvik
Postbox 630
2810 Gjøvik

Page 2

Information about the child / student			
First name	Last name	Birth number	
Address, Postcode / City			
Nationality	Mother tongue	More languages	
How does the child master the mother tongue?			
Gender	Boy	Girl	Residence in Norway
Who does the child live with, including siblings?			
Kindergarten	School and grade level	Contact person w / phone	
Contact with other agencies / professionals? <input type="checkbox"/> Health centre / school health			
<input type="checkbox"/> Doctor (hospital)			
<input type="checkbox"/> BUP			
<input type="checkbox"/> Child welfare service (municipality?)			
<input type="checkbox"/> Other (describe)			

Information about parent/guardian 1			
First Name	Last Name		
Address, Postal Code, City			
T Phone	Email		
Needs Interpreter	No	Yes	Which Language (native language)?
Information about parent/ guardian 2			
First Name	First Name		
Address, Postal Code, City			
T Phone	T Phone		
Needs Interpreter	No	Yes	Which Language (native language)?

Information if the child lives with other guardians:
--

INFORMATION FROM PARENT / ADVANCED Fill out when parents wish.
Describe the child's strengths
How will you / you describe the challenges / difficulties? When did the challenges / difficulties start?
Special notes in the child's development (birth, language, motor skills, emotions, illnesses / injuries, life events)
How do you perceive that the child experiences his / her situation in kindergarten / school?

REFERENCE TO LOGOPEDIC HELP: <input type="checkbox"/> The case is discussed with a speech pointer (tick cross).		
Describe the child's strengths		
<table border="1"> <tr> <td> The child has difficulty with: <input type="checkbox"/> Language understanding <input type="checkbox"/> Language fluency <input type="checkbox"/> To use the language <input type="checkbox"/> Vocabulary / Concepts <input type="checkbox"/> Speech Flow / Tribal <input type="checkbox"/> Voting <input type="checkbox"/> Other (describe): </td> <td> Does the child have trouble in other areas? <input type="checkbox"/> Eyesight <input type="checkbox"/> Hearing <input type="checkbox"/> Motorcycle <input type="checkbox"/> Interaction with other children <input type="checkbox"/> Other (describe): </td> </tr> </table>	The child has difficulty with: <input type="checkbox"/> Language understanding <input type="checkbox"/> Language fluency <input type="checkbox"/> To use the language <input type="checkbox"/> Vocabulary / Concepts <input type="checkbox"/> Speech Flow / Tribal <input type="checkbox"/> Voting <input type="checkbox"/> Other (describe):	Does the child have trouble in other areas? <input type="checkbox"/> Eyesight <input type="checkbox"/> Hearing <input type="checkbox"/> Motorcycle <input type="checkbox"/> Interaction with other children <input type="checkbox"/> Other (describe):
The child has difficulty with: <input type="checkbox"/> Language understanding <input type="checkbox"/> Language fluency <input type="checkbox"/> To use the language <input type="checkbox"/> Vocabulary / Concepts <input type="checkbox"/> Speech Flow / Tribal <input type="checkbox"/> Voting <input type="checkbox"/> Other (describe):	Does the child have trouble in other areas? <input type="checkbox"/> Eyesight <input type="checkbox"/> Hearing <input type="checkbox"/> Motorcycle <input type="checkbox"/> Interaction with other children <input type="checkbox"/> Other (describe):	
The child's hearing has been tested at the otolaryngologist (recommended):		
Description of the difficulties that have led to referral		
RESERVATIONS: What is the help from the logopedia service?		

WHAT KIND OF HELP FIS WANTED ROM THE PP SERVICE:
The PP service helps to investigate and assess the need for facilities in kindergarten / school (expert assessment). Guidance. <input type="checkbox"/> Meeting is held with the PP service before referral (tick check).
Give a description of the child's / student's strengths (mastering, interests, motivation ...)
Give a description of the difficulties that have led to the referral:
How does the child / pupil experience his / her situation in kindergarten / school?
MEASURES TAKEN OUT: Description of: <ul style="list-style-type: none"> • What measures have been tried • What happened along the way? continuous assessment • What was the result of measures (summary).
Order What is the help of PP service needed?

Referral body (school, kindergarten, health, parents, others)	
Address	Postcode / City
Contact	
T Phone	Email

signatures

Place

date:

Signatory Referral Body

(Guardians must always sign under the form.

If a school or kindergarten refers, the principal / governor must sign for referral authority.)

Parental signature

Lecturer's signature when children are under 18 years

Attachments:

By appointment, current surveys are attached.

KINDERGARTEN:

☐ Current surveys (TRAS, Askeladden, All with, others)

SCHOOLS:

☐ Current survey in subjects will be added.

If review of reading / writing difficulties: "STAS" is added.

☐ Customized Training Plan (TO plan) is added.

☐ Assessments made (eg school half-year assessment)

Appendix C Annual review cycle.

Annual Cycle:

- For meetings and deadlines when it comes to special needs education

Regarding:	Deadline:	Responsibility :
The first reference to have a meeting with PPT	Continuous	Principal/Teacher
Reference to PPT	Continuous	Principal/Teacher
IOP Individual Teaching plan	4 weeks after receiving a decision from the school office (in the fall)	Teacher/ Special needs education teacher
Yearly report for the educational assessment	End of the school year	Teacher/ Special needs education teacher
Yearly expert assessment meeting	January-March	Teacher/ Special needs education teacher
Supervisory group meetings (for children with great complex difficulties)	2 ganger årlig	Koordinator
Cooperation meeting	When needed (in the fall)	Teacher/ special needs education teacher

- **Expert assessment meeting:** The school summons for this meeting. Notice is sent out on its own template. Meeting once a year in February/March for those who are already in the system. The school can also summon for an appointment with PPT when there is a need for change in the expert assessment. When a new student has been referred, this meeting takes place when tests have been completed.
- **Supervisory group meetings:** this is a meeting where all the agencies working with the child are cooperating to secure the best possible care. A coordinator is set up for these types of meeting. This is only necessary when the child in question uses many agencies as a part of his/her development.
- **If there is a child you think might benefit from the help of PPT:** The school contacts PPT, the parents. The school summons for a meeting.

Appendix D External agencies

External agencies include:

Agency	Area covered
PPT – Pedagogisk-psykologisk tjeneste Educational Psychology Service	Learning difficulties, e.g. dyslexia
BUP - Barne- og ungdomspsykiatri Adolescent and Youth Psychiatry	Behavioural, social and psychological problems
Barnevernet Child Protection Services	Child welfare outside of school, e.g. suspected abuse or neglect https://www.ung.no/barnevern/
HABU - Habiliteringstjenesten Children and Youth Habilitation Service	Interdisciplinary service for students with a diagnosis. It includes and coordinates medical, psychological, social and special educational support. https://www.sthf.no/avdelinger/barne-og-ungdomsklinikken/habilitering-avdeling/habilitering-for-barn-og-unge-habu-seksjon
Tverrfaglig familie team Family counselling service	Family counselling
School nurse	Student well-being, vaccinations, etc.

Appendix E: Apps that support differentiation

Categories these apps aim to help	Apps
Dyslexic Learners	<ul style="list-style-type: none"> • SoundLiteracy • What Is Dyslexia • Dyslexia Quest • Happy Math Multiplication Rhymes • Read 2 Me • Phonics with Phonograms • Dysegxia • DD's Dictionary: A Dyslexic Dictionary
Autistic Learners	<ul style="list-style-type: none"> • Sight Words • Sequences for Autism • See.Touch.Learn • Words on Wheels • Verbal Me • Autism iHelp • Autism/DDT Shapes • Autism DDT Letters • Speech with Milo
Visually Impaired Learners	<ul style="list-style-type: none"> • ViA • Dragon Dictation • Light Detector • Color ID • TapTapSee • Be My Eyes- Helping Blind See • Talking Calculator • SayText • AccessNote • Visual Braille
Learners with Writing Difficulties	<ul style="list-style-type: none"> • The Writing Machine • iWrite Words • Letter School • Alpha Writer • ABC Pocket Phonics • Word Magic