



Zhangjiagang Liang Feng International School
张家港市梁丰双语实验学校

A large, faint watermark of the school logo is centered on the page, behind the main title. It consists of the same circular border with the school's name in English and Chinese, and the '豐 隆' characters in the center.

ACCESS AND INCLUSION PROCEDURES AND PROVISIONS

Last reviewed: December, 2020
Next review: December, 2023

The logo is a circular seal in a light red color. The outer ring contains the text 'ZHANGJIAGANG LIANGFENG INTERNATIONAL SCHOOL' in uppercase letters. In the center, there are large Chinese characters '豐 隆' (Feng Long) in a stylized font. Below the characters, the year '2017' and a Chinese character '年' (year) are visible.

The Zhangjiagang Liangfeng International School Mission Statement

At Zhangjiagang Liangfeng International School, we build confident individuals who are given equal opportunities to discover their strength and interests, regardless of gender, character or skill, with the aim to shape internationally-minded lifelong learners able to

- view the world around them with empathy
- respect differences
- actively contribute to the global society

through inquiry-based acquisition and culture engagement, and collaboration between stakeholders.

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1 Access and Inclusion Philosophy Statement

LFIS supports all students in gaining full access to its curriculums culminating in the IB Diploma Programme. It recognises that it does not have the resources to overcome every learning need, and may not be able to admit some students to the school. However, once admitted students should have their needs identified and parents informed and listened to.

LFIS recognises that all teachers and school management share the responsibility to provide a holistic, high quality education for all students regardless of learning differences. This is achieved through collaborative planning by all stakeholders, who are part of a student's education along the learning continuum. We recognize each student as a unique individual, coming to us with varying aspirations, abilities, interests, and needs; some students struggle with our curriculum, some are gifted and talented and, without modification, do not find our curriculum sufficiently stimulating.

LFIS is aligned with the IB definition of inclusion, which is "an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be achieved in a culture of collaboration, mutual respect, support and problem solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities."

2 Inclusive access and the Admissions Policy

LFIS does not have the resources to accept students with all special educational needs. Please refer to our Admissions Procedures for entrance requirements. Please also refer to our Admissions Procedures and Language Policy for criteria for placement in English levels and Higher or Standard Level classes at Diploma level.

3 Overview of Support Given

3.1 Differentiation

Each subject teacher has the first responsibility to increase access and engagement before any further steps in meeting special educational needs.

Differentiation is an organized, yet flexible way of proactively adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to achieve his or

her maximum growth as a learner. It is a framework for effective teaching that involves providing a variety of avenues to learning (often in the same classroom) and developing teaching materials and assessment measures so that all students within a classroom can learn effectively.

Teachers can differentiate in four ways: (Tomlinson, C.A.)

1. through content
2. through process
3. through product or outcome
4. through learning environment based on the individual learner.

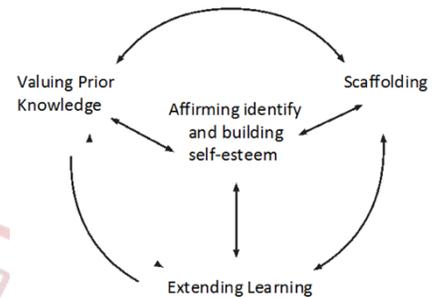
For the LFIS Teacher, *differentiation* may include, but not be limited to, the following:

1. **Multiple pathways** – Students are provided with varied pathways to reach the same objective(s). Specific learning activities are differentiated to help students prepare for the same summative assessment task. Pathway variations can be based on: stretching students beyond the basics, providing support for specific criteria or skills, offering workshops or stations based on interest or learning style.
2. **Flexibility of products** - Summative assessment tasks may be structured to allow students to show their understanding of concepts through alternate modes of delivery (live vs. video, presentation vs. paper). The criteria assessing knowledge and understanding are unchanged but students may select the method of delivery.
3. **Scaffolding** - Scaffolding is provided to break down content or the steps in a larger task into more manageable chunks. Teachers provide support and guidance so that all students can complete the same assessment task. Examples include: graphic organizers, writing templates, or planning calendars.
4. **Equality of access** – Access to subject content and support is available to all students, including ESL and students on special plans. Differentiation supports growth for all students, to help them get from where they are to where we want them to be next.

Differentiation can be based on teacher's knowledge of a student's need, a student's self-assessed need, or a student's personal interest, as appropriate to the lesson and learning goal. Differentiation depends on frequent and accurate assessment for learning, beginning with prior

knowledge and tailoring learning experiences to students' needs.

Differentiation of students' learning experiences are guided by clear objectives, a sense of progression, oral and written feedback, and observing the students as they engage with the unit content.



Differentiation does not imply individualized learning or depend on individual learning programs for each student in the class. It does require knowledge of the students' needs and interests. It can take the form of smart questioning techniques, fielding student responses, guided group learning, and intervention for those students who need it.

Principles of good practice for differentiated learning (MYP: FpiP, 2014, p68) For more information

3.2 Intervention Plan

If a subject teacher believes that they have differentiated and this is not sufficient to meet a student's need they may refer the student to the Student Assistance Team meeting (for referral process and form, and definitions of the Student Assistance Team (SAT) and SAT meeting, please see below).

An intervention plan is primarily developed within the Student Assistance Team but also seeks input, understanding and consent from parents and students before implementation. Where appropriate, external specialists may also provide input. It identifies the learner's strengths and areas of need. It is created A student's goals are directly related to their strengths, abilities, identified needs, and demands of the school curriculum. Please see plan template below.

3.3 Modification

Modification involves changing learning outcomes or curriculum to meet a student's identified needs. Only students on a Memorandum of Understanding (MoU) are eligible. Modifications will be created in collaboration with the subject teacher and Head of Department / (Diploma Coordinator), with input from the relevant stakeholders.

Modifications may include, but are not limited to:

1. Focusing on only a specific component or criteria of the content, knowledge or skill.

2. Modifying the criteria that will be measured (eliminating one or more criteria, changing the maximum possible points, changing the criteria descriptors).
3. Adjusting required length or difficulty of text to be written or text to be read
4. Assignments might be reduced in number and modified for a student to understand the content in which they are included.

3.4 Accommodations

Accommodations in the final IB Diploma examinations must be approved by the IB and a recommendation from an external and appropriately qualified professional. In High School, therefore, they should not be allowed unless the school intends to apply to the IB for a formal accommodation. In all departments of the school accommodations should be used sparingly and only in conjunction with a memorandum of understanding (MoU), and must be approved by the Head of Department, the Head of Form Teachers and the Principal.

The primary purpose of accommodations is to reduce and/or eliminate the impact of the documented learning need. Accommodations support a student's access to learning through an alteration of the learning environment, lesson delivery, structure of the learning engagement, or equipment which allows an individual with a documented need to gain access to content and/or complete assigned tasks. Accommodations allow students with documented needs to pursue a regular course of study. Since accommodations do not alter what is being taught or expected, teachers should be able to implement the same criteria scale for students with documented needs. In the context of LFIS, students requiring the activation of accommodations are generally beyond the school's scope of admission.

Accommodations may include, but are not limited to:

<ul style="list-style-type: none">▪ Additional time (50% more)▪ Alterations to presentation of on-screen exam▪ Text-to-Speech software▪ Speech-to-Text Software▪ Human reader▪ Speech-assistive technology▪ Hearing- assistive technology▪ Practical Assistance▪ Separate exam room▪ Appropriate seating Medication▪ Care assistant	<ul style="list-style-type: none">▪ Color naming (Color Blindness)▪ Communication devices (Hearing) Aids or adaptations▪ Clarification of instructions▪ Prompters▪ Rest break▪ Allow use of notes (1 page-double sided)▪ Calculator use▪ Provide checklist for projects▪ Do not penalize spelling
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4 Stakeholders and Roles in the inclusive access arrangement process

Students. Any measure taken to support special education needs must recognise each student's strengths and weaknesses, emotional, social and academic, at its starting point and at its core. Subject teachers, form teachers and Students Assistance Teams (SATs) are aware of the student as an active participant in their own learning, and therefore talk to them to find out their strengths and weaknesses and design interventions in consultation with them.

Parents. LFIS works in partnership with parents to promote the welfare of each child. Subject teachers, form teachers and SATs should seek information from parents before beginning any process and keep them involved throughout.

Subject teachers. Teachers have the first responsibility to meet the needs of each child they teach. They work in collaboration with colleagues, school leadership, student, parents and sometimes outside agencies, but at no point do they pass on all responsibility for the specific educational needs.

Form teachers. Form teachers are the first line of pastoral care and are the bridge between home and school. They are also responsible for maintaining the records of referral forms, intervention plans and other relevant notes and documents in student files of their respective classes.

College Counsellor. The college counsellor is responsible for working with the High School SAT to make sure that the long-term interests of the students, specifically in entering post-secondary education, are recognised in any intervention for inclusive access.

Heads of Department and the IB Diploma Coordinator. These are the Heads of Primary, Middle School and High School, and the IB Diploma Coordinator. They are responsible for coordinating any inclusive access arrangement process within their sections.

Student Assistance Teams. SATs are at the heart of LFIS processes for inclusive access needs. As a small school we have limited resources, but by working collaboratively we can amplify our knowledge - sharing good practice, learning from each other – to best serve our students. SATs meet every two weeks and are comprised of the student’s subject teachers and form teacher, additionally in High School (Grades 10 to 12), the Diploma Coordinator and College Counsellor. The team is led by the Head of Division or IB coordinator, who may invite other relevant staff to join as needed. The purpose is to take a holistic, proactive approach to students of concern in order to determine next steps.

Principal. The LFIS principal is the Head of School, and must give final assent to any change of programmes. He bears final responsibility for the proper functioning for inclusive access requirements.

5 Who should be involved in the different levels of inclusive access support?

- a. Intervention Plan – Head of Department/DP Coordinator, form teacher, subject teachers, parents and student
- b. Modification or accommodation – Head of Department/DP Coordinator, form teacher, subject teachers, College Counsellor (for High School), parents and student
- c. Memorandum of Understanding - Principal, Head of Department/DP Coordinator, form teacher, College Counsellor (for High School), parents and student
- d. Change of programme/course – Principal, Head of Department/DP Coordinator, form teacher, subject teachers, College Counsellor (for High School), parents and student

6 Steps to Intervention

Step 1: Raising a Concern

Students may have special academic, organisational, emotional or behavioral needs or a combination of several types. A student may be struggling with the curriculum, or, if gifted and talented, not sufficiently stimulated by it. The school may become aware of a student’s needs by:

- The original admissions procedure

- The parent
- The student
- A subject teacher or other staff member

A member of staff, including admissions, who has a concern about a student or receives a concern from a parent or other relevant interested party should fill in a referral form(see appendix) and give it to the Head of Department. If a student or parent raises a concern, the form or subject teachers should fill in a referral form.

Step 2: Gathering More Information

Once the Head of Department has received a referral form, within two working days they will issue forms to the students' other subject teachers (and in High School, CAS and EE supervisors), who are expected to return them within two working days. If more than one subject teacher agrees with the concern, the Head of Department will create a profile of the student. Forms used include classroom assessment data, standardized test data, language placement information, and communications with home and between teachers. Aspects of the task, such as data on past performance may be given to the Head of Form Teachers. Data collected on students may vary based on grade level and student need.

At this step, the Head of Department will liaise with the Form Teacher to make sure that the parents and students are informed and involved.

Step 3a: Only One Subject Teacher Raises a Concern

If a concern is restricted to one subject area only the Head of Department will work with that specific teacher to find a strategy from the Pre-Intervention Manual (PRIM) to work with the student. The subject teacher will liaise with the parent and student about their expectations.

Step 3b: More Than One Subject Teacher Raises a Concern

If more than one teacher has a concern about a student, the Head of Department will compile a profile and put that student on the agenda for the next SAT meeting.

Step 4: Student Assistance Team (SAT) Meetings

SATs are held every two weeks.

SATs comprise the students' subject teachers and form teacher, additionally in High School (Grades 10 to 12), the Diploma Coordinator and College Counsellor. The team is led by the Head

of Division (IB coordinator), who may invite other relevant staff to join as needed.

SATs serve several functions:

- a. When a student is first referred the team agree to the profile prepared by the Head of Division, and to reach a common understanding of the student's exact needs. If consensus cannot be reached, the SAT may decide to gather more information – such as lesson observations, interviews with parents and the student or referral to an outside agency (see appendix for a list of contacts). The Head of Division will have the final say on next actions if consensus continues not to be reached.
- b. To agree to an intervention plan
- c. To regularly review the effectiveness of ongoing interventions
- d. To recommend to the Head of Division movement to a modification or accommodation

Step 5: Creating an Intervention Plan

An intervention plan has the following characteristics

- a. Its focus is holistic.
- b. It is child-centered, and outcome oriented
- c. It is reviewed and the process evaluated at regular intervals.

The Head of Department will complete an intervention plan after input from the Student Assistance Team and consultation with the PRIM document on the cloud account. The plan must have the signed agreement of the Diploma Coordinator and the College Counsellor.

Step 6: Regular Review with Student and Parents

The intervention plan should include a timescale. At specified points, the Head of Department or appropriate delegate will work with the form teacher to discuss progress with the student and parent. The SAT should document each intervention in their fortnightly meetings.

Step 7: Modification or Accommodation

A modification or accommodation should only be tried after an intervention plan. Formal High School modifications may need to be after a professional educational psychologist evaluation (please see appendix for the list of local providers) and must be done in consultation with the Head of Department/IB Diploma coordinator, principal, parent and student.

Step 8: Creating a Memorandum of Understanding (MoU)

If a student is still failing to make sufficient progress, the school may draw up a Memorandum of Understanding with the student and his/her family. This may include a timeline for improvement before a change from (for example) full Diploma to the IB Certificates programme or recommendation to transfer to another school. An MoU must involve Head of Division (IB Coordinator), Principal, Head of College Counselling, as well as parents and student

Step 9: Changing Courses or Programmes

This is done as a final step and as well as those mentioned in the MoU, must also involve relevant subject teachers.

7 Record Keeping

The Head of Department is responsible for ensuring that relevant documents are stored and updated within their respective departments (on formal student files). Form teachers are responsible for maintaining student files of their respective classes.

These include but are not limited to:

- *Referral Form – From Teacher to Head of Department*
- *Letter of Referral to external agencies – from Head of Department to agency*
- *Notes/minutes relating to teacher meetings including intervention plans, modifications, adaptations, and interviews*
- *Parent Meetings and any parent written communication*
- *Correspondence to and from outside professional services*
- *School staff will keep information confidential as requested by parents*

8 Social and Emotional Needs

Counseling is the art of helping people help themselves. We believe that effective school counseling: serves all students, is preventative in nature, has active staff involvement, provides crisis intervention, and offers short-term counseling.

LFIS is too small a school to have a social and emotional counsellor on staff. It is therefore, the

form teacher who is the student's 'listening ear' and monitors social and emotional issues.

Why do students seek counseling?

Different students come to counseling for many different reasons. Some of the more common concerns students may have are:

- Low self-confidence
- Finding, helping, or losing a relationship
- Puzzling or distressing emotional states
- Family concerns (conflict, divorce, pressure, etc)
- Getting better grades
- Self-defeating/harming behaviors
- Anxiety
- Grief
- Eating disorders
- Depression
- Decision making
- Sexual assault
- Sexual orientation or gender identity issues
- Alcohol and drug use
- Careers, life planning and development

If a student feels s/he has any of the above issues, or some other troubling situation, and is not sure what to do about it, s/he is encouraged to contact his or her form teacher or any other trusted adult on staff in the first instance, and then professional help if the issue is more serious.

What happens during a counseling conversation?

A form teacher or other trusted adult on staff is not a trained counsellor. For a student in distress, they should aim to be a listening ear. Find somewhere where the conversation can be discreet (not overheard) and safe (not alone and out of view). *All conversations are confidential unless the student is in immediate harm.* Students will not be judged on what they say, think or feel. Sometimes this is enough for students to resolve an issue. However, if ongoing concerns are noted, the form teacher or trusted adult should encourage the student to look for professional

advice.

What about confidentiality and immediate harm?

Confidentiality means not passing on information to others without a student's consent. But, if a student is in immediate harm – that is: hurting himself or herself, hurting other people, or other people are hurting that student - the form teacher is ethically bound to inform other individuals who may be able to help and provide protection. In schools, general academic information that is educationally relevant may be passed on to a student's immediate teachers but this will never include personal, relationship, family, or any other information that is not of direct use in assisting with improving a student's school experience.

Administrative Structure

Form Teachers at LFIS report to the Head of Form Teachers. Form teachers report information regarding immediate harm to the Head of Form Teachers. In the case of High School, Form Teachers report to the IB DP Coordinator. Form Teachers are expected to share other educationally relevant information with the appropriate personnel on a 'need to know basis'.

9 Confidentiality

At LFIS we have established the following guidelines:

Definition of:	Access given to:	Document Storage Maintenance and Responsibility
Conversations with students and parents	If appropriate, take notes. If not, pass on concerns about student safety to Head of Division and Principal.	Staff member involved
SAT minutes and referral forms	SAT team and Principal. Parents and students have right to view.	Head of Division
Evaluation Reports (including medical notes, psych-ed, psych, etc)	Head of Division, Principal, parents.	Head of Division
Intervention Plans	SAT team and Principal. Parents and students have right to view.	Head of Division

Record of Accommodations and modifications	Relevant teachers and Principal. Transfer school	Head of Division
Memorandum of Understanding Change of Programme/Courses	SAT team and Principal. Parents and students have right to view.	Head of Division

10 Professional Development

LFIS is committed to continuing improvement for all. Within our limited budgets, we prioritise IB training for external, professional training. However, all teachers view the SAT team meetings as a forum for peer to peer training and improvement through collaboration and discussion. In addition, LFIS is a member of the Jiangsu IB networks and regularly sends teachers to job-a-likes and network events, including those for Access and Inclusion.

References

IB Continuum. *Academic honesty in the IB educational context*. November 2016.

International Baccalaureate. *Access and inclusion policy*. February 2021.

International Baccalaureate. *Assessment principles and practices – Quality assessments in a digital age*. July 2019.

International Baccalaureate. *Learning diversity and inclusion in IB programmes*. May 2020.

International Baccalaureate. *Meeting student learning diversity in the classroom*. December 2019.

International Baccalaureate. *The IB guide to inclusive education: a resource for whole school development*. November 2019.

Appendices

Appendix 1 – Form for information gathering and recording

Student's Passport Name 学生护照姓名			
Class 班级		Date 日期	

Form Teachers are expected to maintain records in accordance the expectations of LFIS.
班主任教师应按照 LFIS 的要求保持记录。

Summary of Evidence 证据概述 :	
Action from PRIM (Priority Order) 采取的 PRIM 中的措施 (优先级顺序)	
Reason for Action 运用该措施的理由	
Who is responsible? 责任人	
Timescale 持续时间	
Benefits of Action and Outcomes to be Measured 行动的好处和成果	
Action Complete? (Date) 措施是否实施完毕	
Review/ Outcome 成果重审	

Student's strengths 学生的长处:
Student needs to be addressed by Intervention Plan 干预计划中学生的需求 :

Additional Intervention Plan Needed? Yes/ No
是否需要提供额外干预计划? 是/否

Next Steps:
Referral form – Request for Intervention or for further information

Appendix 2 – Referral Form



Zhangjiagang Liang Feng International School
张家港市梁丰双语实验学校

Referral Form – *Request for intervention or for further Information*

Date			
Requested by			
Student's Passport Name		English Name	
Date of Entry to ZJGLFIS		Nationality	
Form		DOB	
English Level of Student		Gender	

1. Area(s) of Need/Concern

- Social*
- Emotional*
- Academic*
- Language*
- Physical*
- Medical*

2. Pre-referral checklist: Have you:

- Spoken with the students?
- Expressed the need/concern to parent(s)?

Via:

- PTC*
- Telephone*
- E-mail*
- WeChat*

Used classroom strategies intervention? _____ (Please provide details on reverse)

3. Please describe as specifically as possible the need/concern as you see it.

4. Is the need/concern generally associated with a particular time, subject, or person? Give details.

5. At what level is the student currently functioning? (Please attach work samples if applicable)

- Below expectations*
- As expected*
- Above expectation*

6. Family Background: Are there any significant family issues that you are aware of that may be contributing to the problem? Please explain.

7. Describe the student's relationship with:

Peers:

Teachers/Adults:

8. Describe any strategies you have already tried with the student:



Appendix 3 – Form for Accommodation Request



ZhangjiaGang Liangfeng International School

Student Name 学生姓名		Date of Birth 出生日期		Current Grade 所在年级	
LFIS Entry Date 入学年份		Nationality 国籍			
Head of Department 部分主管		Current English Level 英语水平			
Record Date 记录日期		Review Date 复审日期			

External Assessment Data (e.g. Ed Psych/ SLP)

外部评估数据（心理教育记录，口语表达能力障碍）

If referral, what were the initial reasons? 如需转介的理由		Psycho-educational Evaluation 心理教育评估	<input type="checkbox"/> Yes 是 <input type="checkbox"/> No 否 <input type="checkbox"/> Recommended on Date 建议日期
Date Administered 实施日期	Assessment Tool 评估工具	Assessment Results 评估结果	

Goals (from Intervention Plan)

目标（干预计划）

Area(s) for Development 需提升方面	Goal & date started 目标制定日期	Comments (Resources/Progress Monitoring) strikethrough with date completed 评语（资源、进程监督）

General Classroom Accommodations

教室调节总则

<input type="checkbox"/> Provide checklist for tasks 提供任务清单
<input type="checkbox"/> Provide graphic organizers 提供
<input type="checkbox"/> Provide exemplar or model work 提供范例或模型
<input type="checkbox"/> Allow the student to type or dictate responses 允许学生打字或口述问题
<input type="checkbox"/> Grouping/ seating considerations 在分组/座位安排充分考虑
<input type="checkbox"/> Visual timetables 提供可视化时间表
<input type="checkbox"/> Scribing 听写
<input type="checkbox"/> to speech 转化文本到语言
<input type="checkbox"/> Transition support 给予过渡支持
<input type="checkbox"/> Support tools 提供辅助工具
<input type="checkbox"/> Reduced content expectations 降低期望
Other 其他 :

Internal Assessment Accommodation 内部评估调节: Yes 是 No 否

<p>Additional time (50% more) 给予额外时间 (增加 50%)</p> <p>Alterations to presentation of on-screen exam 屏幕上呈现对考试时间的更改</p> <p>Text-to-Speech software 提供文本转化语言的软件</p> <p>Speech-to-Text Software 提供语言转化为文本的软件</p> <p>Human reader 人工辅助阅读</p> <p>Speech-assistive technology 语音辅助技术</p> <p>Hearing- assistive technology 听力辅助技术</p> <p>Practical Assistance 实用辅助</p> <p>Separate exam room 独立考场</p> <p>Appropriate seating Medication 合理的座位调节</p> <p>Care assistant 保健助理</p>	<p>Color naming (Color Blindness) 颜色命名 (针对色盲)</p> <p>Communication devices (Hearing) Aids or adaptations 助听器 (听力) 或助听调节器</p> <p>Clarification of instructions 对指示进一步说明</p> <p>Prompters 给予提示</p> <p>Rest break 提供休息</p> <p>Allow use of notes (1 page-double sided) 允许使用笔记 (一页双面)</p> <p>Calculator use 允许使用计算机</p> <p>Provide checklist for projects 提供项目清单</p> <p>Do not penalize spelling 不惩罚拼写错误</p>
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External Assessment Accommodations

外部评估调节

<p>Additional time (50% more) 给予额外时间 (增加 50%)</p> <p>Alterations to presentation of on-screen exam 屏幕上呈现对考试时间的更改</p> <p>Text-to-Speech software 提供文本转化语言的软件</p> <p>Speech-to-Text Software 提供语言转化为文本的软件</p> <p>Human reader 人工辅助阅读</p> <p>Speech-assistive technology 语音辅助技术</p> <p>Hearing- assistive technology 听力辅助技术</p> <p>Practical Assistance 实用辅助</p> <p>Separate exam room 独立考场</p> <p>Appropriate seating Medication 合理的座位调节</p>	<p>Color naming (Color Blindness) 颜色命名 (针对色盲)</p> <p>Communication devices (Hearing) Aids or adaptations 助听器 (听力) 或助听调节器</p> <p>Clarification of instructions 对指示进一步说明</p> <p>Prompters 给予提示</p> <p>Rest break 提供休息</p> <p>Allow use of notes (1 page-double sided) 允许使用笔记 (一页双面)</p> <p>Calculator use 允许使用计算机</p> <p>Provide checklist for projects 提供项目清单</p> <p>Do not penalize spelling 不惩罚拼写错误</p>
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Identified Needs Only 明确的需求	Needs – Identified or Non-identified 明确或尚不明确的需求
<p>Additional time</p> <p>Alterations to presentation on on-screen exam</p> <p>Text-to-Speech software</p> <p>Speech-to-text software</p> <p>Human reader</p> <p>Speech-assistive technology</p> <p>Hearing-assistive technology</p> <p>Practical assistance</p> <p>OTHER:</p>	<p>Separate exam room</p> <p>Appropriate seating</p> <p>Medication</p> <p>Color naming (Color Blindness)</p> <p>Communication devices (Hearing) Aids or adaptations</p> <p>Clarification of instructions</p> <p>Prompters</p> <p>Rest break</p>

Additional Notes (including meeting minutes, SAT, narrative comments)

其他记录 (包括会议记录, 学生援助小组记录, 口述评论等)

Date 日期	Notes 记录

Appendix 4 – List of Hospitals and Counselling Services in and around Zhangjiagang
(updated January 2021)

Hospitals

Nanjing Brain Hospital

Address: No. 264, Guangzhou Road, Nanjing

Telephone: 025 8229 6000 (inquiries) 025 82296386 (appointments)

Website: <http://www.c-nbh.com>

Nanjing Brain Hospital, also known as the Affiliated Brain Hospital of Nanjing Medical University and Jiangsu Mental Health Center, had been awarded “National Top 100 Hospitals” by the Ministry of Health for several consecutive years. It undertakes the tasks of medical treatment, rehabilitation, prevention, teaching, scientific research and judicial identification of neurological, mental and chest diseases in Nanjing, Jiangsu Province and even the whole country. At the same time, it undertakes relevant government-mandated work, psychological rescue and other handling tasks of emergency emergencies, and plays a role in social stability maintenance in the handling of major national urban tasks and public health emergencies.

Suzhou Guangji Hospital

Address: No. 11 Guangqian Road and No. 14 Dazhuangli Road, Xiangcheng District, Suzhou

Telephone: 0512 6533 1356 (inquiries and appointments)

Website: <http://www.szgiyy.com>

Suzhou Guangji Hospital is a Grade AAA psychiatric hospital integrating treatment, rehabilitation, prevention and treatment, and teaching. The hospital has general psychiatry department, geriatric psychiatry department, pediatric psychiatry department, clinical psychology department, sleep disorders department, rehabilitation department, general internal medicine, psychiatric forensic department, stomatology department. It is the center for diagnosis and treatment of mental disorders and the clinical medical center of mental diseases in Suzhou.

Wuxi 7th People’s Hospital

Address: No. 156 Qianrong Road, Wuxi

Telephone: 0510 8301 2698 / 0510 8321 9337 (inquiries and appointments)

Online appointment: <http://www.guahao.com>

E-mail: wuximhc@126.com

Website: <http://www.wuximhc.com>

In 2003, the Wuxi 7th People's Hospital was recognized as the key emergency specialist in Wuxi, and it is the most authoritative center of the Ministry of Prevention and Rehabilitation of major mental diseases in the Wuxi area. The hospital's treatment of patients with brain organic mental disorder, mental disorder caused by psychoactive substances, schizophrenia, mood disorder, personality disorder and mental retardation has reached the international advanced level. It also promoted the functional rehabilitation of patients and the reassimilation of diagnosed patients into society.

Zhangjiagang 4th People's Hospital (Zhangjiagang Mental Health Care)

Location: west of the pedestrian street in Zhangjiagang City

Telephone: 0512 5688 0288 (for more information)

Zhangjiagang 4th People's Hospital (Zhangjiagang Mental Health Center) specializes in the treatment of mental disorders and mental diseases, integrating medical treatment, teaching, scientific research, prevention and rehabilitation. Besides providing treatment for mental disorders, the hospital also undertakes public health services such as project management, mental health education and publicity. It is the psychological testing center, psychological counseling center and sleep center of Zhangjiagang City as well as a 'collaborative hospital' of Nanjing Brain Hospital, Wuxi Mental Health Center and Suzhou Guangji Hospital. It is also the "clinical research base" of the Zhongda Hospital affiliated to Southeast University.

Counselling services

Pufan Psychological Counselling

Address: 1406, Hongwu Building, 267 Hongwu Road, Qinhuai District, Nanjing

Tel: 025 5235 5410

Website: <http://www.pufanxinli.com>

Pufan Psychological Counselling offers professional services centered around life. Their team of professional consultants offer counselling to individuals, couples as well as families for a range of issues including managing emotions, dealing with vulnerability, handling interpersonal relationships, coping with the challenges of life, and accepting identities and adapting to roles.

Yuici Consultation

Address: Unit 1703, Building 4, Zhongtai International Plaza, No. 313, Jiangdong Middle Road, Nanjing

Telephone: 025 5883 8220 / 400 088 1118 (toll-free psychological counselling number)

Website: <http://www.sos900.com>

Nanjing Yueci Psychological Counseling Center provides psychological counseling as the main service, supplemented by physical adjustment (mainly to learn to relax) and spiritual growth. The center offers assistance in dealing with depression, insomnia, anxiety, compulsive disorders, phobia and interpersonal relationships among others. They not only aim to eliminate issues but also to ultimately help with the improvement of health and general wellbeing.

Zhangjiagang Xinzhihou Psychological Counseling Co. Ltd.

Address: Unit 2015-2017, Block C, Wuyue Plaza, Zhangjiagang

Telephone: 139 6228 3717 / 180 1569 7527

Email: 417708200@qq.com

WeChat: 417708200

Website: <http://www.xinzhihou.com>

Zhangjiagang Xinzhihou Psychological Counseling Co., Ltd. is a comprehensive psychological counselling service organization approved by the competent department of the municipal government. It is one of the professional psychological counseling teams in Zhangjiagang. All the practitioners have obtained the qualification of national registered psychological counselors. Services include: educational counseling, marital affection, parent-child relationship, adolescent learning problems, correction of abnormal psychology (depression, anxiety, obsessive-compulsive disorder, etc.), group counseling, workplace, interpersonal relationship, private psychological counseling, corporate EAP services, etc. Counseling methods include face-to-face psychological counseling, psychological counseling and telephone counseling.

Zhangjiagang Center for Disease Control and Prevention

Address: No. 52, Xiaoheba Road, Yangshe Town, Zhangjiagang

Telephone: 0512 5822 2502

Zhangjiagang Center for Disease Control and Prevention was established in 2002 and listed as Zhangjiagang Health Testing Center. It is a comprehensive disease prevention and control institution integrating the functions of emergency treatment of public health emergencies, disease prevention and control, and monitoring and control of health hazard factors. It includes psychiatry, and psychological counselling.

Suzhou Family Education in Primary and Secondary Schools (Xu Caiping Studio)

Suzhou Family education in primary and secondary schools is a family education platform sponsored by the Suzhou Education Bureau and undertaken by the Family Education Research and Guidance Center of Suzhou Primary and Secondary School and Suzhou New Oriental. It is dedicated to promoting professional family education concepts, providing advanced family education information, publishing real-time trends of family education, and promoting the development of family education in Suzhou primary and secondary schools.

Zhangjiagang Society Psychological Service Guidance Center

Address: South Second Ring Road (Jiyang Lake Ecological Park), Zhangjiagang

With three "core" innovations leading the whole country, the center has created a dynamic and grounded "Happy Station" for the citizens of Zhangjiagang. In addition, the center has specially built a social psychology science museum, and citizens only need to make an online reservation on the "National Heart-building Cloud Platform" through their mobile phones to participate in the experience. At the same time, the center also set up a caring volunteer service team of 200 people to incubate more psychological caring projects in combination with the list of citizens' needs.

Olivia's Place

Telephone: Shanghai & Nanjing:(8621) 5404-0058 or (8621) 5404-005 for appointments

Email: contact@oliviasplace.org

Website: www.oliviasplace.org

Olivia's Place Pediatric Therapy Center offers occupational, physical, speech and language therapy and evaluations, [educational and clinical psychology services](#), [ABA](#), and [learning support services](#) for children from birth to adolescence. Evaluations and care for Asperger's and other Autism Spectrum Disorders is available.