



INCLUSION POLICY

(2023 - 2026)

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PURPOSE

The purpose and objectives of the Inclusion Policy are:

- To identify students with learning differences to ensure their learning needs are determined and adequately met by removing the impending barriers to their learning.
- To provide students with learning differences, an equal premise to join appropriate curricular and extracurricular activities.
- To ensure that all students achieve their best possible potential
- To inform teachers and parents, their child's areas of challenge and to reduce barriers to learning.
- To explain communication protocols between parents and school
- To partner with outside agencies whenever appropriate
- Communicate to all stakeholders (students, teachers, parents, administrators etc.) within the SKT community the IB expectations for creating and maintaining an inclusive educational environment
- Recognize the academic and cultural diversity and diverse learning needs of our students.
- Provide clear guidelines to all stakeholders by providing information on the assessment access arrangements for students with learning support during their preparation of assessment work and in examinations
- Establish clear roles and responsibilities of all stakeholders.

RATIONALE

IB programme principles and practices encourages all schools to value student diversity and respect individual learning differences (Plester, 2014). Valuing diversity and difference is a key aspect of becoming more internationally minded and is an important goal of all IB programmes (Muller, 2017).

As an IB World School, SKT's policies promote inclusion that closely follows the IB Publications: Access and Inclusion Policy (2022) and Program Standards and Practices (2020).

The rationale for this policy is to increase student access to the curriculum and to develop inclusive learning communities that embrace diversity and differences. SKT is committed to identifying and removing barriers to learning on an ongoing basis. Diversity is seen as a valuable contribution in our school community and we aim to utilize this diversity to deepen understanding in any learning context.

According to the IB: "Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Inclusion is an organization paradigm that involves change. It is a continual process of increasing learning and participation for all students. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment. It is an educational approach to which all schools should aspire. Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community." ("Learning diversity and inclusion in IB Programmes", 2016)

OUR MISSION

Our mission is to facilitate student development through a challenging and balanced curriculum offering **differentiated instruction**, a variety of extracurricular activities, participating in international competitions, and **character development programs around universal values**. We recognize that **each child has particular needs** in preparing for life in a global world. Our dedicated staff helps students develop the knowledge and skills essential to a healthy and

successful life. **In a caring and positive learning environment**, our students become active and life-long learners, respecting others through intercultural understanding and communicating with love and tolerance.

PHILOSOPHY AND PRINCIPLES

SKT's philosophy concerning students with learning needs is based on the IB standards.

- The school values students' prior knowledge and therefore teachers take that into consideration when designing, differentiating and planning for new learning experience.
- The school promotes a safe and supportive learning environment for all students including those with diversity and special learning needs so that they can thrive academically and emotionally.
- Every student with sufficient English proficiency is encouraged to attempt the full diploma, not just IB courses. The school also encourages students who are under-represented in terms of nationalities to apply for admissions.
- The school values collaboration and supports collaborative teaching or co-teaching as a way to increase access and participation.
- Teachers use a variety of formative and summative assessments to determine each student's attainment of criteria, identify his/her needs and tailor instruction accordingly

STANDARDS AND PRACTICES

This policy is based on the following standards and practices.

Environment (02)

2.2 The school supports the identified needs of students, and evidences this support through planning, policy, and practice.

Culture (03)

2. The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential.

2.1 The school implements and reviews an inclusion policy that meets IB guidelines.

2.2 The school identifies in its inclusion policy all its legal requirements and outlines the school's structures and processes for compliance.

2.3 The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes.

WHAT ARE BARRIERS TO LEARNING, TEACHING AND ASSESSMENT?

Barriers are obstacles which hinder the achievement of a student or disadvantage a student to achieve a learning goal or prevent them from demonstrating their full potential. Access arrangements are interventions put in place to remove the barriers which have been impeding the learning process and learning outcomes of the student. The first step is to identify the barriers in order to develop the appropriate access arrangements for every student affected by the same. It is therefore important that parents share any history, anecdotal evidence or past experiences openly with the teachers. Other sources of identification of barriers include teacher's observations, professional judgment reports, previous school records etc.

Some examples of barriers:

- Speech or language difficulties
- Vision or Hearing difficulties

- A physical disability
- A medical health problem e.g. Diabetes or Arthritis
- An accident rendering difficulties with handwritten work
- An emotional or behavioral problem e.g Depression
- Learning in a non-proficient language
- Specific difficulties with spellings, mathematics, etc.
- Attention problems

The aim of Inclusion is to identify and implement an optimal access arrangement which is in place throughout the process of learning and assessment, which is at regular intervals monitored for its effectiveness by the teachers and properly documented. The subject teachers should regularly communicate to all the stakeholders about the effectiveness of these access arrangements.

Adjustments to the access arrangements should be made by the subject teachers upon its evaluation. If the access arrangements are supportive and optimal and are removing the barriers consistently, their effectiveness should be properly and continuously assessed as well as documented confidentially to enable this evidence to be transferred to external assessment organizations such as Cambridge and IBO. With the help of these documents, the same access arrangements can be requested for external assessment, however it is the sole discretion of these external organizations whether such requests will be granted or not. No assumption should be made that the IB will authorize the arrangement. The parents therefore must check with the IB Diploma Program Coordinator about the access arrangements authorised by the IBO, sufficient time of upto 18 months might be required in certain circumstances to request these arrangements.

1. Access arrangements under no circumstances should provide an unfair advantage to any candidate.
2. The student should have the cognitive abilities or aptitude to reach the learning outcomes or the assessment criterias, under no conditions the assessment criterias are lowered for a student in the IBDP.

HOW CAN BARRIERS TO LEARNING BE ADDRESSED?

Admissions screening and In-class Observation by teachers

The decision about enrolling students who require learning support varies on a case to case basis depending on the extent of support required by the student, the resources and professional expertise available at school. For students who do not require any exceptional changes to our approaches of teaching and supporting students and students who can meet the admission criteria will be accepted by the school and the school is committed to provide them access and inclusive arrangements once the admission decision has been made by the school but in certain cases it might be difficult to enroll a student considering the special facilities required to support the student. This is also due to the non-availability of professionals and facilities in the country and also budgetary limitations since we are a small school.

The final decision of enrolling a student rests with the Head of School, who will arrive at the decision after consultation with the respective teachers, learning support counselor and Vice-Principals of the school.

The parents during the admission process have a responsibility to accurately disclose the learning needs of their child with appropriate documentation such as professional assessments, previous school's record, previously implemented inclusive arrangements and their effectiveness.

In the beginning of the DP, all students undergo screening to identify their academic capabilities by screening their report cards or administering tests at school, language proficiencies are assessed using vocabulary tests and their attitudes towards learning is assessed through an interview with the DP Coordinator and University Counselor. As the curriculum progresses, regular assessments at school and teacher's observations identify children who are not making sufficient progress in order to establish appropriate levels of goals for each student. The goal setting process takes place firstly between student and teacher in the form of student-led conferences and later parents are invited to join these conferences to inform the goals set for the students. These feedback sessions held during the classes are also an opportunity to identify any learning barriers, set strategies for overcoming these barriers as well as to respond to individual student's needs. The subject teachers then differentiate instruction in the classes to meet the diverse needs of the students in order to address any barriers to learning, some examples may include using visual and audio aids, providing scaffolded instruction, providing additional practice tasks to students, differentiated expectations or assessments, pair works, specific seating arrangements etc just to name a few.

Documentation

All documents regarding student's identification, assessment and reports from professionals if available will be placed in the student's file. Documentation of learning support needs will be the responsibility of the individual subject teacher. The process will be monitored by the respective vice-principals, and IB Diploma Programme coordinator. Only the head of school, the vice-principals, subject teachers, the IGCSE exam office and IB coordinator can access these files. These files can be shared with parents upon request.

If a student is transferred to another school these documents shall be passed on to the new school principal upon request.

ACCESS AND INCLUSIVE ARRANGEMENTS FOR EXTERNAL EXAMINATIONS

For IBDP students refer to IBO's document '*Access and inclusion policy*' (updated November 2023). This document states that the following arrangements are allowed without authorization from the IB:

- Rest breaks
- Separate room
- Seating
- Communicators
- Vision and Hearing Aids
- Clarification of examination directions
- Colour naming (for students with colour blindness)
- Care assistant
- Prompter
- Sign language interpreter

- Designated person to clarify examination directions
- Designated person to name colours (for students with colour blindness)

The following arrangements do require authorization from IB:

- Access to additional time
- Extra time (for additional language learners)
- Deferral
- Extensions
- Extra opportunities to retake examinations
- Alternative venue
- Access to modification in presentation
- Access to reading
- Reader (for additional language learners)
- Word processor (for additional language learners)
- Access to writing
- Access to speech and communication
- Access to a calculator
- Practical assistant
- Reader
- Scribe
- Access to reasonable adjustment

- Additional Retakes

To apply for these arrangements, our SKT IBDP coordinator, with the support of the head of school, will fill the request form on IBIS. The deadline for requesting inclusive access arrangements is six months prior to the examination session (November 15).

IGCSE exam officer can request access arrangements such as extra time, scribes and supervised rest breaks during the IGCSE examinations for special needs students. For further information about access arrangements and procedures to be followed for Cambridge IGCSE examinations please refer to “Support Material” section of CIE Direct. To apply for these arrangements the IGCSE exam officer completes and submits all the paperwork to CIE.

THE ROLE AND RESPONSIBILITIES OF THE TEACHERS

All teachers at SKT College need to know and understand

- The factors which affect student learning and develop strategies to improve student learning which is affected by these factors
- Ways of differentiating learning styles and developing teaching strategies and assessment models
- Ways of removing barriers to learning such as using technology, additional time etc, however sometimes outside professional help is required.
- Ways of communicating with parents and, if there is any, professionals from other institutions and cooperating with them
- Maintaining appropriate documentation to assess the effectiveness of implementation of access arrangements.
- Maintaining effective communication with parents, administrators at SKT College regarding barriers to teaching and learning.

THE ROLE AND RESPONSIBILITIES OF THE PARENTS

- Working in partnership with the school, teachers and professionals involved if any.
- Accurately disclose the information regarding their child's learning needs.
- Provide appropriate documentation to support the school in removing the barriers to learning for their children or requesting access arrangements with IBO or CIE.
- Inform the school about any changes to the learning needs of their children.

THE RESPONSIBILITIES AND RIGHTS OF THE STUDENTS

- Working in partnership with the school, teachers and professionals involved if any.
- Follow the access arrangements implemented by their teachers to remove any barriers to learning.
- Students have a right to discuss with teachers about their educational needs as well as provide feedback on the effectiveness of the access arrangements implemented by their teachers.

REVIEW AND REVISION OF THIS POLICY

This policy is revised by the leadership team (Principal, Vice-principals, IB coordinator and Academic coordinator) and IB teachers every five years or/and under the following circumstances

- If new trends arise based on recent research.
- If we have candidates which we cannot support to the utmost level with the current policy.

References:

Access and inclusion policy, IBO, November 2023

“Learning diversity and inclusion in IB Programmes”, 2016

Program Standards and Practices (2020)