

SIS POLICY MANUAL

412: INCLUSION

CREATED	EFFECTIVE ON	REVIEWED YEARLY	NEXT REVIEW
Sep 24, 2019	Sep 24, 2019	May 2024	May 2026

Policy Statement

SIS aims to create an inclusive school environment committed to the ongoing process of identifying and removing barriers to learning for our students to promote equity, access and participation to reduce the functional impact of learning barriers.

Definition

Inclusion at Shekou International School (SIS) ensures equitable access to learning for all students by removing barriers and creating a supportive, diverse educational environment. This approach enhances academic and social-emotional development, aligning with our commitment to nurturing every student's potential.

Rationale

At Shekou International School (SIS), we believe that inclusion benefits all community members and all students academically, socially, and emotionally. Inclusion is the intentional union of quality education, equity, and resources.

Inclusion supports SIS's Mission and Beliefs by celebrating diversity and creating accessible learning environments for all learners. This includes students with additional learning, behavioural, physical, social, and emotional support needs and students from culturally and linguistically diverse backgrounds.

We recognise that the support of all learners is a community effort wherein all staff members actively develop and demonstrate the capacity to reduce the functional impact of learning barriers.

Principles/Application

The school expects that the teaching staff's delivery of the learning program is aligned with the [IB Access and Inclusion policy](#), which states that access arrangements must be provided to remove or reduce barriers impacting a student's educational journey. To uphold these understandings, SIS promotes and expects the implementation of the [Universal Design of Learning \(UDL\) and differentiation](#), along with targeted interventions as needed. This is achieved through collaboration, open communication and shared agreement between all stakeholders. With a safe

learning environment designed to remove barriers and accommodate student needs, we aim to provide effective learning opportunities for all enrolled learners.

This document is intended to assist SIS with identifying and removing barriers to learning and ensuring that all students can access and engage in learning.

To support all learners, SIS will:

- Promote open-mindedness and respect for differences;
- Promote inclusive language to be used, including People-First Language, when referring to learning barriers and diagnostic information;
- Offer a concept-based curriculum that provides access opportunities for all;
- Provide collaborative time for teachers to plan and share teaching practices which support all learners;
- Provide a multi-tiered system to support our students' Learning Differences proactively and responsively.
- Focus on Universal Tier 1 supports such as UDL and differentiation for all learners.
- Encourage a strengths-based approach whereby the students are encouraged to advocate for and employ their strengths to assist in overcoming their challenges.
- Encourage students to continue to develop their home language and culture.

Additional Information

Definitions

Learning Barriers

The [IB Access and Inclusion policy](#) defines barriers as "all the obstacles that may prevent or disadvantage a student from participating or effectively engaging in their learning, teaching, and assessment. While learners may experience any a number of fleeting or transient barriers that may disturb their learning for a few days, access and inclusion need to be considered when it is observed that a learner is facing a long-term challenge".

Learning barriers recognise that many factors may affect a student's ability to access learning but do not significantly impact daily functioning. These may include:

- Cultural diversity
- Language diversity (EAL)
- Social, emotional and behavioural needs
- Speech and language needs
- Mild visual, aural, and physical impairments
- Memory and processing needs

- High-aptitude learners
- Medical conditions or illnesses

Learning Differences

Learning Difference is a diagnosed (or yet to be diagnosed) impairment affecting a student's functioning and ability to access the learning program without additional modifications or Individualised Learning Plans (ILP). And may fall within the following categories:

- Social, emotional and behavioural differences
- Diagnosed medical conditions or chronic illnesses
- Speech impairments
- Language impairments
- Visual impairments
- Hearing impairments
- Cognitive impairments
- Physical/orthopaedic impairment
- Memory/processing impairments
- Cognitive/Intellectual ability
- Executive functioning skills
- Twice-exceptional learners

Student Support Team (SST)

The SST consists of support teachers and teaching assistants within the English as an Additional Language, Learning Support and Counselling specialist groups and is supported through collaboration with the school's Middle and Senior Leadership faculty.

Access Arrangements for Assessments

When UDL and differentiation do not allow sufficient access to the extent necessary, Access Arrangements can be used under the guidance of SST and in accordance with the [IB Access and Inclusion policy](#) to enable inclusive access to grade-level curriculum assessments. Access arrangements do not change the success criteria being assessed; therefore, the evaluation of student learning remains comparable across the cohort.

Modifications

Modifications are content and assessment alterations that change the grade-level learning expectations. Often, the resulting evaluation of student learning is only comparable to student learning with modifications. Modifications need to be used under the guidance of SST and in accordance with a student's ILP.

Inclusive Language

By committing to using inclusive language, we act intentionally to ensure our communications respect every individual in our community. Using the person's name without an attached label is always best. People-First Language will be used or defer to personal preference when diagnostic identification is necessary. People First Language recognises the humanity of all by emphasising the person first and their needs as a secondary attribute.

Available Resources

Students are eligible for admission and provision of services where their Learning Differences can be met within available resources. The availability of resources refers to the annual and finite allocation of staff and materials as determined by school leadership.

Considering these finite resources, the school determines eligibility for enrolment to the school and initial or continuing services. In cases where a student requires more intensive support than resources allow, the school may request additional resources from the student's family. The procedures and parameters attached to this request will be determined case by case.

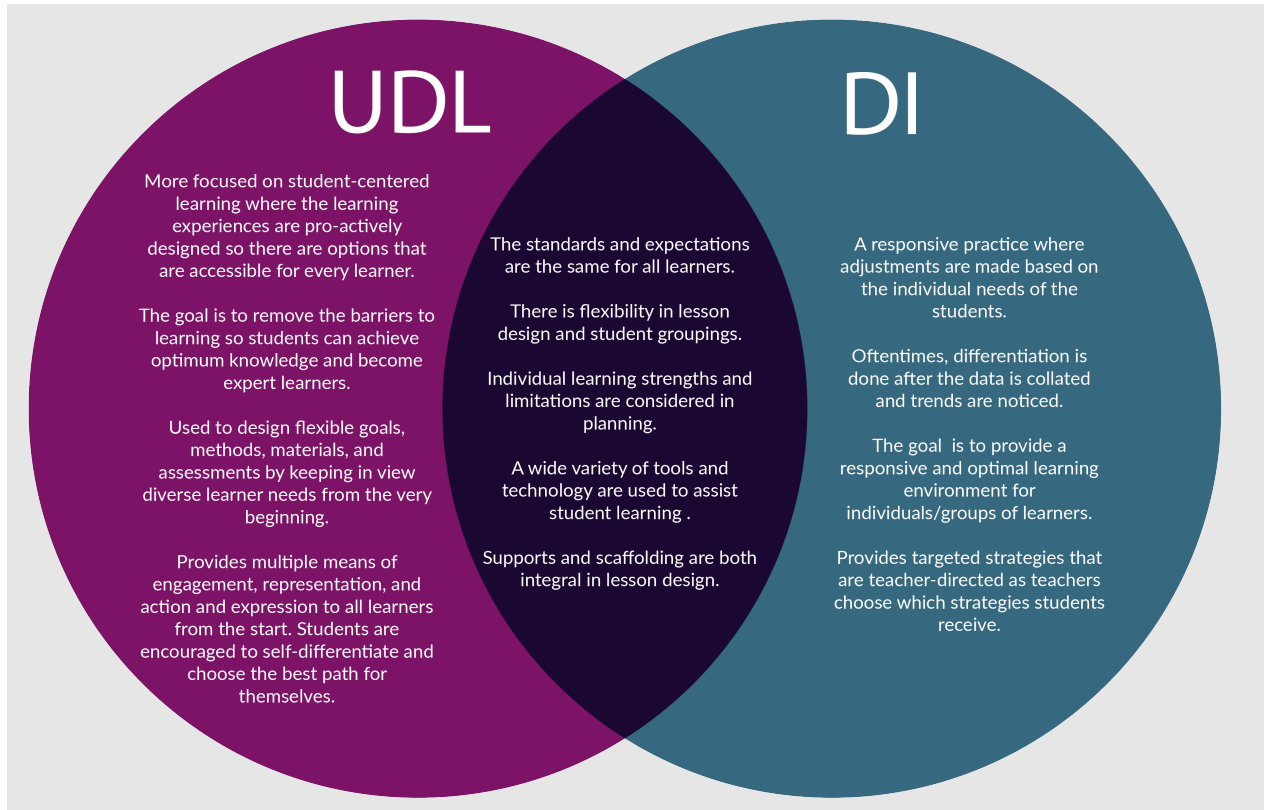
Appendices

Practices and Procedures

Each division has a set of practices and procedures which outline processes for accessing support and tiered interventions.

[Link to Inclusion Practices 2024](#)

UDL vs Differentiation Venn Diagram



Source: <https://www.novakeducation.com/blog/udl-vs-differentiated-instruction-a-new-perspective>