

Inclusion Policy

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IB Learner Profile

As IB learners, we strive to be:

- i. Inquirers – We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
- ii. Open-Minded – We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
- iii. Knowledgeable – We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
- iv. Caring – We show empathy, compassion and respect, We have a commitment to service and we act to make a positive difference in the lives of others and in the world around us.
- v. Thinkers – We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
- vi. Risk-takers –We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
- vii. Communications – We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
- viii. Balanced – We understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional-to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
- ix. Principled – We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibilities for our actions and their consequences.
- x. Reflective – We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

(Cited by: IBO:” Programme standards and practices”)

Vision Statement

We aim to develop principled global citizens with intercultural perspectives and a passion for lifelong learning.

Mission Statement

We provide a nurturing environment to encourage

- independent and collaborative learning;
- the formation of international-mindedness;
- principled and responsible acts; and
- holistic development.

Core Values (RI²CE)

- **Resilience** | We adapt in the face of challenges with new skills.
- **Integrity** | We know and act with sound ethical principles.
- **Internationalism** | We practise open-mindedness and show empathy across cultures.
- **Collaboration** | We will work with others for the common good of the community.
- **Excellence** | We passionately strive for continual improvement in the things we do and believe in.

Purpose

HWA formulates the school's inclusion policy based on the IB philosophy, the school's vision and mission and IBO's inclusion policy document. The inclusion policies include the following : " Programme standards and practices (2020)", "Access and inclusion policy" etc.

The purpose of this policy is to support the practice of access and inclusion in IB schools to enable all students to participate fully in learning, teaching and assessment (formative and summative) by reducing and removing barriers using appropriate and well-planned access arrangements. This policy follows the whole-school approach to inclusion, where all educators are involved in access and inclusion, and it is not only the work of the learning support teacher/team. It is intended for all school leaders, programme coordinators and IB educators.

As an IB school, we are committed to the following standards and practices.

Culture 2: The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)

Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)

Culture 2.2: The school identifies in its inclusion policy all of its legal requirements and outlines the school's structures and processes for compliance. (0301-02-0200)

Culture 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. (0301-02-0300)

1. Philosophy

As an IB school, we recognise that students come from a variety of cultures, backgrounds, and have a range of academic, physical and other needs.

The school recognises that all students

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and strategies
- are unique and capable of individuals
- have the ability to become active compassionate lifelong learners who are capable of embracing differences and learning empathy.

Hence, it is the goal of the HWA to practise 'differentiation through identifying a student's learning style, scaffolding their learning, and differentiating the curriculum in order to develop the student's true potential' (Special Educational Needs Within the International Baccalaureate Programmes, IBO).

Through this emphasis of acceptance of diversity, we can better equip our students to be internationally minded, and caring individuals. This encourages a culture of collaboration, mutual respect, support and problem solving.

2. Identification

HWA promotes a whole-school approach to identifying, planning, implementing and monitoring support for students with a specific learning need(s), by providing appropriate learning strategies that enable these students to reach their potential in a supportive community and an inclusive learning environment.

The School is committed to providing all students with outstanding learning opportunities. Our approach to admissions is, where appropriate, to be an open-entry school. Broadly, this means that students are not normally excluded based upon academic achievement to date.

A student may require additional support if he/she:

- (a) has a significant greater difficulty in learning caused by a gap between what the student is potentially capable of learning and what the student has in fact learned or achieved
- (b) has a mild cognitive disadvantage which affects the his/her ability to learn at the same rate as the majority of his/her peers
- (c) has been considered gifted and/or talented
- (d) has a minor sensory impairment or physical disability
- (e) is experiencing mild emotional, behavioural or social difficulties

(f) has a combination of any of the needs listed above

2.1 Limitation of the school resources

It is important to note that the school does not have a specialist unit to deal with very serious learning problems, such as:

- (a) specific learning disabilities
- (b) language and communication disorders/aphasia
- (c) emotional and behavioural disorders
- (d) physical difficulties affecting mobility
- (e) sensory impairments (such as visual or hearing difficulties)
- (f) medical conditions (such as asthma, epilepsy and diabetes)
- (g) mental deficiencies / disorders
- (h) autism

2.2 Admission of students with special needs

Students admitted to HWA must be able to function within the regular classroom setting and be able to work towards the successful completion of HWA academic requirements.

Students who are enrolling into the school will be assessed during the Student Selection Interview process to determine if any specific Special Education Support is required.

Before applying for admission,

- (a) parents need to declare whether their child require special needs provision.
- (b) parents of students who have special learning needs will need to consult with HWA to ensure the school has resources available to serve their child.

The relevant Interviewer will also analyse previous academic records and information provided by Parents/ Guardians to determine the potential need for SEN Support. The Academy may also request a statement of medical history, including on any significant health, social and/ or emotional needs, and information on additional services currently or previously provided.

The school reserves the right to request parents to bear the cost of a caretaker should the student require any additional intervention that is not within the Academy's resources. Otherwise, the student is encouraged to seek a more appropriate learning environment.

2.3 Identification process and procedures

In order to ensure the success of all students at HWA, students with special needs are referred to and reviewed by the Student Support Team (possible members *may* include the School Counsellor, the Homeroom Teacher, the Programme Coordinator or any other relevant staff member).

Involved teachers / counsellors should inform the Principal who will discuss the difficulty with parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The procedure of identification is illustrated in the **Appendix**.

In HWA, students will study courses based on their

(a) language ability

(b) subject ability (for DP students only)

Students with special needs will be integrated into the mainstream classes, but at the appropriate year, subject or language level. Additionally, students who are identified as advanced or gifted learners will also be appropriately placed and supported in the classroom.

The IB Coordinators will maintain discretion and confidence in providing special education needs services.

3. Monitoring and differentiation

The School Counselor, homeroom teachers, and/or Subject Teachers will monitor the students' progress. The School Counselor provides direct services to special education students. The student may seek an external psychologist for additional services if required.

This is an ongoing process. The school counsellor works closely with parents and teachers to plan an appropriate programme of support. The assessment of student reflects as far as possible their participation in the whole curriculum of the school.

For subject teachers, differentiated instructional strategies are implemented in the classroom, such as, 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 utilisation of resources (such as levelled reading materials, enrichment packets, choice menus, and online reading/math programs) designed to address students' level of readiness are some examples.

The Academy will also provide support such as:-

- (a) The IB Coordinators will provide examination accommodations as needed and approved by the IB, when required
- (b) To ensure success, the IB Coordinator will work collaboratively with faculty and the learning support team to support students with special education needs.

Ongoing professional development and collaborative planning time will be provided to staff members to ensure that differentiation is a focus during teaching, learning, and assessing.

Folders are created for the students with special needs to monitor their progress and a set of criteria are developed to enable students to effectively evaluate and reflect on their own progress to the meeting goals.

4. Assessment

According to the IB PYP, MYP and DP assessment guidelines, all the students will be assessed based on the program's assessment criteria.

However, modifications and modified task clarifications are provided for the students who have identified special needs. Support is provided to address educational needs, attending to students' strengths while helping them to learn compensation strategies in order to meet academic demands independently.

They may be allowed to use accommodations (such as extended time on tests, use of a speller, calculator and reducing the complexity and/or number of learning expectations), but not modifications (such as changing the grade level course or assessment objectives).

4.1 DP candidates with assessment access requirements

For candidates with assessment access requirements, according to IB regulations,

- (a) At the earliest opportunity, parents/legal guardians will communicate to the school on the candidate requiring inclusive access and arrangements, or the school will communicate to the parents/legal guardians on the necessity of the candidates requiring inclusive access and arrangements
- (b) The parents/legal guardians has to submit necessary documents to support the inclusive access and arrangements

After the identification, the DP Coordinator will communicate to IB and support the candidates according to the DP Access and Inclusion Policy (2018), and the procedures stated in IB document DP Assessment Procedure (2019).

Once the support from IB is authorised, the school will communicate to the involved parties (students, parents/guardians, teachers, principal, counsellor, Resource

Manager, etc) on the process for managing approved inclusive assessment arrangements.

Please refer to the Hillside World Academy Assessment Policy for more details.

5. Reporting

The progress report(s) of a student who cannot meet the expected learning outcomes set out in the curriculum for the course or subject and year level must contain written comments describing:

- (a) what the student is able to do
- (b) the areas in which the student requires further attention or development
- (c) the ways the student will be supported in his or her learning.

The written comments must contain a statement about the progress of the student in relation to the goals. Where appropriate, written comments should describe ways to enable the student to demonstrate his or her learning in relation to expected learning outcomes set out in the curriculum for the course or subject and year level, and should describe the time period required to enable the student to demonstrate such learning.

6. Conclusion

At HWA International School, we aim to meet the academic, social, physical and emotional needs of all students through a variety of resources.