

Inclusion Policy



This Inclusion Policy will be reviewed periodically to ensure its relevance and effectiveness. (For example, in future years, when e-assessments are to be introduced, “inclusive access arrangements” will be incorporated into this policy). All necessary revisions will be made in consultation with relevant stakeholders.

Created by	TB	11/01/2024
Reviewed by	TB	25/01/2024
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For next review before		01/12/2024

Introduction

The Falcon School is committed to creating an adaptive environment that is academically stimulating and supportive. As an international school with English as its teaching medium, we value multilingualism and encourage international-mindedness. The school accepts students on the basis of an assessment of their academic and learning potential and, in the case of students with learning support needs, after a formal, thorough assessment of the school’s ability to remove and reduce barriers to learning.

Alignment of the Falcon School and IB Missions

The Falcon School and the International Baccalaureate aim to develop inquiring, knowledgeable, and principled young people who help to create a better and more peaceful world through intercultural understanding and respect.

IB Learner Profile

The IB learner profile is a set of attributes that the IB aspires to develop in students. These attributes are to be: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. This policy has special reference to the concepts of being open-minded and caring.

The IB document, *Learning diversity and inclusion in IB programmes*, identifies the responsibility of a school to provide, within its own context, for a diversity of educational needs. At the Falcon School, there is a Learning Support Centre (the LSC) which is led by an educational psychologist, who co-ordinates the students who have Special Educational Needs, both physical and developmental. The LSC does not cater for students with very severe learning or physical disabilities, but there are children with ASD, and in the past blind children have been catered for.

Policy Statement

The Falcon School firmly believes in the promotion of the IB learner profile attributes. As such, the following Inclusion Policy has been established to guide and support students, teachers, and others in providing a framework for creating a learning environment that supports the ongoing process of increasing student engagement and access, as well as removing barriers to learning. In this way, the school's admission and inclusion policies are in alignment.

1. Purpose

"Inclusion of all students in an educational environment is a matter of human rights and social justice." (International Baccalaureate Organization, 2016)

This inclusion policy serves as a guide to how its objectives will be put into practice through the collaboration of a dynamic learning community at the Falcon School. The policy takes into account the principles and practices of the International Baccalaureate.

2. Guiding Principles of an Inclusive Education

- Learning diversity is valued as a rich resource for building inclusive communities.
- Every educator is an educator of all students.
- Education is enhanced by the creation of affirmative, responsive environments that promote a sense of belonging, safety, self-worth and holistic growth for every student.
- Learning is considered from a strengths-based perspective.
- All learners belong and experience equal opportunities to participate and engage in quality learning.
- Full potential is unlocked through connecting with, and building on, previous knowledge.
- Multilingualism is recognized as a strength, and a resource.
- All members of the school community have a voice.
- All students can expect success as a key component of learning.

3. Objectives

By developing and implementing a policy of inclusion, the Falcon School aims to:

- create a learning environment that responds to the diverse educational needs of all students,
- address commonality, diversity, and multiple perspectives,
- differentiate instruction to meet diverse learning styles and needs,

- engage students in reflecting on how and why they are learning,
- identify students with additional needs as early as possible,
- ensure that additional needs are identified, assessed, and supported with the available resources which the Falcon School provides,
- train staff on differentiation in general classroom instruction and assessment,
- connect students with additional needs requiring support beyond what is available at the Falcon School to external resources in the community,
- identify the roles and responsibilities of staff members regarding students with additional needs

4. Definitions of some key terms relevant to IB Inclusion:

Differentiation (differentiated instruction)	“Differentiated instruction is the process of identifying, with each learner, the most effective strategies for achieving agreed goals so learning opportunities can be created that enable every student to develop, pursue and achieve appropriate personal learning goals.” (International Baccalaureate Organization, 2016)
Dynamic learning communities	The idea that the school community is a whole that includes learners, parents and caregivers, support staff, and non-teaching staff.
IEP	Individual Education Plan, a plan outlining intervention support that will be offered to the student. The IEP is created by the learning support team in collaboration with parents, teachers, and administrative staff.
Inclusion	A broad understanding that embraces the diversity of learners and all minority groups. Inclusion is achieved through a culture of collaboration, mutual respect, support and problem solving.
Learner variability	Recognizes that all students may experience barriers to learning at some point in their school career.
LSC	The Learning Support Centre is led by an SENCO, who co-ordinates the students who have Special Educational Needs, both physical and developmental (see IEP above).

5. Identifying Students with Additional Educational Needs

“It is the responsibility of all teachers to ensure that each student is exposed to instruction and learning opportunities that are accessible to them as individual learners.” (International Baccalaureate Organization, 2016)

Learner variability recognizes that all students may experience barriers or challenges to accessing the curriculum. Possible additional educational needs (areas of challenge) can be categorized in the following four broad areas of development:

- Cognition & Learning
- Communication (Speech and/or Language) & Reading
- Behaviour, Social/Emotional
- Physical/Sensory

6. Collaboration and Responsibility

Every educator is an educator of all students. At the Falcon School, teachers ensure high quality universal instruction, incorporating differentiation strategies as they plan lessons taking into account the diverse needs of their students. They work closely together with parents, and the learning support team

Parental involvement

Parents are partners in their children’s education journey and vital members of a dynamic learning community. Since parents know their children well, they are an essential part of the ongoing support process from the beginning steps of need identification. Parents are sought for consultation when identifying additional educational needs and determining a plan for support.

Form Teachers and Subject Teachers

Form teachers are essential for the learning success of all students. They are the link between the student’s school and home life. They have a primary role in tracking student progress, schoolwork, social relationships, and personal development. When concerns emerge about a student’s academic, social, emotional, or physical well-being, the form teacher is the first point of contact. If a subject teacher has a concern in any area (academic, social, emotional, physical), they are responsible for bringing the concern to the form teacher in order to collaborate and submit a referral to the learning support team.

Senior Leadership Team

Members of the leadership of the school have the responsibility to establish processes that serve to remove barriers to learning for all members of the school community. Barriers to learning can arise from their cultures and policies, approaches to learning and teaching, the way the school is organized, the resources provided, and the interactions between members of the learning community. The leadership should be aware of the different needs of the students enrolled.

Confidentiality of all students' information must be respected. (International Baccalaureate Organization, 2015)

Student Support Specialists (LSC)

Student support specialists with the LSC support the Falcon School teaching staff with responding to student concerns and referrals, creating resources, advising on differentiation practices, assessing students, and providing both direct and indirect learning intervention. The student support specialists also review data on a regular basis to ensure all students requiring additional support are identified. On occasion, outside agencies, such as independent educational and/or clinical psychologists, may be recruited and involved in the support of a student's learning needs.

7. Differentiation

In the classroom, differentiation is a necessary practice for all teachers to promote access and engagement for diverse learners. Teachers can receive support in differentiation from the LSC. The International Baccalaureate Organization identifies four principles of teaching that promote inclusive learning and equal access to the curriculum for all learners. Those principles are:

- Affirming identity and building self-esteem: educators use an affirmative model that ensures all students are visible and valued.
- Valuing prior knowledge: educators meaningfully assess existing knowledge, strengths, and interests.
- Scaffolding: Teachers use access to prior knowledge to identify smaller steps that can be incorporated into the learning process.
- Extended learning: Includes IB approaches to teaching and learning, teaching to learner variability, creating optimal learning environments, assessment, collaboration (co-teaching), and technology.

8. Bibliography

International Baccalaureate Organization. (2015). *The IB guide to inclusive education: a resource for whole school development*. IBO.

International Baccalaureate Organization. (2016). *Learning diversity and inclusion in IB programmes*. IBO.

International Baccalaureate Organization. (2015). *MYP: From principles into practice*. IBO