



Access International Academy Ningbo

宁波爱学国际学校

Inclusion Policy

Created: 5/10/2020

Modified: 7/26/2021

Intelligence + Character = True Education

This policy outlines the school's view on diversity, equity, and inclusion of students who are interested in, apply to, register with, or enroll at AIAN.

1. Our Beliefs toward Acceptance

- We believe all people are of equal value and that all education and care providers have the responsibility to make high quality, balanced provisions for all people to help them to achieve their full potential.
- We believe that providing inclusive care and learning environments are effective ways of combatting discriminatory attitudes and contributing toward the creation of welcoming and inclusive communities.
- We believe that all people benefit from the opportunity to participate and learn in inclusive and diverse communities. We recognize the right of all students and families to participate regardless of ability, gender, race, religion, culture, or economic status.
- We believe successful inclusion is based on increasing participation by removing barriers, building bridges, and celebrating human diversity.

2. Our Commitment to the Community

We strive to ensure that students and families in our community have access to a quality learning environment that is developmentally and individually appropriate regardless of differing abilities and needs. Our efforts include:

- Open Enrollment: Everyone is welcome. All students who are able to function in our limited environment will be considered for enrollment. However, government regulations must be considered.
- Naturally Occurring Proportions: AIAN provides a mainstream setting. The proportion of children with disabilities accepted into the program is roughly that which occurs in the surrounding community.
- Same Range of Options: All students and families will have the same enrollment options with regard to days and hours of attendance.
- Full Participation: Necessary supports will be provided so that each student can participate, in some way, in the whole range of learning activities and daily routines offered at AIAN.

3. Supported Funding

Due to the limited resources available to the school, additional funding to pay for access, equipment, or teaching support may be required from the child's parent or sponsor or may involve fundraising or donations.

4. Individualized Programs

Programs at AIAN are based on principles of developmentally appropriate practice. There is a mix of child and teacher initiated activity. Daily routines and play-based, child-directed activities provide the foundation for an individually appropriate program that grows out of each child's learning style, interests, personality, and strengths. Our goal is to respond flexibly and

creatively in providing for all the children, and in meeting the needs of each child. At AIAN each child has the right to the opportunity to achieve success.

Our Early Childhood Educators work with other to identify each child's strengths and needs, and then identify opportunities throughout the day to achieve developmental goals. In consultation with the child's family, outside specialists, and other team members, they identify learning strategies that are specific to the child. The Vice Principal turns this information into a routine-based plan that becomes the basis for intervention and support at the school.

If there are difficulties, we do not immediately remove the student, but rather work on intervention strategies. The goal of our interventions is to increase the child's independent and appropriate participation in all his or her physical and social environments. For us, that's what successful inclusion is all about.

From time to time, students must be removed if we do not have the appropriate resources to provide successful instruction or if the disruption of the students interferes too severely with student instruction or safety.

The school will make every effort to support staff participation in team meetings provided we are able to maintain appropriate ratios in the classroom.

5. Improving Inclusion Practices

At AIAN, we are committed to the principle of lifelong learning. We routinely monitor and evaluate the effectiveness of our inclusion practices. We appreciate opportunities to develop new skills and grow in our understanding of best practice in inclusive early learning and care environments. We welcome the mentoring and skills development offered to us by our partners in the inclusion process.

We look forward to opportunities to celebrate and share the achievements of the children, families, and staff involved in our program. At AIAN, we are dedicated to teaching academics plus character. We feel that mainstreaming students of various abilities helps us to form global citizens who will make our world a better place.

6. Implementation

Implementation of the above is monitored by the Leadership Team.

Implementation: This policy is implemented by AIAN Leadership.

Review: This policy is reviewed every school year.

Next review: September 2024