

# SIS POLICY MANUAL

## 412: INCLUSION

CREATED	EFFECTIVE ON	LAST REVIEWED	NEXT REVIEW
Sep 24, 2019	Sep 24, 2019	June 2022	May 2023

### 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.

### Rationale

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

Inclusion supports the Mission and Beliefs of SIS 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 & linguistically diverse backgrounds.

### Principles/Application

The school expects that the delivery of the learning program by the teaching staff provides for differentiation to reflect the range of learning needs present in the group of students. We aim to provide effective learning opportunities for all enrolled learners through collaboration, open communication and shared understanding between students, parents and teachers, and a safe learning environment purposefully designed to accommodate student needs.

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 diagnostic information;
- Offer a concept-based curriculum that provides opportunities for differentiation;
- Provide collaborative time for teachers to plan and share teaching practices which support Learning Differences;
- Acknowledge that there are barriers to learning and seek to address them within available resources;

- Provide a multi-tiered system to support the Learning Differences of our students proactively and responsively.
- Encourage a strengths-based approach whereby the students are encouraged to employ their strengths to overcome their challenges.
- Encourage students to continue to develop their native language and culture.

## **Additional Information**

### **Definitions**

#### **Learning Differences**

Learning is a holistic process which encapsulates more than only academics. Learning Differences, potentially affecting a student's ability to access the learning program, may fall within the following categories:

- Cultural/Language diversity (EAL)
- Specific learning disability
- Social, emotional and behavioural differences
- Diagnosed medical conditions
- Speech/visual/aural impairments
- Memory/processing disability
- Physical/orthopaedic impairment
- High-Aptitude Learner

#### **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.

#### **Accommodations**

Accommodations are instruction and assessment changes intended to help students fully access the grade-level curriculum without changing the instructional content. Accommodations provide equitable instruction and assessment for students by reducing or eliminating the effects of a Learning Difference. They do not modify the learning expectations regarding the goal being addressed or assessed. Generally, the resulting student product with accommodations is comparable to a student's product without accommodations.

#### **Modifications**

Modifications are alterations made to instruction and assessment that change grade-level learning expectations concerning the goal being addressed or assessed. More often than not, the resulting student product is not comparable to a student product without modifications.

## **Inclusive Language**

By committing to the use of inclusive language, we are acting intentionally to ensure our communications respect every individual in our community. It is always best to use the person's name without an attached label (for example, Dyslexia, gender preference, English ability, etc.) and to defer to personal preference. When diagnostic identification is necessary, People First Language will be used. People First Language recognises all humanity by emphasising the person first and their needs as a secondary attribute. An example of this would be stating, "Avery, who has ADHD" versus "The ADHD student, Avery" or "students with neurological differences," rather than "Autistic students."

## **Procedures**

The school will develop and implement a set of procedures for:

- Communicating the inclusivity principles and actions to all relevant parties.
- Qualification for student support services.
- Identification of Learning Differences for students of all ages.
- Determination of appropriate interventions which take into account:
  - the needs of the student,
  - the availability of internal and external resources,
  - policies and systems of the SIS Board and IB.
- Providing training for staff and faculty to implement and support Learning Differences and differentiated instruction successfully.
- Coordinating and communicating interventions, approved accommodations and modifications to all relevant parties.
- Implementing approved accommodations for exams and assessments.
- Respecting the rights of the student and family to data privacy.
- Reviewing student progress to inform decisions regarding continued support and enrolment.

## **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.

The school determines eligibility for enrolment to the school and initial or continuing services, considering these finite resources. In cases where a student requires more intensive support than resources, 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.