

STATEMENT OF INCLUSION

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. (Learning Diversity in the International Baccalaureate Programmes, 2010: p.3)

Hangzhou International School promotes a philosophy of inclusion. In accordance with the IBO philosophy of inclusion, HIS strives:

- to provide a safe and supportive environment for diverse learners.
- to know the whole child and support their academic, social, and personal growth.
- to collaborate to ensure that all HIS programs are accessible to all students.

HIS INCLUSION POLICY GUIDELINES AND CORE BELIEFS

HIS aims to serve all children of the international community in Hangzhou. At HIS, we believe all students can learn and succeed. We value and respect every student's voice. We believe that collaboration with all stakeholders is fundamental to ensuring student success. We are committed to utilizing evidence-based practices. We embrace and value the diverse nature of our community. We believe in nurturing a safe environment of trust within our community. We believe that students with learning differences should be included in naturally occurring settings and activities with their peers. HIS commits to educating all children to the maximum extent appropriate in the most inclusive setting.

ADMISSIONS

HIS supports the philosophy of inclusion and serves the educational needs of a diverse community of learners in Hangzhou from a range of cultural and educational backgrounds. Admission is open to students who demonstrate the ability to access and benefit from a challenging, international, English language education in a mainstream environment. HIS is equipped to provide support for a managed number of students, representing a range of learning challenges, and English language learners based on the school's enrollment and resources. HIS does not discriminate on the basis of religion, ethnic or national origin, or gender, or disability.

HIS admits students with Special Educational Needs who are able to access and benefit from the educational program in our inclusive environment. To ensure optimum student-teacher ratios and service to a high standard, enrollment in Learning Support shall not exceed 7% of the enrollment at the whole school level, with a maximum of 2% of intensive support and 5% of moderate support.

STUDENT SUPPORT SERVICES PROGRAM DELIVERY

In order to formalize the delivery of Student Support Services programming at HIS, we use the response-to-intervention model. Implementing this model requires collaboration between classroom teachers and learning support teachers and a strong partnership with parents. Below is a description of the model.

