



BIBS Whole School Inclusion Policy

Definition of Special Educational Needs at Beanstalk International Bilingual School (BIBS)

Students have unique learning pathways (ULP) if they have a learning difficulty that calls for additional educational provision to be made for them. Students have a learning difficulty if they have a significantly greater difficulty in accessing the curriculum than the majority of students of the same age. This Learning Support Policy details how BIBS will do its best to ensure that the necessary provision is made for any student who has ULP and how those needs are made known to all who are likely to teach them. The school will ensure that:

- Teachers are able to identify and provide for students who have ULP allowing them to join in with mainstream activities as much as possible
- Parents are notified of any decisions made by the school concerning Learning Support provision for their child

Inclusion

The IB defines inclusion as:

“Inclusion is an ongoing process that aims to increase access and engagement in the learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities.” (3, Learning Diversity in the IB Programs)

At BIBS, we define Inclusion as the act of involving all learners with varying abilities, language levels, and backgrounds/nationalities. Inclusion pertains to tailoring the curriculum to make it accessible to all students without compromising the quality of the education. BIBS give all students the opportunity to participate in individual, group and school-wide activities. At times, inclusion means involving parental support, outside agencies, and community-based instruction.

BIBS recognizes that parents hold key information and have knowledge and

experience to contribute to the shared view of their child's needs and the best ways of supporting them. All parents of students with ULP will be treated as partners and will be encouraged to play an active and valued role in their child's education.

Students and young people with ULP often have a unique knowledge of their own needs and are able to offer valuable input on strategies that will best help them succeed. They are encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, a review of intervention strategies and wherever possible the transition process that equips them with the strategies needed to support independent learning.

Admissions

BIBS has no special provision for students with significant learning or physical disabilities, but is able to offer support for those with minor learning difficulties through differentiation, in class and scaffolded support. Parents are expected to provide any assessments or reports that will help our Admissions Office, Principal and Learning Support staff decide how we can meet the individual needs of the student within the differentiated classroom setting.

In the PYP further assessments may be required prior to admitting a student with learning difficulties if appropriate documentation does not support their application. In the MYP and DP where students have documented ULP, differentiation strategies may be used to accommodate these differences but curriculum content is not modified.

If a student requires full time 1:1 learning support and if it is practical to offer such support then the parents will be expected to cover the full cost of a Learning Support Assistant selected and supported by the school.

Medical and ULP can be strictly assess and expanded upon during an application and interview.

Identification

Throughout BIBS there is a continuous cycle of planning, teaching and assessing, which takes account of the wide range of abilities, aptitudes and interests of students. The majority will learn and progress within these arrangements. However, students whose overall attainments or an attainment in specific subjects fall significantly outside the expected range may have a ULP. Possible ULP will be primarily identified when liaising with teachers, parents and the students themselves as well as with the Learning Support Staff.

Assessment

Assessment seeks to investigate the nature of any difficulties and counsel students, teachers and parents accordingly. At BIBS, our methodology of assessment includes a variety testing batteries both internal and external. Advice on effective intervention will be given in the light of a comprehensive report, and an Individual Learning Plan (ILP) is

then developed if necessary.

Provision

On entry into the Middle/High School, if the student already has an identified ULP, information will be transferred to the student's homeroom, subject teachers, MS/HS Learning Support Staff in order to:

- Support students with ULP by having initial and updated lists of ULP students' distributed to staff.
- Provide starting points for the development of appropriate strategies for supporting individual access to the curriculum
- Ensure, in partnership with the Learning Support Team, ongoing observation and assessment and provide regular feedback about the student's achievements and experiences. This information will form the basis for planning the next steps of the student's learning
- Involve parents in implementing a joint learning approach at school and at home

In order to help students who have ULP, BIBS adopts a graduated response that recognizes there is a continuum of ULP. Where possible this response would include increasing the specialist expertise on the difficulties that a student may be experiencing. Provision for students with ULP is a matter for the school as a whole and it is our belief that all teachers are teachers of students with ULP. Qualified ULP teachers provide ongoing professional development for the teaching staff in the realm of special needs issues and how to support the entire BIBS student body.

Teacher referral

Where a student is not progressing satisfactorily, teachers can make an initial referral to the Learning Support Staff. Specialist intervention may be required to:

- Close the attainment gap between the student and their peers
- Match or improve the student's rate of progress
- Ensure full access to the curriculum
- Improve the student's self-help, social or personal skills
- Improve the student's behavior

Monitoring individual progress

Further intervention may be necessary when a student with identified ULP, who despite having received differentiated learning opportunities:

- Makes little/no progress even when teaching approaches are targeted, particularly in a student's identified area of weakness
- Shows signs of difficulty in developing language, literacy or math skills which result in poor attainment in some curriculum areas

- Presents persistent emotional or behavioral difficulties which are not ameliorated by the behavior management techniques usually employed in the school
- Has communication and/or interaction difficulties, and continues to make little/no progress

In some cases it may be necessary to involve external professionals (e.g. a Speech and Language Therapist or Educational Psychologist) to provide an in depth evaluation. This can be either, arranged by the parents and fed back to the school, or arranged by the Learning Support Staff. The cost of any external assessment will be borne by the parents.

The Learning Support Staff will support the further assessment of the student, assisting in planning future support for them in discussion with colleagues and monitor the action taken. The student's teachers remain responsible for working with the student on a daily basis and for planning and delivering individualized programs.

Student files and records will be kept confidential and locked in a secure location. Access to these files will be privileged to select staff and appropriate personnel. ULP Teachers will manage student files.

Nature of intervention

Following an internal or external report where recommendations for support have been made, an Individual Learning Plan (ILP) will be developed and implemented.

Strategies employed to enable the student to progress will be recorded within an ILP and will include information about:

- The short and long-term goals set for the student
- Suggested teaching strategies to use
- The Level and Frequency of Support
- Annual Review
- The success criteria

The ILP will focus upon a number of individual goals that match the student's needs and which will have been discussed with the student, teacher(s) and the parents. The goals will be implemented, at least in part and as far as possible, in the normal classroom setting.

Review

The progress of all students with an ILP will be reviewed regularly with the Learning Support Committee, respective family members, and the student (where appropriate). Teachers will be involved in the planning and feedback of the ILP review session. These reviews will focus on what the student has achieved as well as on any difficulties that need to be addressed.

At the end of the PYP, clear recommendations will be given as to the type and nature of support the student will require in the MYP. An appropriate ILP will be formulated to start at the beginning of the new school year to assure the students and the parents that effective support will continue, if necessary.

IB approach to ULP/Inclusion in the 3 programs

In recent years there has been a shift towards catering for students with ULP within mainstream education.

At BIBS, we embrace inclusive practices, where developing the learning of all students is the shared responsibility of the classroom teacher and specialist support teachers.

The IB states in *Towards a Continuum of International Education* that all IB teachers will teach students with ULP and therefore need to know:

- The factors that affect student learning and how best to respond to them
- How to differentiate and match teaching approaches to student needs
- How to differentiate and match teaching approaches to a school's ULP policy
- How to make use of technology that has assisted in alleviating and removing barriers to learning

ULP in the PYP

In the PYP it is the responsibility of the classroom teacher to understand the needs of individual students within their class and to cater to their individual learning styles where possible within a differentiated classroom. To facilitate this assessments are done on a regular basis.

ULP in the MYP

The MYP is designed to be an inclusive program where the needs of the individual are met through a flexible differentiated approach to teaching and learning which focuses on the Areas of Interaction (particularly Approaches to Learning) which enable the teachers and students to respond in a flexible way to varied learning needs.

Specific accommodations that may be put in place to support students with ULP may include:

- Extra time to complete tasks
- Using a laptop
- Using a scribe to record ideas/ answers to examination questions
- Employing a reader to access dense text
- The use of recording devices

In the MYP the only time a formal application for exemption or 'special arrangements' is

made to the IB Cardiff, is when a ULP student is prevented from completing some aspect of a subject or fulfilling all the requirements of the course at the end of Grade10.

ULP in the DP

The DP has well established support mechanisms outlined in the publication *Candidates with special assessment needs*. The identification of any student with a learning issue must be completed prior to starting the program. Reports from medical professionals must not be more than two to three years old and are required as evidence to support an application for special arrangements. There are also procedures in place to cater for special arrangements at any time during the Diploma years, which the coordinators are made aware of in the *Handbook of procedures for the Diploma Program*.

Special Accommodations that are authorized by IB Cardiff may include but not limited to:

- Modifications to exam papers for example, size of font and the use of colored paper
- Extensions to deadlines
- Assistance with practical work
- Additional time
- Rest periods
- Information and communication technology
- Amanuenses (scribe) and transcription
- Readers - Sight impaired students may receive assistance in reading texts

These arrangements may be used for both internal and external examinations although the formal request is only required for the external examinations.

All teachers should be fully informed about a student's particular needs from the outset and be aware of the available strategies and resources. If a teacher has concerns about a student's ability to learn effectively in a particular class it is essential the teacher discusses these concerns with others at an early stage. Many students who have considerable ability are able to mask their particular needs until they are challenged by the demands of a course that stretches their intellectual skills as well as their management and organizational skills.

References

Special Needs Policies Consulted from other schools:

- *Sinarmas World Academy*
- *The International School of Azerbaijan*
- *International School of Amsterdam*
- *Istanbul International Community School*

(2010). *Special needs special educational needs within the international baccalaureate programs*. Cardiff: Peterson House, Malthouse Avenue. DOI: www.ibo.org

Need to include our Admissions policy and appropriate descriptors from the three IB Programmes.

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