

# Inclusion & Learning Diversity Policy

Updated October 2020, Amended December 7, 2022

*This policy outlines guidance on inclusion and learning diversity procedures at Global Jaya School.*

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## 1. Rationale

Global Jaya School is an IB World School which seeks to engage all students in diverse, challenging, purposeful and engaging learning experiences. As stated in our mission, “Global Jaya School will cater for individual learning needs and a range of learning styles,”<sup>1</sup> GJS is committed to supporting learning diversity. GJS recognises that our community benefits from including students from diverse backgrounds and with diverse learning profiles. Our intention, wherever possible, is to create inclusive classrooms that provide the flexibility to support the learning profiles of all learners.

Our comprehensive processes and procedures in both Primary and Secondary school, ensure that we are able to identify and support students who are experiencing learning barriers related to academic, social, emotional and behavioural challenges as well as identify students who might benefit from enhancements to their learning.

Our admissions procedures have been designed to identify students who require additional or alternative support at the point of entry. In this way, our admissions decisions take into consideration the extent of additional or alternative support that may be required in connection with the level of support that we are able to provide.

Some students will require additional support because their native tongue is not English. Although there can be some overlap in these two categories, they should not be confused.

## 2. Principles

At Global Jaya School, our practices around inclusion and learning diversity are underpinned by the following principles:

- The **UN Convention on the Rights of the Child** affirms that every **child** has a **right to education**. The purpose of **education** is to enable the **child** to develop to his or her fullest possible potential and to learn respect for human **rights** and fundamental freedoms.<sup>2</sup>
- Article 29 goes on to say that, “The education of the child shall be directed to the development of the child’s personality, talents and mental and physical abilities to their fullest potential”<sup>3</sup>
- “In all IB programmes, teaching is ... designed to remove barriers to learning. Teaching is inclusive and values diversity. It affirms students identities, and aims

<sup>1</sup> <http://www.globaljaya.com/index.php/en/home/vision-and-mission>

<sup>2</sup> <https://www.unicef-irc.org/publications/19-a-school-for-children-with-rights-the-significance-of-the-united-nations-convention.html#:~:text=The%20UN%20Convention%20on%20the,human%20rights%20and%20fundamental%20freedoms.>

<sup>3</sup> <https://www.unicef.org.uk/rights-respecting-schools/the-right-to-education/>

to create learning opportunities that enable every student to develop and pursue appropriate personal goals.”<sup>4</sup>

Moreover, the Inclusion Policy complies with related host country laws, specifically:

- [Law No. 20/2003 on the National Education System.](#)
- [Law No. 40/2008 on the Elimination of Racial and Ethnic Discrimination.](#)
- [Law No. 8/2016 on Persons with Disabilities.](#)
- [Education Regulation No. 70/2009 on Inclusive Education.](#)

### 3. Purpose

The purpose of this policy is to provide the GJS school community with guidelines by which to:

- Allocate resources to best support student success.
- Identify students who may require additional or alternative support.
- Identify students who may require additional or alternative enhancements.
- Understand roles and responsibilities in connection to inclusion.

### 4. Scope

This policy represents a whole-school approach to inclusion and learning diversity and is inclusive of both Secondary and Primary practices.

### 5. Consistency of Policies

This policy should be read alongside the following school policies:

- Admissions Policy
- Behaviour Policy; Providing a Safe and Secure Environment
- Child Protection policy
- Secondary 4 Tier Pastoral Framework
- Language policy
- Assessment policy

### 6. Definitions

The following are definitions, taken from IB documentation in connection to learning diversity and inclusion<sup>5</sup>, of key terms used throughout this policy:

- **Inclusion:** Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.

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<sup>4</sup> International Baccalaureate. [Learning Diversity and Inclusion in IB Programmes](#) Geneva, Switzerland: January 2016, updated December 2018, March 2019, May 2020

<sup>5</sup> International Baccalaureate. [Learning Diversity and Inclusion in IB Programmes](#) Geneva, Switzerland: January 2016, updated December 2018, March 2019, May 2020

- **Inclusive access arrangements:** Access arrangements are changes introduced to teaching, learning and assessment to remove or reduce barriers. They do not change what the student is expected to learn and do not lower expectations, but instead provide the optimal support to address challenges and to enable the student to work around them. At a fundamental level, they address equal access and fairness to teaching and learning and in addition, validity and meaningfulness to assessment.
- **Learner variability:** A term that embraces all students and does not exclude on the grounds of strengths, challenges, age, social status, economic status, language, gender, race, ethnicity or sexuality. Taking into account changing histories, circumstances and contexts, learner variability represents the shifting combination of strengths and challenges that learners experience. Within this understanding it is recognized that there is no average brain and thus no average student. Learner variability upholds that categorising students according to diagnostic labels (ADHD, dyslexia, and so on) does not provide sound indicators of a student's potential or appropriate teaching strategies.
- **Optimal learning environments:** Any inclusive environment must be effective, welcoming, healthy and protective, and culturally and gender-sensitive for all learners. It must challenge preconceived identities and consider “alternative ways of seeing, being and knowing” (Austin 2012). Schools should create the social and emotional conditions for learning and promote environments that welcome, and should celebrate and embrace the diversity of, all learners.
- **Universal Design for Learning:** UDL is a framework for curriculum development that provides all students with equal opportunities to learn. The framework provides a blueprint for creating challenging instructional goals, methods, materials and assessments that accurately assesses learner progress (Rose and Meyer 2011).
- **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.
- **Barriers to Learning:** Barriers to learning may be found in the way schools are organised and resourced, their cultures and policies, the approaches to teaching and learning, the physical aspects of buildings and the ways in which individuals within the school community interact on a daily basis.
- **Learning diversity:** Valued as a rich resource for building inclusive communities

## **7. Code of Practice**

### **7.1 The Global Jaya School Inclusion Vision**

We affirm the richness that learning diversity brings to our community and we value that every child brings their own unique set of strengths and weaknesses. We believe that building an inclusive school that is supportive of learning diversity is everybody's responsibility; everybody has a role to play within the process. We aspire to incorporate principles of Universal Design for Learning in the teaching and learning process, in addition to incorporating differentiation strategies where necessary in order to ensure that we provide an environment where all students can meet their full potential. We understand that learning profiles are not fixed; growth is possible and that 'learning disability' labels have limited benefit within a learning community.

### **7.2 Confidential Information**

Due to the nature of inclusive practices, we recognise that some of the student information that we receive in the course of our work, can be highly sensitive.

We also recognise that teachers need a level of information about their students in order to be in a position to most effectively increase access to learning. We are cognizant that a balance between information sharing and confidentiality must be found.

Students who are on our learning support register at tier two and three are provided with either a Student Success Plan or an Individual Education Plan. These documents are intended for circulation amongst the teachers of those students and are therefore crafted in order to ensure that teachers are provided with the information that they need in order to increase access for that individual student. Sensitive information is ordinarily not included in this learning support documentation. Teachers will not usually have access to a student's educational psychologist evaluation.

Global Jaya staff are bound to confidentiality, as outlined in the GJS staff code of conduct. Staff are reminded of their responsibility regarding confidentiality, at all times where student information is shared.

All Individual Education Plans and Student Success Plans are accessible to the teachers of those students.

In cases where students move on to a new school, learning support documentation is only shared with the student's new school upon written request and after consent has been provided by the parents.

### 7.3 Supporting Student Success within a Three-Tier System

In order to provide clarity within our student support systems, we have adapted the Response to Intervention<sup>6</sup> multi-tier approach. Our three-tiered system allows us to identify and support students who are experiencing barriers to learning. Each tier outlines who is responsible, what documentation is produced, the level of and kind of support the student receives and the duration of each set of responses. Allocating a tier level to each student also provides information that is necessary in order for us to make informed decisions during the admissions process.

**Tier One:** Tier one students are supported in the classroom by teachers who incorporate strategies outlined in the data collection form and who apply flexibility with action and expression, representation and engagement, in line with the foundations of Universal Design for Learning.

**Tier Two & Three:** Tier two and tier three students may be supported through both push-in and pull-out support. Tier two and three students have documented goals in either an Individual Education Plan or a Student Success Plan. IEPs and SSPs are constructed by the Learning Diversity Specialist, in collaboration with teachers, parents, the student and any external service providers, as appropriate. Tier two and three students also benefit from inclusive classroom practices that are based on the principles of UDL and include differentiation strategies.

Universal Design for Learning is based on the following three core principles:

- Provide multiple means of engagement.
- Provide multiple means of representation.
- Provide multiple means of action and expression.

Differentiation within the classroom may include:

- Content differentiation, in which *what* is taught and *how* it is taught will vary.
- Process differentiation, which provides students with varied opportunities to *process* or *make sense* of content.
- Product differentiation, in which students are encouraged to use various ways to show *what they know, understand, and are able to do*.

A range of inclusive access arrangements can be put in place in order to remove barriers for students in the successful completion of assessment tasks and formal examinations. Informal inclusive access arrangements can be agreed upon and detailed in the SSP or IEP. However, in the case of external, formal testing, specific inclusive

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<sup>6</sup> <http://www.rtinetwork.org/learn/what/whatisrti>

access arrangements need to be recommended by an educational psychologist and documented in the Individual Education Plan. Both the educational psychologist's evaluation and the student's Individual Education Plan are submitted to the exam board as evidence of formal inclusive access arrangements that the student needs.

#### **7.4 Data Collection Template (DCT)**

The data collection template is a tool that is provided for teachers to use during the tier one process. The DCT incorporates interventions from the RTI model<sup>7</sup> as well as

Universal Design for Learning<sup>8</sup> strategies that are designed to act as prompts for teachers in reflecting on changes in their practice. The DCT provides space for teachers to note the exploration of a range of strategies as well as to document the impact that these strategies had on removing the barriers to learning.

At the conclusion of a six week tier one process, the Learning Diversity Specialist will have a significant range of data regarding which strategies appear to support success and remove barriers for that student. If the barriers persist, and the LDS makes the decision that the child would benefit from receiving additional support with their learning, the information gleaned from the DCT process will support the construction of a Student Success Plan.

#### **7.5 Extending Learning For All**

In line with the IB's 'Principles of Teaching for Learning Diversity', as well as with the GJS mission statement that states that we will, "*cater for individual learning needs and a range of learning styles,*" we recognise that we have a responsibility to extend learning for all.

Through applying the core principles of Universal Design for Learning in all classrooms we are giving every student the opportunity to engage, express and understand in a way that suits their strengths. We put each student at the core of their learning, and encourage them to take responsibility for making choices that utilise their strengths to develop and support areas of relative weakness.

We recognise that learning can be variable and that, just as all students may experience a barrier to learning at some point in their school career, each learner may well also excel in some aspect of their learning at some point in their school career. For this reason, our learning environment is flexible in response to the barriers and particular strengths that each child brings at a particular point in time.

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<sup>7</sup> <https://www.interventioncentral.org/>

<sup>8</sup> <http://udlguidelines.cast.org/>

When we notice any of our students have a particular strength or talent in an area, teachers aim to make that student aware of the strength so that they can build on this further.

Areas of particular strength can be built on through modification of assessment criteria and assessment tasks, opportunities in the local or international community, the After-School Activities Programme, student-led opportunities through the Service as Action or the CAS programmes or a consideration of a whole year acceleration in some circumstances.

Where modification of assessment criteria (MYP only) may be beneficial, this is arranged in conjunction with the Learning Diversity Specialist and the curriculum coordinator and facilitated through the referral procedure.

## **7.6 Professional Development**

We recognize that all staff must receive professional development in inclusive practices, including; Universal Design for Learning, differentiation, Approaches to Learning skills, inclusive access arrangements and relationship building. All staff have a responsibility to apply inclusive practices within their classrooms and within the context of the wider school community.

All staff receive inclusion related professional development on an annual basis. The induction process for all new staff includes inclusion related workshops.

## **8. Identification of Students who Require Support**

Students with learning barriers may be identified during the admissions process or once they are in the school. All students are designated a tier level upon admission. As learning barriers are discovered, the tier level for that student is adjusted and reflected on the learning support register. In this way, we can effectively capture the learning diversity in each grade level as well as the learning support resources required in each class.

### **During admissions**

The Dean of Students (in Secondary), the Principals, the Counsellor, the Programme Coordinator (Secondary) and the Homeroom teacher (in Primary) will read the previous school reports and admissions documentation in order to determine the tier level of each new student. For students with previously identified learning barriers, an interview with the Learning Diversity Specialist will be necessary in order to develop an understanding of resources that will need to be put in place in order to support the student's success at GJS.



In order to support this process, families are required to share any previous educational psychologist evaluations, IEP’s and other reports that may have been generated by specialists such as speech and occupational therapists. A place will only be offered to a tier two or three student upon condition of the family agreeing to the support package outlined during the admissions process.

**Students in school**

There is a clear referral process which is detailed below and may culminate in the development of an SSP or an IEP where necessary. All tier two and tier three students have documented goals, strategies, guidance for teachers and inclusive access arrangements.

**Maths and English Support (Secondary)**

In order to support learners who require additional help in either Maths or English, we have a scheduled Maths and English language support class.

This image captures the process, from the subject teacher identifying that a student would benefit from increased support, to the student attending Maths and English support classes, to the student being exited from the support class.



Prior to a student being added to the SST agenda, the subject teacher and the CL are required to explicitly explore UDL and RTI interventions in order to attempt to increase access to learning.

Students receiving Maths or English support are considered as receiving tier 1 level support. In cases where the student does not make the anticipated progress in the support class, the data collection form is activated for all subjects.

## 9. Identification and Support Tiers

The image below captures what happens at each tier level, who is responsible, the documentation produced and the approximate length of time anticipated. The image can be found in full in the appendix of this policy.

## 10. Development of an IEP/SSP

### 10.1 A Collaborative Process

The collaborative process of developing an IEP or an SSP is facilitated by the Learning Diversity Specialist. The LDS ensures that all teachers, the student (where possible), any external service providers and the parents have the opportunity to contribute to both the reviews of, and the formation of, goals for the academic year.

### 10.2 Roles and responsibilities

#### The role of the Learning Diversity Specialist (LDS)

The Learning Diversity Specialist works with the parents, the student and teachers to lead all stakeholders through the tier one process. For students who are elevated to tier two and three status, the LDS is responsible for leading a collaborative process that involves all stakeholders, before then collating this information and writing the IEP/SSP. The LDS will then monitor and oversee the implementation of the documented strategies and inclusive access arrangements, as well as the twice yearly reviews.

The LDS coordinates the effective implementation of student success related policies and procedures in order to ensure that all students receive the necessary support to ensure success in the school environment.

In collaboration with the Programme Coordinator, the divisional Principal, and the Dean of Students (Secondary) and SSS (Primary), the Learning Diversity Specialist is responsible for planning and executing a course of action to support student success.

Courses of action could include:

- o Modifying the scope of the student schedule and/or assessment tasks
- o Collaboratively building an IEP or SSP
- o Organising pull out, in-class support, organising a learning support teacher, additional classes or a combination of these
- o Adjusting teaching and learning strategies
- o Making arrangements for inclusive access arrangements in testing situations

- o Seeking recommendations from external support services (funded by the parents)

The LDS leads in-school professional development to support teachers in understanding the principles of Universal Design for Learning and to develop knowledge and understanding of differentiation techniques

### **The role of Parents**

All parents play an essential role in supporting their child's education.

If learning barriers are identified through the implementation of our referral procedure, parents are expected to:

- Meet the Learning Diversity Specialist to contribute to a discussion regarding the identified barriers to learning and possible goals
- Support the recommendation of the Learning Diversity Specialist to have the student assessed by an external support provider, as necessary
- Support their child's development by implementing strategies recommended by the school or an external specialist, in the home environment
- Support the Learning Diversity Specialist in their recommendation of the type of support package to be implemented i.e. pursue and finance specific therapies and/or treatments
- Meet with the Learning Diversity Specialist for the bi-annual IEP/SSP reviews

### **Subject Teachers and Homeroom Teacher**

The role of the homeroom teacher (Primary) & Advisory teacher (Secondary) is to be at the heart of the support network for each student under their care. Homeroom and Advisory teachers join the dots; they are the first port of call for both parents and teachers and are often in a position to be the first to know when a student needs support.

Classroom or Expat teachers (Primary) and Heads of year (Secondary) work in collaboration with the Learning Diversity Specialist to activate the data collection form at tier one and to coordinate the completion of the form by all of the student's teachers.

All teachers are expected to:

- Follow, implement and document tier one of the referral procedure
- Actively implement Universal Design for Learning<sup>9</sup> principles to inform teaching and learning in their classroom

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<sup>9</sup> <https://www.cast.org/impact/universal-design-for-learning-udl>

- Actively provide additional differentiation strategies
- Frequently refer to student's IEP/SSP documentation and implement goals, strategies, modifications and inclusive access arrangements
- Create optimal learning environments that explicitly connect to prior learning, scaffold skills and understanding as well as affirm identity and build self-esteem<sup>10</sup>
- Share successful strategies for individual students with other teachers in collaborative forums
- Provide the Learning Diversity Specialist with timely feedback on the progress of students at tier one, two, or three
- Support the work of the academic support teacher (where relevant) in their role in implementing the IEP and SSP.

### Learning Support Teacher

- The role of the Learning Support Teacher is to work with the student to promote independence, skills and confidence in line with the goals, strategies and arrangements outlined in the IEP/SSP.
- The Learning Support Teacher collaborates with the subject / homeroom teacher and Learning Diversity Specialist in order to search for or create resources that support access to the curriculum and skill development.
- The Learning Support Teacher attends all review meetings for students they support and reports directly to the Student Success team (Primary) or the Learning Diversity Specialist (Secondary).

### External Support Services

- If an educational psychologist evaluation is required by the school, the LDS refers the parents to the appropriate external specialist service providers.
- The Learning Diversity Specialist updates a contact list of local and expat support professionals available in Jakarta. The parents are responsible for making the appointment, paying all related fees and transport expenses for the external support services.
- Upon completion of the evaluation report, the parents are responsible for providing the School with an English copy of the report as soon as possible.
- The Learning Diversity Specialist is responsible for liaising with all specialist service providers that work with the students on the learning support register in order to create and sustain continuous dialogue regarding supporting the student's development.

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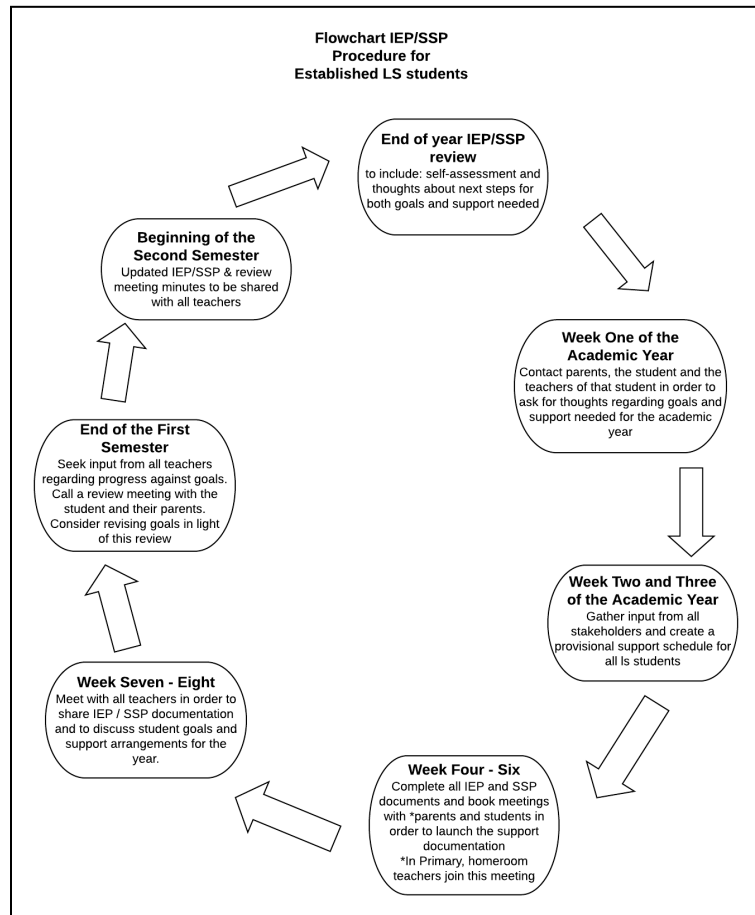
<sup>10</sup> International Baccalaureate. Learning Diversity and Inclusion in IB Programmes Geneva, Switzerland: January 2016, updated December 2018, March 2019, May 2020

### 10.3 Annual Systems for IEP/SSP Review

Once a student has been identified as being at either tier two or tier three, they will be provided with either a Student Success Plan (SSP) at Tier Two or an Individual Education Plan (IEP) at Tier Three for the duration of their tier status.

The SSP/IEP is renewed at the beginning of every school year and reviewed at two points during the course of the school year. The following image captures both the time frame of this systematic process as well as the different people involved at each stage of the process.

Note that this image is included in the appendices of this document,



## 11. Student Success Plan (SSP)

### 11.1 Purpose

All tier two students have a Student Success Plan that spans the entire academic year.

The intention of a Student Success Plan is to document the purpose of support received, the student's goals for the year, strategies they will aim to use, and to give teachers guidance on both differentiation strategies and informal inclusive access arrangements they might integrate into the teaching and learning in their classroom.

The Student Success Plan is built collaboratively and informed by observations and data collected at the tier one stage on the data collection form. Students, parents, specialist service providers, teachers and curriculum coordinators all have a voice in the process of constructing a student success plan.

The Student Success Plan is reviewed at the end of each semester. The May/June review of the Student Success Plan, includes a student self-assessment as well as ideas for what the support and goals might be for the next academic year.

## 11.2 Guiding Principles

[Student Success Plans](#) are:

- **Comprehensive:** The plans cover an overview of the student's learning profile; including student strengths and ways in which the learning barriers impact the student on a day to day basis; goals, strategies and measures, inclusive access arrangements, teacher guidance, changes to the curriculum and/or assessment and a review date.
- **Specific:** goals and objectives are stated in observable outcomes.
- **Sequential:** The plans are based on a developmental or functional sequence of skills.
- **Connected** to Approaches to Learning skills and learner profile attributes.
- **Realistic and Appropriate:** goals and objectives are attainable in consideration of the zone of proximal development.
- **Understandable:** The plans are written in a way that is accessible to students and comprehensible to both parents and educators.
- **Mutually developed:** Specialist service providers, teachers, students, parents, homeroom, advisory and subject teachers collaborate to construct the SSP.
- **Accountable:** The systematic reviews of student progress emphasise accountability for student growth.

## 12. Individual Education Plan (IEP)

### 12.1 Purpose

An IEP is a working document designed to meet the unique individual educational needs of a student who has presented Global Jaya School with an educational psychologist's report. The IEP is developed collaboratively, and within six weeks of either receipt of the educational psychologist report or the start of the academic year.

The IEP is developed by the Learning Diversity Specialist, in conjunction with the student, parents, specialist service providers (where relevant), homeroom teachers and subject teachers. Each IEP will specify the student's personal details, strengths and weaknesses, key goals, inclusive access arrangements, any changes to assessment criteria, an outline of support received both within and outside of school, as well as the people who will support the implementation of the programme. Just as importantly there is a stated review period where progress is evaluated, and plans for further action (if required) established.

The IEP is more than an outline and management tool for a student's educational programme. The process presents a valuable opportunity for parents, teachers, the learning diversity specialist and specialist service providers (when required) to work together as equal participants. This team endeavours to identify an individual student's strengths and needs, determine what support will be provided to support student success, and predict the anticipated outcomes of the specialised program on a time-scale.

The IEP is a document that is revised as the student's learning profile changes. It is a commitment, in writing, to the resources the school agrees to provide and serves as the focal point for cooperative decision-making by parents, school personnel and, where appropriate, the student.

The IEP is also required by the IB as documentation in support of applications for inclusive access arrangements in formal testing situations. The school needs to provide evidence that the student is familiar with working towards the goals and objectives, as outlined in the IEP. Suggested strategies need to be practised in order for the inclusive access arrangements to be effective in formal exam situations.

## 12.2 Guiding Principles

Individual Education Plans are:

- **Comprehensive:** The plans cover an overview of the student's learning profile; including student strengths and ways in which the learning barriers impact the student on a day to day basis; goals, strategies and measures, inclusive access arrangements, teacher guidance, changes to the curriculum and/or assessment and a review date.
- **Specific:** goals and objectives are stated in observable outcomes.
- **Sequential:** The plans are based on a developmental or functional sequence of skills.
- **Connected** to Approaches to Learning skills and learner profile attributes.
- **Realistic and Appropriate:** goals and objectives are attainable in consideration of the zone of proximal development.
- **Understandable:** The plans are written in a way that is accessible to students and comprehensible to both parents and educators.
- **Mutually developed:** Specialist service providers, teachers, students, parents, homeroom, advisory and subject teachers collaborate to construct the IEP.
- **Accountable:** The IEP meets IB requirements for requesting formal inclusive access arrangements for standardised testing situations.

### 13. Supporting Student Success During Online Learning

During any time of school closure, the school activates the GJS Online Learning policy. In order to provide a continuation of support for students already identified on the learning support register, as well as to provide support for all students who may be struggling with success in distance learning, it's important that the Student Success team activate their own protocol at this time.

The following list is a starting point for the Learning Diversity Specialist in an online learning situation, and is not, by any means, exhaustive:

- Students who ordinarily receive learning support should continue to receive their allocated periods of learning support per week. The Learning Support teacher should contact the parent and student in order to plan for how this support could be delivered.
- For students who are on our radar for social emotional barriers or difficult home circumstances, the guidance counsellors will offer video counselling sessions as necessary.

During an online learning situation, many of the observational and reporting tools that we may use to identify students who require additional or alternative support are either not available or may be less effective. Systems that identify students who would benefit from receiving support services during online learning include, but are not limited to:

#### Primary

- Direct counsellor referrals
- Weekly Student Support Team meetings

#### Secondary

- Daily Advisory check in
- An HBL referral form for teachers to complete
- A weekly student wellbeing thermometer survey
- Weekly Student Support Team meetings

In both sections of the school, the child protection referral procedures remain active, in support of student success and wellbeing.



## 14. Policy Monitoring and Review

The Inclusion policy was developed by the whole school learning support team in September 2020, enhancing the policy that was in place prior. The whole school leadership team, and the wider student support team, were involved in the review and update of the policy. The IB document, 'Inclusion and Learning Diversity in IB Programmes' was fundamental in the creation of this policy.

The Inclusion policy will be reviewed by the whole school inclusion team every three years and updates made in consideration of feedback received from students, staff and parents.

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