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|  | Title 50 - Inclusion Policy | Area Teaching and Learning | Compiled by SENCo and SLT | Validity Sept 2022-Jun 2023 |
| | Ratified by Education Team | Review date Sept 2023 | Edition 01 | Changes for previous edition in bold lettering |

AIMS OF THE POLICY

- Define what is considered SEN - G&T and inclusion.
- Outline school procedures for identifying and supporting SEN and G&T students.
- Define the principles of a fair assessment for all students taking into account the inclusive access arrangements that school will implement if necessary.

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. (*Learning diversity and inclusion in IB programmes*, 2016)

At The Academy we recognise that our students have diverse learning profiles with combinations of unique and shared patterns of values, knowledge and experience of the world and their place in it. Thus learning diversity is especially valued in our school for building inclusive communities. We ensure that the needs of all Academy pupils, including students with special educational needs (SEN), are addressed and provision is made available to them. We firmly believe all learners must experience equal opportunities to participate and engage in quality learning. Inclusion at The Academy aims to reduce the barriers to learning and support students to have equal access to formative and summative assessment. Assessment is part of the process of teaching and learning and therefore all access arrangements are applicable to the entire learning journey and not restricted to summative assessment.

The SENCO will work closely with parents, class teachers, assistants and, where appropriate, with outside agencies in coming to a decision about the most appropriate provision for a child with special educational needs.


INCLUSIVE EDUCATION AT THE ACADEMY:

1. Affirms identity and builds self esteem

- We teach all students. Education is a human right.
- We remove barriers to learning for every member of the school community
- We empower the rights and responsibilities of all students in the school community to fully participate in their education, including their IB education
- We utilise the learning diversity as a resource within each learning situation to build an inclusive community (including multilingualism as outlined in the language policy)
- We ensure that all students in the school community have a voice and are heard

2. Provides scaffolding

- We assess prior learning so that relevant incremental steps are incorporated into the learning process
- We use universal and additional support strategies within the classroom
- We ensure that all students in the school community develop The Academy and IB learner profile
- We have strategic plans and IEPs for students with additional needs
- We foster the development of independent learning

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3. Values prior knowledge and extends learning

- We enable assessment that provides all learners with opportunities to demonstrate their learning
- We ensure full potential is unlocked through connecting with, and building on previous knowledge
- We perform a holistic assessment of their background knowledge, understandings and needs to support and extend learning
- We recognise that there are gaps and overlaps in learning for each individual

4. Builds Global Citizens

- We incorporate technology in our learning to support our existing curriculum
- We plan our teaching to ensure variability is accounted for
- We make sure that each student is exposed to teaching and learning that reaches them as individual learners
- We create optimal learning environments, where mistakes are valued and assumptions challenged
- We incorporate the whole school community and take into account the voices of all learners.
- We develop skills to create self-regulated learners through the ATL skills

DEFINITIONS

Inclusion: Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers (IBO, 2016). We believe we can achieve this by fostering a culture of collaboration, mutual respect, support and problem solving.

Special Educational Needs (SEN): SEN represents a broad range of students' individual learning and assessment needs along a continuum of learning difficulties to gifted and talented. Those needs would generally be long term challenges for the student.

Barriers to learning: Barriers are all the obstacles that may prevent or disadvantage a student from participating or effectively engaging in their learning, teaching and assessment.

The following are primary barriers.

Additional language (first or best language is not the language of instruction)

Cultural variations

Hearing

Intellectual exceptionalities

Movement and coordination

Medical

Mental health

Numeracy

Processing


Reading

Seeing

Social-emotional

Speech and language

Writing

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(IBO Access and Inclusion Policy September 2022)

Gifted and talented (G&T): At The Academy we consider students who have the ability to excel academically in one or more subjects as a gifted student (performing above age related average grades or standard scores). A talented student would have the ability to excel in practical skills such as sport, artistic performance or leadership. G&T students may be rapid learners, have excellent memory and vocabulary skills, they may be perfectionists, have strong curiosity, be intense and have a high degree of perseverance in their interest. However they may also be experiencing challenges in other areas of learning and can display behavioural, social, physical/sensory or specific learning difficulties as well. In order to identify these students we collect quantitative data, including test data and results of teacher assessment, qualitative information, and rate of progress. Further evaluation may be suggested. An external psychological or educational assessment will also be taken into consideration

Adverse circumstances: Unforeseen circumstances beyond the control of the student, that may be detrimental to their performance. Such circumstances may include medical conditions/illness with onset or occurrence up to three months before examinations such as injury, severe stress/anxiety, exceptionally difficult family circumstances or bereavement.

Access arrangements: Changed or additional conditions during the assessment process for a candidate with assessment access requirements. These enable the candidate to demonstrate his or her level of attainment more fairly and are not intended to compensate for any lack of ability.

Learning support: At The Academy we define the learning support as the support and/or access required to enable some students (those who have the aptitude to meet all curriculum and assessment requirements but present challenges that prevent them to do it), to reach their full potential in learning and assessment.

Learning support however is not only restricted to students with identified challenges and must be provided to any student who requires support.


TYPES OF SUPPORT

In order to plan for provision at The Academy we contemplate different tiers of support:

Universal support: This is addressed to all students in a regular classroom. As a school we believe that pupils' needs are best met in the classroom and provide high quality teaching, differentiation, flexible grouping and support from the teacher in the classroom. Universal support in the classroom involves using the classroom strategies we discuss in staff meetings, the training by our SENCo, the CPD on Optimus and in NABSS sessions.

Universal support involve using accommodations which benefit all students in the classroom. Accommodations may include changes such as:

- presentation and/ or response formats/products and procedures/processes
- instructional strategies
- time/scheduling
- environment
- equipment
- resources and materials

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Additional group support: This is delivered to students who show difficulties in their learning process when the universal measures are not sufficient to cater for their needs. Additional support is used together with universal measures. Additional support may be intensive phonics, English support lessons, intensive times tables, maths support lessons or after school support in small groups.

Individual support: Individual lessons with our SENCo or school counsellor, CatchUp literacy, support from external agencies, an individual support teacher within the classroom or after school individual support lessons.

The SEN register

The SEN register is kept on isams and is divided into 3 sections:

- Blue Star – mild challenges: these students, as well as universal support, have a Strategic Plan which outlines additional strategies that should be used in the classroom. This may include students who are gifted and talented.
- Yellow Star – moderate difficulties, these students, as well as universal support, have a Strategic Plan which outlines additional strategies that should be used in the classroom.
- Grey Star – moderate to severe barriers to learning currently receiving, as well as universal support, individual in-school support. These students have an IEP inclusive strategy to use in the classroom and the aims of the additional individual support.

Access arrangements


- Internal access arrangements: Students who have either a Strategic Plan or an IEP may also have special consideration while taking internal tests and exams. For example, extra time, allow to have a question read aloud, small quiet room, use of a reading ruler etc.
- External access arrangements: Inclusion Support policy allows for certain arrangements that can be made for the students who require special arrangements in external assessment situations.

Access arrangements for assessments must reflect student experiences in learning. For this reason, this policy states that access arrangements must be applied in learning and teaching to then align with acceptable arrangements in the assessment context. (IBO Inclusion and Access Policy 2018)

There are some access arrangements which are centre delegated and others which require authorization by the IBO or CAIE. The Academy adheres to the guidelines on access arrangements in *Access and Inclusion Policy, IBO September 2022* and the *Cambridge Handbook 2022, Section 1.3*

In order to arrange for special arrangements for the IGCSE and Diploma examinations, the student must have documentation of a formal educational-psych evaluation (or medical report) completed not more than three years from the examination date. Educational evidence may also be provided by the class teachers to confirm the usual ways of working and arrangements that have been put in place to reduce barriers to learning. The access arrangements must reflect the student's normal way of working.

The exception to this is for inclusive access arrangements for additional language learners where the supporting documentation (language evaluation report) must be conducted no earlier than one year before the examination session. In addition, application for the special arrangements will be expected to be submitted to the IBO six months prior to an examination session, i.e. by 15 November for candidates registering for the May examinations session and

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by 15 May for candidates registering for the November examination session. For IGCSE it is January 21st for modified papers and February 21st for all other access arrangements.

Policy prepared with reference to the following legal requirements, and non-statutory guidelines.

SEND Code of Practice 2014, Updated 2020

Ley Orgánica 2/2006 de 3 de mayo, de Educación

Ley Orgánica 3/2020 de 29 de diciembre, que modifica algunos artículos de la LOE.

Access and Inclusion Policy, IBO September 2022

Cambridge Handbook 2022, Section 1.3