

Inclusion policy

Original: October 2017
Revised: October 2019
Validity: Valid until school year 2021-2022

1. Working Definitions

1.1 Differentiated Instruction

Differentiated Instruction (DI) is “a teacher’s response to learner’s needs guided by general principles of differentiation such as respectful tasks, flexible grouping, and on-going assessment and judgment. Teachers can differentiate content, process, and product according to students’ readiness, interests, and learning profile” (Tomlinson, 1999, p. 15). Therefore, DI is “a process of identifying with each learner, the most effective strategies for achieving agreed goals” (IBO, 2010, p. 4).

1.2 Inclusion

Inclusion is “an ongoing and unending process that aims to increase access and engagement in learning for all students by identifying and removing barriers” (IBO, 2010, p. 3). It is a result of collaboration, mutual respect, support and problem solving. Inclusion can be achieved through DI.

1.3 Student Study Team

The Student Study Team (SST) is a team of staff dedicated to identifying and assisting students who are experiencing difficulties by providing early systematic assistance to students and connecting them to appropriate interventions and supports.

1.4 Individualized Education Plan (IEP)

An Individualized Education Program (IEP) is a written statement of the educational program developed by a team of individuals that includes key school staff and the child’s parents designed to meet a child’s individual needs. An IEP identifies the student’s specific learning expectations and outlines how the school will address these expectations through appropriate accommodations, program modifications and/or alternative programs as well as specific instructional and assessment strategies.

2. Policy Statement

Consistent with the IB Mission Statement and the Department of Education’s mandate, CKS College recognizes and respects the diversity of its students who have a wide range of abilities, backgrounds, interests, and cultures. We believe that every student can learn and should be provided with the needed skills that will help them become successful, independent and life-long learners. Hence, it is our vision to provide the necessary resources, guidance, differentiations, scaffolding, and accommodation within the school’s capability so that all students have equal and meaningful access to the curriculum.

Considering the boundaries of the inclusive nature of the IB programmes, we implement a selection process and establish parameters to assure students’ readiness to successfully handle the rigors and demands of each IB programme. The CKS College admissions policy identifies criteria for admitting students to school. Students’ language proficiency as a requirement for admission is well discussed in the school’s Language Policy.

Our application process balances the principles of accessibility with need to ensure provision of accommodation. We may not be able to meet the needs of all exceptional learners, therefore; an applicant can only be admitted into the programmes in the event that his/her needs can be met based on the available resources and services in school. The Admissions Office will consult with the IB Management Team and Learning Support Specialist before accepting students with known special needs into the IB programmes offered by the school.

An applicant who has already been identified as having special educational needs to provide the necessary documentation to the Admissions Office with the application. Application will not be processed until all supporting documentations have been submitted and the school can make informed decision as to whether or not the student's needs can be met. If parents do not provide documentation regarding the applicant's SEN and it later transpires that the applicant had been diagnosed with a condition that would require SEN support, the school will re-assess whether or not the student's needs can be met.

3. Identification of Special Needs

The identification of special needs happens at two stages: at admissions into the IB, and during the teaching and learning stages. This process is led by the Learning Support Specialist, and requires the involvement of all academic staff – teachers, the teacher-librarian, the counselor, Pedagogical Leadership and, as appropriate, external specialists for assessment purposes.

4. Implementation of Learning Support

4.1 Based on the identification and assessment of special needs, the school assesses its capacity to cater to each identified student's particular needs. Should the school decide that the needs can be addressed by the programme, an Optimal Learning Plan (OLP), Behavior Modification Plan (BMP) or Individualized Education Plan (IEP) will be developed and implemented by the Learning Support Specialist in collaboration with the teachers of the student as well as appropriate support personnel (e.g. Guidance Counselor, Teacher-Librarian). Examples of learning support that the school may provide, depending on each student's case, are:

- Modified assessment criteria
- Modified tasks and/or task guidelines (e.g. scaffolded tasks, extended time, modified scope of work)
- Recommendation for specialist support outside school or after classes (e.g. life coaching, shadow teachers)
- After-school support provided by school personnel
- Specification seat/area assignment within the classroom (e.g., for vision problems)
- Designed organizers to scaffold work and manage time

Learning support designed and implemented for each student is evaluated at the end of each school year, but may be modified within each school year as needed or required.

4.2 For DP students: Candidates with Assessment Access Requirements

Reference: *General regulations: Diploma programme*. International Baccalaureate Organization (2016, updated 2019).

- 4.2.1 A learning support requirement(s) is any permanent or temporary requirement(s) that could put a candidate at a disadvantage and prevent him or her from being able to demonstrate his or her skills and knowledge adequately or as may otherwise be defined by law.
- 4.2.2 The IB is able to offer minimal guidance on the teaching of candidates with learning support requirements. However, it is the responsibility of the school to identify and meet the individual needs of candidates enrolled in the school.

- 4.2.3 A learning support requirement(s) often necessitates assessment access arrangements. The IB is able to authorize inclusive assessment arrangements for a candidate with assessment access requirements.
- 4.2.4 If a candidate needs inclusive assessment arrangements, the DP coordinator must make such arrangements and, where appropriate, request authorization for inclusive assessment arrangements from the IB according to procedures stated in the handbook.
- 4.2.5 If the inclusive assessment arrangements authorized by the IB are considered inappropriate for a candidate by a school, a candidate or the candidate's legal guardian(s), the DP coordinator may request a re-evaluation of the candidate's needs to decide whether the authorized arrangements are appropriate. A first re-evaluation of the arrangements will be undertaken by the IB staff who authorized the arrangements. If the first re-evaluation does not then meet with agreement from the school, a second re-evaluation will be undertaken jointly by persons with appropriate qualifications, one who is an IB employee not involved in the original decision and one who is not an employee of the IB. No further re-evaluations are possible after the second re-evaluation. The IB must receive any re-evaluation request from the DP coordinator within one month of the coordinator having received initial confirmation of the authorized inclusive assessment arrangements or the result of the first re-evaluation request, as appropriate.
- 4.2.6 If a candidate is granted inclusive assessment arrangements, candidates and/or their legal guardian(s) are not entitled to claim that they are affected by adverse circumstances in the event that assessment results following such arrangements are not at levels desired and/or anticipated by candidates. The authorization of inclusive assessment arrangements is the sole accommodation by the IB for candidates with learning support requirements.

4.3 Provisions for gifted and talented students

- 4.3.1. **Definition.** Gifted and talented students are defined as “those persons between the ages of four and twenty-one whose abilities, talents and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs.” (d11.org)
Giftedness and talent in this regard may be classified as:
 - 4.3.1.1. General or specific intellectual ability
 - 4.3.1.2. Specific academic aptitude: reading, writing, math, science, social studies, world languages
 - 4.3.1.3. Specific talent aptitude: visual arts, performing arts, musical abilities, dance, psychomotor abilities, creative or productive thinking, leadership abilities
- 4.3.2. **Identification.** The referral process outlined below also applies to the referral and identification of gifted and talented students. This identification may refer to giftedness in certain subject areas or on a wider scale, as per judgment of the Learning Support specialist. The School may also consider, on a case-to-case basis, recommendations from the Philippine Department of Education to accelerate students to a higher grade level based on the national Philippine Educational Placement test (PEPT).
- 4.3.3. **Accommodations.** Provisions for gifted and talented students will be dependent on the programme structure.
 - 4.3.3.1. For the Primary and Middle Years Programme, accommodations may include the development of optimal learning plans for these students, ability grouping and language class phasing, leadership opportunities, and on a case-to-case basis, acceleration.
 - 4.3.3.1. For the Diploma Programme, accommodations may be provided within the context of course selection and the possibilities of electing a fourth higher level course, anticipated courses, and CAS projects. Other accommodations may be made as appropriate.

5. The Role of the Learning Support Specialist

The IB Learning Support Specialist (LSS) is responsible for developing, implementing and evaluating the processes for recommending, assessing, and providing systemic support for students with special educational needs in the IB section of the School. The IB LSS is also responsible for reviewing the School's Inclusion Policy, the development of Individualized Education Programs (IEPs) for students falling under the Learning Support program, and the liaising with external professionals who are involved in student support (e.g. developmental pediatricians, occupational therapists, specialists).

Outline of responsibilities

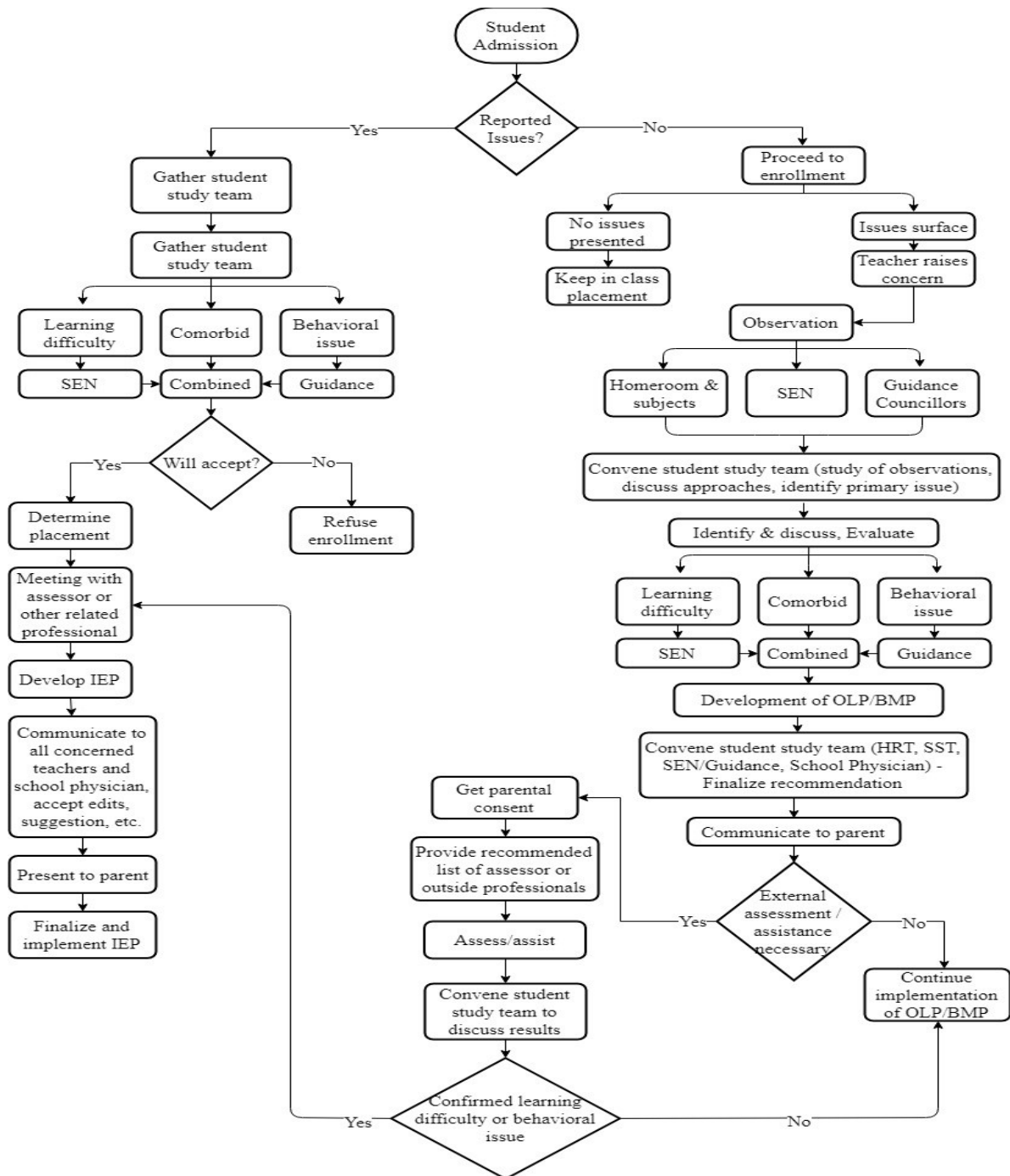
The IB Learning Support Specialist:

- Develops, implements, and evaluates processes for referring, assessing, and providing systemic support for students with suspected and identified special educational needs within the IB section of the School.
- Determines, in collaboration and coordination with Programme Coordinators and the
- Consultant for IB Continuum Development, the parameters and extent to which the School can accommodate and differentiate teaching, learning and assessment for students with identified special educational needs.
- Provides teacher support through classroom observations and training for differentiated teaching and learning.
- Develops Individualized Education Programs (IEPs) for students with identified special educational needs
- Leads case and student-study team meetings for students with identified or suspected special educational needs.
- Develops the School's inclusion policy based on the context of the School.

The IB Learning Support Specialist may maintain other duties in the IB continuum, including other administrative and teaching roles

6. Flowchart of Inclusion Processes: From Identification to Implementation

The following flowchart outlines guidelines for the identification of special needs and the implementation of learning support in the school:



7. Inclusion Policy Involvement

7.1 Review Process and Committee

This policy takes effect in March 2019, and will be reviewed regularly every three academic years. The policy review committee will consist of teachers from different IB programmes as well as members of the IB Management Team.

The Special Education Needs (SEN) Policy is an evolving, working paper. The policy is continuously developed to address unforeseen situations pertaining to students' special needs that may arise in the future. In line with this, this paper will be reviewed by the following, in this arrangement:

- Teacher representatives per programme
- School Counselor
- Learning Support Specialist
- IB Programme Coordinators
- Directors of the English and Chinese Academic Instructions
- School President

7.2 Policy Communication

The articulation of this policy is seen as an effective means of combating prejudice and creating informed and positive attitudes. The IB Coordinator bears also the responsibility of providing copies of this policy to the school community through staff meetings, parent meetings, school newsletter and website.

Hence, this Policy will be communicated to all the stakeholders at the start of each school year. Parents, students, administrative officials, and teachers will be part of an orientation regarding this Policy.

8. Policy Cross Reference

This policy should be used in conjunction with following policies:

- Admissions policy
- Assessment policy
- Language policy
- CKS College PYP and MYP handbooks

9. IB Programme Standards and Practices Addressed (2014 ed.)

9.1 Standard A9:

The school supports access for students to the IB programme(s) and philosophy.

9.2 Standard A9a:

The school strongly encourages participation for all students.

9.3 Standard B1.5b:

The school has developed and implements an inclusion/special educational needs policy that is consistent with IB expectations and with the school's admissions policy.

9.4 Standard B2.8:

The school provides support for its students with learning and/or special educational needs and support for their teachers.

10. References

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