

KCCIS Inclusion/Learning Support Requirements Policy 2021-22

A. Introduction and Purposes

The purpose of the Inclusion/Learning Support Requirements policy is to:

- Communicate to all stakeholders (students, teachers, parents, administrators, etc) within the KCCIS IB community the IB expectations for creating and maintaining an inclusive educational environment
- Recognize the academic and cultural diversity and diverse learning needs of the students
- Provide clear guidelines to all stakeholders by providing information on the assessment access arrangements for students with special learning needs during their preparation of assessment work and in examinations
- Establish clear roles and responsibilities of all stakeholders

The policy draws its authority from: a) **Learning Diversity and inclusion in IB programmes** (IBO, 2016); b) **Candidates with assessment access requirements** (IBO, 2009); c) **The IB guide to inclusive education: a resource for whole school development** (IBO, 2015), d) **Meeting student learning diversity in the classroom** (IBO, 2013), e) **Using Universal Design for Learning (UDL) in the IB classroom** (IBO, 2016) and f) **Access and inclusion policy (IBO, 2018)**. The Inclusion/Learning Support Requirements policy was created in collaboration with students, teachers, parents, and administrators by setting up the Inclusion/Learning Support Requirements policy steering committee.

B. Inclusion/Learning Needs Philosophy and Principles

KCCIS's philosophy concerning students with learning needs is based on the IB standards.

The school values students' prior knowledge and therefore teachers take that into consideration when designing, differentiating and planning for new learning experience.

The school promotes a safe and supportive learning environment for all students including those with special learning needs so that they can thrive academically and emotionally.

The school has clearly defined the admissions criteria to the IB Diploma and Diploma courses in the admissions process. Every student is encouraged to attempt the full diploma, not just IB courses. The school also encourages students who are under-represented in terms of nationalities to apply for admissions.

The school values collaboration and supports collaborative teaching or co-teaching as a way to increase access and participation.

The school is working towards putting support systems in place and removing barriers to learning. Teachers discuss and reflect on differentiation needs and share best teaching practices. Other teaching strategies to address students' diverse learning needs are utilised (***Meeting student learning diversity in the classroom, 2013***). Teachers use a variety of

formative and summative assessments to determine each student's attainment of criteria, identify his/her needs and tailor instruction accordingly.

C. Definitions

Co-teaching: Two or more teachers share responsibility for delivering instruction to some or all of the students in a classroom. There are different co-teaching models (Rojas, 2007)

Differentiation: The process of identifying the most efficient strategies for achieving agreed goals for each student (Learning diversity in the IB programmes, 2013)

Inclusion: "Inclusion is an ongoing process that aims to increase access and engagement in learning by identifying and removing barriers" (Learning diversity in the IB programmes, 2013, page 1)

Inclusive Assessment Access Arrangements: Change or additional conditions during the assessment process for a candidate with assessment access requirements (e.g. change in examination duration, change in examination location, change in presentation format, change in the method of response) (Candidate with assessment access requirements, 2009)

Special educational/learning needs: This refers to candidates with individual learning needs who require access arrangements in assessment conditions to demonstrate their level of achievement (Candidates with assessment access requirements, 2009)

D. Early Identification and Practices to remove barriers to learning

Identification of a student with special learning needs can take place at admissions or anytime during the progress of studies. When a subject teacher suspects that a student may need learning support, the teacher assesses the student work and document strategies that have been tried as successful or unsuccessful. The subject teacher reports the suspected student case to the guidance counsellor. The guidance counsellor then communicates with the parents, other teachers and IB DP Coordinator as appropriate. A parent meeting is set up to share areas of concerns and offer suggestions or referrals to specialists such as clinical psychologists. There are regular counselling sessions between parents, students and the guidance counsellor. The guidance counselor and IB DP Coordinator work with students with special learning needs and their parents on subject choice for university/college admission purposes.

There is no specific IB DP Learning support programme in place. However, the guidance counsellor is learning support trained. The school does not provide testing, but the counsellor provides counseling and support to students who may need learning support with the assistance from the subject teachers. No psychologist and academic support teachers are currently in place despite proposals have been previously put forward to the school's governing board.

The counsellor recommends both push-in and pull-out support, and works with teachers to develop and implement learning support/improvement plans if needed. In the classroom,

teachers differentiate (e.g. increase focus on key vocabulary; use a variety of learning approaches to increase accessibility of subject material) whenever needed.

Students with learning support needs are documented in a confidential list, which is circulated to members of staff only. The list is updated regularly with recommendations for classroom practices.

Students with learning support needs have full access to the IB Diploma on either a full “Diploma” status or “Course” status. So far, the school has not yet applied for inclusive assessment access arrangements (requiring authorisation) via IBIS for any students.

E. Arrangements not requiring authorisation

At the discretion of the IB DP Coordinator (or Head of School), some arrangements are allowed in examinations without the required authorisation from IB Assessment Centre (Candidates with assessment access requirements, 2009, page 10)

F. Roles and Responsibilities

The responsibilities of the Head of School and IB DP Coordinator are to:

- Collaborate with the school guidance counsellor when admitting students who may need learning support
- Adapt and ensure that the policy, procedures and strategies are carried out and monitored efficiently to inform future development
- Consider the student’s choice of subjects (and levels) and whether some subjects (e.g. Design and Technology) may cause difficulties for a student with special learning needs
- Consult with the subject teachers regarding teaching and assessment at the beginning of the IB Diploma programme
- Accommodate a student with special learning needs with the given school resources
- Ensure that teachers are aware of their responsibilities and are given appropriate training/support
- Submit the Inclusive Assessment Access Requirements application along with the supporting documentations on IBIS with prior consent from the candidate and parents concerned
- Make arrangements for approving/appointing a scribe, reader, prompter, practical assistant, communicator etc with parents paying the expenses
- Ensure that special equipments (e.g. a computer and its software) are authorised for use
- Ensure that the candidate has practice sessions with the scribe, reader, prompter, practical assistant, communicator prior to the examination.

The responsibilities of the School Guidance Counsellor are to:

- Oversee and share records of students with learning support needs
- Advise teachers to differentiate to meet students’ needs
- Advise on the need for referral to external professionals (eg. psychologists), liaise with those professionals and share reports

- Update the list of students who may need learning support regularly in collaboration with the subject teachers
- Provide feedback on progress to parents, if needed
- Participate in the transitions process (Year 11 to Year 12) for students who are identified with learning needs

The responsibilities of the teachers are to:

- Be alert to students who may have special learning needs and bring their concerns to the attention of the IB Coordinator and guidance counsellor
- Differentiate the curriculum to meet the learning needs within the class
- Maintain a classroom atmosphere which affirms identity to build self-esteem, values prior knowledge, provides scaffolding and extends learning for all the students
- Participate in the “Progress Review” meetings at the end of each term
- Provide feedback to parents and outline the support that has been practised in class and the progress made by the student

The responsibilities of the parents are to:

- Provide a supportive learning environment at home
- Provide the school with all the information on their child’s needs at admissions and during the duration of studies
- Communicate to the school guidance counsellor, IB DP Coordinator and teachers about their child’s progress
- Seek assistance from the teachers, guidance counsellor, and IB DP Coordinator to meet their child’s learning needs
- Comply with the recommendations (e.g. referral to outside professionals) made by the guidance counsellor, who facilitate learning support

The responsibilities of the students are to:

- Set their own targets and plan accordingly in conjunction with the school guidance counsellor and subject teachers
- Abide by the school policies and procedures
- Participate in various assessments recommended by the guidance counsellor and the parents
- Reflect on the learning progress and seek assistance from the teachers, school counsellor and IB DP Coordinator

G. Ideas for future inclusion in the Inclusion/Learning Support Requirements policy

- Conduct a whole school self-review using the guiding questions provided by the IBO to promote reflections. This is considered as part of the interconnected cycle of inclusion and whole school development.
- Review the process of identifying and supporting the special learning needs of students
- Increase opportunities by appointing in-school Special Educational Needs Coordinator (SENCO) and/or Specialist as well as an in-class Teaching Assistant to implement the policy and support the students in need
- Set up a budget which allows for the development of following resources:

- Training and ongoing professional development for members of staff
- Equipment and modifications that support full access for students with mobility issues or physical restrictions
- Disabled toilet facilities
- Resources (books, software, equipment etc) for use in the classroom
- Library resources and books for teachers
- Provide teachers with adequate professional development training and support so that they can make appropriate accommodations/differentiations for students with special learning needs.
- Investigate the possibility of implementing *Universal Design for Learning* (UDL) in the classroom and the alignment of the UDL framework with the current inclusive practices teachers are using in the classroom
- Develop approaches to teaching, learning and assessment across the IB DP to support the inclusion of a wider range of students
- Include a 5-year plan on the development and implementation on inclusive practices (e.g. How to handle accommodations, Individual support plans/Individualised Educational Plans, differentiated learning materials)
- Provide an alternative pathway (e.g. IB Career-Related Programme) for students who are unable to cope with the demands of the IB Diploma programme

H. IB Publications

IBO. Learning diversity and inclusion in IB programmes, 2018

IBO. Candidates with assessment access requirements, 2009

IBO, The IB guide to inclusive education: A resource for whole school development, 2015

IBO, Meeting student diversity in the classroom, 2013

IBO, Using Universal Design for Learning (UDL) in the IB classroom, 2016

IBO, Access and inclusive policy, 2018

I. Policy Review:

Inclusion/Learning Support Requirements Policy shall be regularly reviewed to assess whether it is working in a satisfactory manner. Reviews shall take place at least once every 2 years, but may occur more frequently as needed. Input shall be sought from all interested parties and amendments shall be made as necessary.

J. Communicating the Inclusion/Learning Support Policy

The Inclusion/Learning Support Policy shall be available to the school community. It shall be posted on the KCCIS website and updated as it is revised.

Drafted by C. Tse, V. Ng and the Inclusion/Learning Support Policy Committee 2017

Revised by C. Tse and V. Ng August 2018

Revised by C. Tse, V. Ng and the Inclusion/Learning Support Policy Committee 2020

Open for further discussions September-October 2020

Public Dissemination November 2020

This policy is subject to review by Mr. Fong / C. Tse / V. Ng / Inclusion/Learning Support Policy Committee in September 2022