

## BISC policy on Inclusion

### Introduction

“In all IB programmes, teaching is ... designed to remove barriers to learning. Teaching is inclusive and values diversity. It affirms students’ identities, and aims to create learning opportunities that enable every student to develop and pursue appropriate personal goals.”

(What is an IB education? 2017:6)

This document outlines our policy on inclusion. Like the IB we are of the opinion that our programme should “enable every student to develop and pursue appropriate personal goals.” Furthermore, we respect the IB’s requirement that we promote “access to an IB education to the broadest possible range of students.” (Programme standards and practices, 2019:10). For this to happen we have instituted the following:

1. *needs assessment*
2. *learning support*
3. *exam support*
4. *culture of collaboration*

This document will address each in turn.

### 1. Needs assessment

In order to provide the appropriate learning support it is first necessary to identify needs. BISC does this through the following:

#### For new students

- Requests previous school reports from new students as well as medical documents outlining any learning needs
- assesses new students by means of an English language test and a test in Mathematics. (Subject specific tests are also possible and delivered if necessary).
- Interviews new students.
- Checks school records on what types of support have been provided in the past.

#### For existing students

- Regular monthly meetings are held to discuss student progress and refer students to the ALN coordinator if required.
- Students who are referred take a literacy test.
- Standard scores are checked against IB document Candidates with assessment access requirements to establish whether scores will qualify for specific access requirements.
- The ALN coordinator will refer the matter to a specialist if required.

### Lucid Exact

If it has been established that students have specific learning needs, students are assessed by means of Lucid Exact, a literacy test that screens students in discreet areas (word recognition, reading comprehension, etc). The report generated allows the pedagogical team to decide on the most appropriate learning support, such as assistance in the classroom, use of computer, etc. Please refer to the IB document Candidates with assessment access requirements for more information on type of assistance.

## **2. Learning support**

The following are the provisions for learning support we provide:

- A. the optimal programme of study chosen
- B. meetings with tutor
- C. academic skills class
- D. the provision of assessment access requirements
- E. differentiation in the classroom
- F. consulting teachers during exam time
- G. learning portfolio
- H. access to a school counsellor / ALN coordinator

It is important to bear in mind that the IB approach to include is that it is about “removing barriers to learning” (Learning diversity and inclusion in IB programmes, 2010: 1), be they physical, psycho-educational, emotional, etc. Therefore, we feel it is our responsibility as educators - whether it means supporting a student who has stress before examinations or supporting a student with dyslexia via access requirements - to ensure that the various support provisions go towards meeting this goal.

### **A. the optimal programme of study chosen**

BISC provides the following programmes:

- IB Diploma programme
- IB Courses programme
- Pre-IB programme

#### **IB Diploma programme**

While we take seriously our responsibility to promote access to the IB diploma programme due to its holistic nature we understand that for various reasons not all students will be able to access the programme even if we endeavor to remove all barriers to learning. The reason may not exclusively have to do with learning needs, but may be the result of student goals - they simply do not need to follow the full diploma programme for what they hope to do following their time at BISC. This will come out through the interview process, where the IB coordinator/career's adviser will determine what those goals are.

#### **IB Courses programme**

If students do not follow the full diploma programme students are requested to choose a minimum of five diploma programme courses (including Mathematics and English). The choice of whether to take these at standard level or higher level will be the student's as advised by the pedagogical team. Students can also choose to be registered for TOK/EE. It is a school policy that all students, irrespective of the programme they follow, are registered for CAS.

### **Pre-IB programme**

The pre-IB programme is a tailor-made programme that combines diploma programme courses with Y11(IGCSE) courses. It is intended as a preparation for students, especially those who may not have the language skills to access the full diploma programme.

### **B. tutorials**

Form tutors form a bridge between the student and members of staff. They are the first port of call for students. IB form tutors meet their students individually at least three times per term to discuss their progress and offer advice. We take as our cue the advice offered in the Guardian's Six basic steps to becoming a brilliant form tutor: <https://www.theguardian.com/teacher-network/2015/aug/26/six-basic-steps-brilliant-form-tutor>.

### **C. academic skills class**

Our academic skills class is a class which is timetabled in the first year for all IB students with the aim of providing students with key academic skills: referencing; taking notes; etc. It is run by our EAL coordinator who is keen to develop the academic and linguistic competence of all students.

### **D. the provision of assessment access requirements**

Access requirements comes from the belief that "all [students] should be allowed to demonstrate their ability under assessment conditions that are as fair as possible." (Candidates with assessment access requirements, 2017: 1). We feel it important however that this not be established at the end of the programme when students face examinations but at the start of the programme, so that these access requirements become a regular feature of their work inside and outside the classroom. The pedagogical team will decide what access requirements may be required and the IB coordinator will submit a request to the IB for approval. The process for identifying such needs is:

1. The IB coordinator establishes any prior learning needs based on school records and interview
2. If prior learning needs are established, the IB coordinator will refer this to the ALN coordinator. The ALN coordinator in turn will establish what support can be offered and give suggestions in monthly meetings. The student may be asked to take a literacy test and based on results the IB coordinator will make a request for access requirements. The form tutor will meet with the student to establish an individual learning plan (ILP), and progress will be checked once a month. The ILP will be communicated to parents and teachers.

3. If no prior learning needs are established before entering the programme teachers may raise a matter with the form tutor and the ALN coordinator. The ALN coordinator will repeat the steps as per 2 above. Alternatively, the form tutor will establish learning needs via tutorial meetings with the student. If a need has been established, the form tutor will decide on the best course of action.

### **E. the learning portfolio**

The learning portfolio is a folder that is drawn up for each student throughout the course of their study, which includes student work, form tutor comments, student reports, IB coordinator communiques and careers' adviser advice. It is largely student-generated and allows the student together with their form tutor to identify areas of strengths/weaknesses, as well as goals. It is also used for parent-teacher consultations, so that parents are involved in the process. The aim of the learning portfolio is to reflect the full gamut of learning in the IB programme as well as hand over responsibility for student learning.

### **3. exam support**

This is closely tied to the provision of assessment access requirements. Requests can be made to the IB for access requirements, which can be found in the document 'Candidates with assessment access requirements'. The document includes the grounds for which requests can be made. The IB coordinator communicates this to all students and parents at the start of the IB programme so that they understand what support can be provided.

### **4. culture of collaboration**

The pedagogical team comprises the following:

1. The headmaster
2. The IB coordinator
3. The respective form tutor
4. The ALN coordinator
5. The EAL coordinator
6. The school counsellor

We are of the belief that a culture of collaboration is key to our success and to that of students. The pedagogical team, which comprises various competences, assembles once a month to determine student needs and the support required. The form tutor is responsible for obtaining feedback from teachers and respective persons (CAS coordinator; TOK teacher; EE supervisor) and communicates this information to the pedagogical team.

### **F. references**

- IBO. 2019. Learning diversity and inclusion in IB programmes
- IBO. 2019. Programme standards and practices
- IBO. 2017. What is an IB education?