IB CONTINUUM INCLUSION POLICY AND PROCEDURES

Revised on May 2024

A Note for Parents

Dear parents,

At Manchester, our school policies are in alignment with the IB's philosophies, standards, and practices. The major objective of our policies is to reflect the values of the IB mission and learner profile.

Inclusion is at the heart of our philosophy. As an IB World School, we are committed to fostering an environment where every student is empowered to reach their full potential, regardless of their background, abilities, or learning needs. We believe that diversity enriches our learning community and provides a foundation for global citizenship.

Our Inclusion Policy reflects our dedication to ensuring that every child has access to the opportunities and support they need to succeed. We embrace the IB mission to develop inquiring, knowledgeable, and caring young people, and we strive to create a learning environment that values and respects individual differences.

All our policies are interlinked and provide path to uphold the attributes of learner profile and its values. The interconnection between the policies were elaborately explained in all our policy documents. We have included the procedures and processes associated with each policy.

We developed the content and structure of our policies, through discussion the stakeholders. These are the policies that the IB has recommended:

1. Admissions

2. Inclusion

3. Language

4. Assessment

5. Academic Integrity

Thank you, in advance, for reading these policies thoroughly.

CONTENT

OUR PRINCIPLES

Our inclusion policy is rooted in the belief that every student, regardless of their background, abilities, or needs, deserves equitable access to learning. We are committed to fostering a respectful, supportive environment where diversity is celebrated, and each student's individuality is valued. By providing personalized support, promoting collaboration with families, and ensuring the well-being of all learners, we aim to create an inclusive atmosphere that nurtures both academic growth and social-emotional development. Our teachers are dedicated to using differentiated instruction and inclusive practices, in line with the IB philosophy of developing compassionate, globally-minded individuals who appreciate diverse perspectives. Continuous professional development and reflection ensure that our inclusive practices evolve to meet the needs of our dynamic learning community.

IB MISSION

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.
These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

OUR MISSION

At Manchester International School, our mission embodies a commitment to fostering a dynamic and innovative educational environment. We wholeheartedly embrace the pursuit of excellence as we inspire and challenge every student to attain their utmost potential. We do this by tailoring our educational approach to each individual's functional level, thereby laying a sturdy groundwork of essential skills, knowledge, and values.

This foundation equips each student with the tools necessary to metamorphose into a well-rounded, highly educated, and productive adult, capable of gracefully navigating the intricacies of our ever-evolving global landscape.

INCLUSION POLICY

OUR VISION

Embracing its legacy as the best school of India, Manchester International School aspires to transcend conventional boundaries by nurturing empathetic and innovative global citizens. Our commitment lies in cultivating individuals who excel as discerning thinkers, collaborative problem solvers, and proactive contributors, all within the realm of truly world-class education. At Manchester International School, we pledge to continuously ignite an intrinsic drive in our students, inspiring them to relentlessly pursue their loftiest aspirations, regardless of their chosen paths. Our vision extends to holistically nurturing each child, encompassing physical, intellectual, emotional, social, and cultural dimensions by:

- Providing tangible learning tools and fostering opportunities for exploration, discovery, and comprehension.
- Creating a nurturing educational environment where learning is both enjoyable and an integral part of life.
- Empowering children to learn how to learn, rather than simply learning what we teach.
- Cultivating motor skills and coordination, encompassing both gross and fine muscular control, through diverse indoor and outdoor activities.
- Enhancing communication skills through the medium of music, dance, literature, drama, and creative arts.
- Promoting a healthy lifestyle through exercise, relaxation, a balanced diet, and personal hygiene.
- Encouraging the development of positive relationships with peers and family, emphasizing the values of sharing and caring.
- Our distinctive vision shapes a future where Manchester International School stands as a beacon of holistic education, propelling students towards excellence and global citizenship.

INCLUSION POLICY

IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world. As IB learners we strive to be:

INQUIRER	KNOWLEDGEABLE
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance
THINKER	**COMMUNICATOR**
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
PRINCIPLED	**OPEN-MINDED**
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
CARING	**RISK-TAKER**
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
BALANCED	**REFLECTIVE**
We understand the importance of balancing different aspects of our lives intellectual, physical, and emotional to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

ASSESSMENT POLICY

This policy outlines the school's commitment to providing comprehensive behavioural counselling services to students, fostering a positive and supportive learning environment. It aims to address behavioural concerns, promote emotional well-being, and equip students with the necessary skills to navigate challenges effectively.

Scope:

This policy applies to all students enrolled in the International Baccalaureate Diploma Program at Manchester International School.

Counselling Services:

• Individual Counselling: One-on-one sessions with a qualified counsellor to address specific behavioural issues, provide emotional support, and develop coping strategies.

• Group Counselling: Small group sessions focused on common themes or concerns, such as stress management, social skills, or grief counselling.

• Family Counselling: Sessions involving students, parents, and counsellors to discuss behavioural concerns, improve communication, and develop family support systems.

• Referrals: When necessary, counsellors may refer students to external resources or specialists for further evaluation or treatment.

Counselling Process:

1. Identification of Concerns: Students, parents, or teachers may initiate the counselling process by expressing concerns or seeking assistance.

2. Initial Assessment: Counsellors will conduct an initial assessment to gather information about the student's behavioural concerns, academic performance, and overall well-being.

3. Counselling Plan: Based on the assessment, a personalized counselling plan will be developed in collaboration with the student, parents, and counsellor.

4. Ongoing Counselling: Regular counselling sessions will be scheduled to monitor progress, address emerging issues, and provide ongoing support.

Confidentiality:

• All information shared during counselling sessions will be treated with strict confidentiality, except in cases where there is an immediate risk of harm to the student or others.

• Counsellors will adhere to professional ethical guidelines and maintain appropriate boundaries in their interactions with students.

Collaboration with Parents:

• Parents will be actively involved in the counselling process and kept informed about their child's progress.

• Regular communication between counsellors and parents will be maintained to ensure consistency and support.

Crisis Intervention:

• In the event of a crisis, counsellors will be available to provide immediate support and intervention.

• The school will have established protocols for handling emergencies and coordinating with relevant agencies.

Evaluation and Review:

• The effectiveness of the counselling services will be regularly evaluated through feedback from students, parents, and staff.

• The policy will be reviewed and updated periodically to ensure its alignment with best practices and the needs of the school community.

Preamble:

This policy outlines the commitment of Manchester International School to ensure all students in the IB program have equitable access and opportunity to demonstrate their learning and achieve success in the assessments. We believe in fostering a diverse and inclusive learning environment that celebrates individual strengths and supports students with various needs.

The Manchester International School's Learning Diversity Needs and Inclusion policy aims to enhance the quality of education for individuals with special needs and diverse needs , by providing a child centric learning approach. This essential part of the school ensures that the school is child friendly and that individual needs are taken care of. Manchester seeks to accomplish this through training teachers, advocating the program in the community, committed service, research, and through collaborative work with professionals concerned with the student in need.

- Everyone deserves a quality education: This is considered a fundamental human right in Manchester.
- School should feel welcoming and supportive: Manchester should make students feel like they belong, are safe, and have the opportunity to grow as individuals.
- All teachers are responsible for all students: Every teacher should contribute to a student's success, regardless of subject area.
- Students come with unique strengths: Learning should build on students' prior knowledge.
- Differences should be celebrated: A variety of backgrounds and perspectives make learning richer and communities stronger.
- Everyone gets a chance to learn: All students will get equal opportunities to participate and succeed.

- Building on existing knowledge is key: Learning will happen connected to what students already understand.
- Success is celebrated, not just measured: Assessments should be designed to help students show their learning and feel proud of their accomplishments.
- Many languages are encouraged : Speaking multiple languages is a valuable skill and right.
- Every student is part of the school community: All students should get a chance to participate in the school's mission and learn to be responsible citizens.
- Student voices matter: Students should feel heard and have their ideas considered.
- Developing well-rounded individuals: Schools should help students grow intellectually, emotionally, and ethically, preparing them to make the world a better place.
- Everyone is included: Diversity should encompass all aspects of a community.
- Learning should be positive: Everyone should experience success as part of the learning journey.

Principles in practice:

- **Equity:** All students have the right to participate fully in the PYP/ MYP/ DP program

  An equitable inclusion policy ensures that students with learning diversity needs have the same opportunities to succeed as their peers. It goes beyond simply placing them in a general classroom. This policy provides the necessary support, like assistive technologies, differentiated instruction, and qualified personnel, to remove barriers to learning. With these supports, students with learning differences can learn alongside their classmates, fostering a sense of belonging and maximizing their academic potential.

- **Accessibility:** Assessments should be designed and delivered in ways that remove barriers and provide all students with a fair chance to demonstrate their understanding.

  To ensure equitable participation, assessments will be designed and delivered in ways that remove barriers and provide all students with a fair chance to demonstrate their understanding. This may involve offering various testing formats, providing additional time or resources, or tailoring instructions to individual needs

- **Differentiation:** Employ a variety of assessment methods and provide accommodations to cater to diverse learning styles and needs.

  To ensure all students reach their full potential, Manchester is committed to differentiated instruction, to cater to the needs of students with a variety of learning styles, abilities, and backgrounds. This means tailoring lessons to meet individual needs by differentiating content, process, and product. Content variation involves offering tiered assignments with varying complexity. Process differentiation includes providing graphic organizers for visual learners or audiobooks for auditory learners. Product differentiation allows students to demonstrate their understanding through different means, such as presentations, essays, or creating models. Through this approach, we ensure all students have an equitable opportunity to learn and grow.

- **Collaboration:** Teachers, learning support professionals, and parents/guardians should work collaboratively to identify and implement appropriate support strategies.

Fostering collaboration is essential for a truly inclusive learning environment. By working together in diverse groups, students with a range of needs and strengths are given the opportunity to learn from each other's perspectives and approaches. Collaboration allows students to develop essential social skills like communication, empathy, and teamwork, while also promoting a sense of belonging and shared responsibility for learning. This collaborative approach should be supported by differentiated instruction that caters to individual needs, ensuring all students can participate meaningfully and contribute their unique talents.

Strong collaboration is key to ensuring all students reach their full potential. Teachers, learning support professionals, and parents/guardians form a powerful team when they work together. This collaboration allows them to identify any learning challenges a student may have. By sharing observations, insights, and information about the student's strengths and weaknesses, they can then develop and implement appropriate support strategies. This might involve individualized learning plans, differentiated instruction in the classroom, or additional resources at home. Through this teamwork, students receive consistent and well-rounded support, fostering a successful learning environment.

The mission is to provide equal opportunities to all students by providing the **least restrictive environment** and to expose students to learning in other areas of life apart from academics and as a school we will ensure that our students with Learning diversity needs are not deprived of such experiences.

Objectives of SEN department:

The special needs department (SEN) in Manchester works towards a variety of objectives aimed at ensuring all students with disabilities can reach their full potential.

Supporting Individualized Learning:

- **Evaluation:** Special needs professionals assess students' strengths, weaknesses, and specific needs. This helps create a personalized learning plan (IEP) tailored to address each student's unique situation. Individualized Education Program (IEP)
- **Instructional Strategies:** The department equips teachers with appropriate teaching methods and resources to cater to diverse learning styles and challenges. This will involve using specialized materials, assistive technologies, or differentiated instruction approaches.

Promoting Inclusive Education:

- **Mainstreaming:** The department strives to integrate students with special needs into the general education classroom setting whenever possible. This fosters a sense of belonging and allows students to learn alongside their peers.
- **Collaboration:** Special needs specialists collaborate with subject teachers to ensure a smooth and inclusive learning environment. This will involve co-teaching strategies or providing support within the general classroom.

Addressing Specific Needs:

- **Skill Development:** The department designs programs to address students' specific needs - social, emotional, behavioral, and physical. This will involve emotional/behavioral support, exercises to develop focus and involvement in social services etc. If needed, students will be referred to professionals outside school for speech therapy, occupational therapy, behavioral therapy etc
- **Life Skills Training:** The department will develop programs to equip students with daily living and independent functioning skills, preparing them for life beyond academics.

Expected Outcome:

- **Improved Academic Performance:** By providing targeted support and addressing individual needs, the special needs department aims to help students with disabilities achieve academic success and reach their learning goals.
- **Increased Independence and Self-Esteem:** The department also focuses on fostering independence, self-advocacy skills, and a positive self-esteem in students with special needs.

  In essence, the special needs department will play a crucial role in creating a welcoming and supportive learning environment that empowers students with disabilities to thrive in school and reach their full potential.

Intervention

1. Identification and Referral:

- Child Find: Manchester takes the responsibility to identify students who may need special education services. This will involve screenings, teacher observations, or parent/guardian requests for evaluation.

- Referral: A teacher, parent, or other professional might recommend a student for a formal evaluation. After compiling a referral form with relevant information, the SEN educator will intervene to understand and analyze the 'problem' whether it is an 'intrinsic one' or is being caused due to environmental factors.

2. Evaluation and Assessment:

- A team of professionals, including special education teachers, psychologists, and therapists, conducts a comprehensive evaluation to determine the student's specific needs and eligibility for special education services. This evaluation considers the student's strengths, weaknesses, and any diagnosed disabilities.
- If needed, the student will be referred to a recognised assessing body outside of the school with the consent of the parent to obtain a comprehensive report.

3. IEP Development:

- If the student is found eligible for special education, where the 'problem' is an intrinsic one, the SEN teacher uses informal assessments and draws up a list of recommendations for individualized programmes. And the team creates an Individualized Education

Program (IEP). If the 'problem' is being caused by environmental factors, the parent's cooperation is sought. If regular counseling is required and parents are informed and referred to specialists.

- The IEP outlines the student's goals, accommodations, modifications, and related services needed to access the IB curriculum and participate meaningfully in school.
- Parents/guardians are involved in developing and approving the IEP
- Criteria to develop IEP (Referred - The IB guide to inclusive education: a resource for whole school development (2015))
  - Learning plans consider what students are good at and what they enjoy learning about.
  - Developing learning plans is a team effort and it's outlined in the school's inclusion policy.
  - Learning plans focus on how to help each student learn best, instead of focusing on any labels they may have.
  - Learning plans use technology in a way that works well with the tools students already use at school and at home.
  - The goals set in learning plans are important to students, parents, and teachers.
  - Learning plans use teaching methods that align with the IB learner profile to help students develop important skills.
  - Evidence is used to track student progress and make sure the learning plan is working.
  - Students take charge of their learning plan meetings.
  - Learning plans respect confidentiality
  - Learning plan development takes into account the local context and legislation, where appropriate

4. Implementation and Progress Monitoring:

- The IEP is implemented in the regular classroom or a combination of settings, depending on the student's needs.
- The special education teacher, subject teacher, and behavioral counselor (if needed) collaborate to provide instruction and support.
- Progress towards IEP goals is regularly monitored, and the IEP is adjusted as needed.

5. Collaboration and Communication:

- Throughout the process, there's ongoing communication and collaboration between the SEN team, subject teachers, coordinators, parents/guardians, and other relevant professionals to ensure everyone involved is on the same page regarding the student's needs and progress.

6. Inclusion Strategies:

- The inclusion department focuses on creating an inclusive learning environment where all students feel welcome and supported.
- This involves professional development for teachers on inclusive practices, promoting peer support programs, and adapting learning materials to meet diverse needs.

Features of Inclusion Policy in Manchester with Inquiry, Action, and Reflection **(Referred page 19- IB guide - developing a school policy for inclusion - https://www.pghschools.org/cms/lib/PA01000449/Centricity/Domain/809/learning%20diversity%20and%20inclusion.pdf)**

Inquiry
Needs Assessment:

- Conduct surveys and focus groups with students, parents, teachers, and staff to identify existing barriers to inclusion within the school community.
- Research best practices in inclusive education for IB schools.

Vision and Values:

- Explore the concept of inclusion and its alignment with the IB Learner Profile.
- Develop a clear vision statement that emphasizes the importance of inclusion for all students in the IB programs (PYP, MYP, DP).

Collaboration:

- Establish a task force with representatives from all stakeholder groups to guide policy development.

Action
Accessibility:

- Identify and remove physical barriers within the school environment.
- Develop procedures to provide accommodations for students with learning differences during instruction and assessments, aligned with IB guidelines.
- Invest in assistive technologies to support diverse learning styles.

Differentiation:

- Train teachers on differentiated instruction strategies that cater to a variety of learning needs.
- Provide ongoing professional development opportunities for staff on implementing inclusive practices.

Support Systems:

- Establish a multi-tiered system of support to identify and address students' academic, social, and emotional needs.
- Develop partnerships with external support services when needed.

Reflection

Monitoring and Evaluation:

- Regularly monitor the effectiveness of the inclusion policy in removing barriers and improving student outcomes.

- Collect data on student progress and adjust the policy as needed.

Communication and Transparency:

- Communicate the inclusion policy clearly to all stakeholders (students, parents, staff).
- Provide opportunities for feedback and suggestions on the policy's implementation.

Continuous Improvement:

- Review the inclusion policy regularly based on data, feedback, and best practices.
- Foster a culture of continuous improvement in inclusive practices throughout the school.

Admission criteria:
The category of challenge will not be bar for admission. The only type of challenge the school is not able to handle at this point is enrolling students with disabilities that the school is not able to support.

Age criteria:
- Students should be age-appropriate for the class in which they are seeking admissions. However, the school will consider students who are over age by one or two years for that class.

Parental involvement:
- Parents must be involved, in formally identifying a student's diagnosis and in IEP formulation.
- After a detailed study by the special educator, classroom teachers and the head of the school, a need for a shadow teacher for the student concerned will be suggested to the parents.
- If need be, parents will be requested to employ a shadow teacher for his/her child who would accompany the child in the classroom, and perform the following duties:

Following would be the duties of a shadow teacher:
• Complies with all rules and regulations of the school.
• Helps Lead Teacher develop, plan, and implement appropriate curriculum and methods.
• Assists Lead Teacher in the development of each child's individual goals and objectives.
• Sets up and maintains appropriate learning environment.
• Attends and participates in required meetings.
• Fortnightly meeting with the Lead Teacher for supervisory meetings.
• Collateral contact with therapists and other members of the child's team is conducted in a professional manner.
• Maintains accurate daily progress notes, data collection, attendance records and completes all paperwork in a timely manner.
• Maintains discretion and confidentiality of child and family information at all times.
• Alerts Lead Teacher to any problems or social information about an individual child
• Seeks professional growth through reading, attending workshops, seminars, conferences, and/or completing advanced course work.
• Communicates professionally at all times with students, family members, consultants, elementary school personnel, referral sources, all other staff members and other providers.

• Supports the child in daily activities such as, reading, playing and doing classroom activities with the concerned child along with other academic and extracurricular activities.

• Functions as a shadow in inclusionary settings for the concerned child.

• Performs other position-related duties and assumes such other responsibilities, the Lead Teacher, Program Coordinator and/or the Program Director may assign.

Strategies:

Examples of Key Teaching Strategies:

• Show by example.

• Structure – simple and short and sequential.

• Give step-by-step directions.

• Use hands on learning

• Use rote drill

• Give oral tests – questions only, questions and answers, answers only, variety of tests – true/false, matching, multiple choices, etc.

• Use tapes, books, tests, assignments, notes, lectures, etc.

• Use simultaneous presentation of materials, i.e., auditory and visual (language master cards, tapes and worksheets)

• Structure activity to guarantee success

• Reduce initial directions as well as assigned task

• Use a variety of media to teach subject matter – movies, pictures, video tapes, etc.

• Structure and reduce environmental stimuli

• Allow students to present their assignments in different media – oral reports, models, demonstrations, etc.

• Relate new concepts to past experiences or earlier taught concepts . Give the student ample time.

• Provide opportunities to improve self-concept

• Encourage student to ask questions

• Be positive – praise when appropriate

• Be a good role model

Early Intervention Strategies:

A child must develop certain essential skills in preparation for his formal education.

The under-mentioned skills are required for academic excellence. ☐ Visual perception and discrimination

✔ Visual sequencing

✔ Visual categorization

✔ Visual memory

Auditory perception and discrimination

✔ Auditory sequencing

✔ Auditory categorization & Auditory memory

✔ Manual dexterity for fine motor skills

✔ Relationship between shapes

✔ Knowledge of up, down, left, right, backwards, forwards

✔ Knowledge of colour.

✔ Language competence such as correct use of tense, pronouns, sentence construction

✔ Ability to follow instructions and to organize thoughts, so that an instruction can be taken or given.

Remedial Intervention Strategies:

Remediation is not instruction. Only when instruction has failed does remediation take over. Difficulties of children in learning can be reduced and improved through appropriate cognitive stimulation. Children in a good remedial program are engaged as active learners and reflective learners.

In every educational setting there are students who are low achievers. Although the causes of low achievement are varied, in many instances students perform poorly because they do not know "how to learn." Research shows that students can be taught how to learn by teaching those learning strategies. Learning strategies are techniques, principles or rules which enable the student to learn to solve problems and complete tasks independently. Learning strategy instruction focuses on both how to learn and how to effectively use what has been learnt.

• Multi-sensory Teaching

• Learning Strategies Curriculum

• Study Skills

• Thinking Skills Program

Accommodations and modifications for students with learning difficulties:
IB- PYP, MYP & DP

PYP PROCEDURE

INCLUSION

Manchester International School endeavors to ensure equitable access to learning for all students in our school. This is committed to identifying and removing barriers to learning. Diversity is seen as a valuable contribution in our school community and we aim to utilize this diversity to deepen understanding in any learning context. At ThIS, each individual has value and is given the opportunity to contribute. This way, we aim to increase access and engagement for learning.

RATIONALE:

"Inclusion is an ongoing process that aims to increase access and engagement in learning for all students. It addresses learning support requirements and questions the broader for all students by identifying and removing barriers. Inclusion is an organization paradigm that involves change. It is a continual process of increasing learning and participation objectives of education, the nature of pedagogy, curriculum and assessment. It is an educational approach to which all schools should aspire. Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community." (Learning diversity and inclusion in IB Programmes).

DEFINITIONS

Learning Differences

Learning differences at Manchester International School include but are not limited to:

- social, emotional and behavioral differences
- medical conditions
- speech differences
- mild to moderate visual/aural impairments
- high ability/giftedness

Learning Differences

The Learning Support program at MIS includes the provision of accommodations both internally and through the IB, modifications to the instructional program, and other determined interventions to enable students to reach their potential. Students receive in-class and specialized support for skill development and curriculum requirements.

Aims of Inclusion

At Manchester International School the aims of inclusion are achieved by:

- Affirming identity and building 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 an IB education
- We utilize 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

Scaffolding

- We assess prior learning so that relevant incremental steps are incorporated into the learning process
- We ensure that all learners belong and experience equal opportunities to participate and engage in learning
- We support learning from a strength based perspective
- We ensure that all students in the school community develop the IB learner profile

- We ensure that all students experience success as a key component of learning
- We foster the development of independent learning.

Extending learning

- We enable assessment that provides all learners with opportunities to demonstrate their learning (as outlined in the assessment policy)
- We make sure that each student is exposed to teaching and learning that reaches them as individual learners
- We incorporate the whole school community and take into account the voices of all learners. (Students, staff, parents and caregivers)
- We develop skills to create self-regulated learners through the ATL skills

Valuing prior knowledge

We ensure full potential is unlocked through connecting with, and building on previous knowledge

- We clearly understand that diversity includes all members of a community
- We perform a holistic assessment of their background knowledge, understandings and needs to support and extend learning
- We recognize that there are gaps and overlaps in learning for each individual

IDENTIFICATION PROCEDURES

Identification of a student with learning differences can occur at any age or stage of development. Learning differences may become apparent as a student progresses through the school. When a classroom teacher observes that a student may need additional support, there is a clear process for referral. This includes parental consent, pre-screening, the development of interventions, and the recommendation for a psycho-educational assessment, as appropriate.

PROCESSES TO DEVELOP INFORMAL SUPPORT PLANS

Learning support teams offer ongoing assistance to identified students through the following   means:

- Pull out sessions:
  Identified special children are taken out from the classroom and taken care by the SEN teacher in the SEN department
  Shadow teaching:
  A teacher is appointed by the special child's parents to support him in his/her classroom.
- SERVICES OFFERED
  Students with documented learning differences will be provided with, after consultation with the Learning Support teacher, any or all of the following support options:
  - In-class support through accommodations by the regular classroom teacher
  - In-class support by the learning support teacher and pullout support
  - Regular classes with pullout support
  - Regular meetings with the school personnel responsible for pastoral care
  The school will also provide information and may refer parents to other professionals outside of school that may help support the development of the student.

RESPONSIBILITIES

- School

Provide training for staff and faculty to successfully implement and support learning differences and differentiated instruction;

Raise faculty and staff awareness of the needs of students identified as having learning differences

Respect the confidential rights of the student and family

Review student progress to inform decisions regarding continued enrolment.

- Homeroom teachers

A successful learning support program requires a high level of collaboration and communication between the homeroom or subject area teacher and the learning support teacher. Homeroom teachers' responsibilities include:

Understanding that some students may have specific learning difficulties and bringing concerns to the attention of the learning support teacher responsible for coordinating special needs service, following the school's identification procedures.

- Parents

Parents have unique knowledge of their child. Parent involvement and participation will improve the informal support plan by:

Providing opportunities for parents and children to participate together in developing language and numeracy.

Using proactive, timely and supportive means to communicate issues of concern.

Supporting the learning targets and actions to be taken by the school to meet those targets.

Discussing their child's progress with the learning support teacher.

- Students

The involvement of students in the development, implementation and evaluation of the support programs is an effective way to develop self-management and independence.

Students should:

- Be aware of their learning goals.
- Actively strive to improve based upon these goals.
- Understand the accommodations and self-advocate for these when appropriate.
- Reflect on their progress in meetings with the parents.

MYP PROCEDURE

In an MYP classroom, inclusion support can take various forms to accommodate diverse learners. This might include differentiated instruction, personalized learning plans, peer tutoring, access to assistive technology, flexible seating arrangements, collaborative group work, and ongoing communication between teachers, students, and support staff to address individual needs effectively.

Some of the accommodations that can be extended to students with learning disabilities

Timely input:

This includes immediate feedback during tasks, timely access to materials and proactive communication with parents . These inputs should support the

students,give them the sense of being valued and help them reach their full potential.

Shadow teacher:

A shadow teacher provides individualized support to students with diverse needs,ensuring they can fully participate in classroom activities and reach their academic goals with inclusive settings.

Study aids:

Study aids include resources like concept maps,graphic organizers, interactive online platforms,and scaffolded learning materials tailored to diverse learning styles.facilitating comprehension and engagement across the curriculum for all students.

Personalized instructions:

Refers to tailored guidance and directions provided to students based on their individual learning needs , preferences and abilities , ensuring that they receive instruction that is meaningful and accessible to them.

Flexible teaching:

This approach supports and provides a learning environment where students can participate and demonstrate their understanding in ways that are meaningful to them.

Seating Pattern

They are designed in such a way to ensure that all students are engaged.These patterns vary based on the different learning styles, physical needs and peer support.

Uncomplicated works:

Such works include simplified instructions,visual aids, interactive materials and differentiated tasks that allows the students to understand the content.

Extended time limit:

Additional time is given for the students to complete the tasks ensuring that they have equal opportunities to demonstrate their know;edge and skills.

Free thinking:

Free thinking motivates students to express themselves authentically and provides an environment where all are respected equally.This is highly encouraged as students explore interdisciplinary concepts and inquiry-based learning.

Collaborative tasks:

These tasks give students with different learning styles and backgrounds a platform to work together.As a result they learn from one another and help in building social and academic skills.

Assessment accommodations

In our commitment to fostering student success, we prioritize accommodating individual needs and promoting effective task completion. This includes granting extra time for completing tasks, recognizing that different students work at different paces. We consistently provide reminders to ensure that tasks are completed on time, offering support and encouragement throughout the process. Additionally, we understand the importance of clarity and accessibility, offering spoken overviews and additional descriptions of tasks when needed to enhance understanding and engagement. Furthermore, we are considerate about spellings and presentations, recognizing their

significance in communication and academic performance. Through these strategies, we aim to create an inclusive and supportive learning environment where all students can thrive.

Parent support:

Parents play a vital role in shaping inclusion policies, fostering environments where all students feel supported and valued. Parents contribute to inclusion policies by providing insights into their child's unique needs, advocating for resources and support services, and collaborating with educators to create inclusive learning environments.

Access arrangements for MYP eAssessments:

Procedure

To ensure equitable access during IB assessments, coordinators are required to submit a request form for inclusive access arrangements, accompanied by teacher-completed details with the support by the Head of the IB world school. These arrangements must adhere to IB assessment procedures outlined in supporting documents, promoting fairness and accessibility for all students.

Supporting documentation:

Official report: A psychological or medical report (undertaken within the last 3 years) by an appropriately qualified professional. Official reports must be legible, documented with letterhead, and signed and dated. The title, name, and professional credentials of the professional are mandatory and should be included with the report.

Educational evidence from the school: A letter or observational record from the coordinator/teacher outlining the difficulties that may be apparent in the classroom, including the access arrangements for learning and assessment provided by the school. Sample work done by the students under timed conditions without access arrangements can be included as supporting documentation.

Access arrangements will be provided based on the official report, educational evidence, and the student's current access requirements.

Consent:

Before submitting the documentation to the IB, consent from the students and parents/legal guardians is important. In the case of transfer to another school, the online application request for inclusive access arrangements must be visible to the new coordinator. In the case of withdrawing the request for inclusive access arrangements, the school must be informed of the same.

DP PROCEDURE

Enrollment phase:

Our process starts with the enrollment process, where prospective students take English language and Mathematics tests, followed by an interview. These assessments help us finalize admission offers and subject selections for students entering the IB Diploma Programme (IBDP). The choice of DP course versus the full diploma is made in consultation between DPC, Head of School, Parents and Student, as mentioned in the Admission Policy of the school.

At Manchester International School, we're dedicated to ensuring fair access and support for all learners. Assessment feedback guides us in understanding students' literacy and numeracy levels, allowing us to provide tailored support in consultation with our Special Educational Needs (SEN) Coordinator. Working closely with our SEN department, we rely on open communication with students and parents to empower our teachers to deliver effective learning support.

Teaching and Learning Phase:

Manchester International School recognizes that students may possess the intellectual capacity to meet all curriculum and assessment requirements but may require additional support to realize their full potential. In alignment with this principle:

Differentiation initiatives for Diploma Programme students will be collaboratively designed with input from the Special Educational Needs (SEN) team, Head of School, the Diploma Programme Coordinator (DPC), and teachers. The aim is to foster academic progress and achievement for all students, including those with learning needs, ensuring that IBDP students can achieve expected progress from their unique starting points.

Our teaching and learning phase is dedicated to promoting individual student achievement, fostering self-esteem, and enhancing inclusion in the mainstream classroom. As stated by the International Baccalaureate Organization (IBO, 2004), our goal is to meet the individual learning needs of all students and improve their integration into the broader classroom environment.
This approach underscores our commitment to providing a supportive and inclusive learning environment where every student can thrive academically and personally, regardless of their learning needs or background.

Examination Phase:

During the examination phase, everyone plays a crucial role, including teachers, the Special Educational Needs (SEN) coordinator, the Diploma Programme (DP) coordinator, The head of School, parents, and the authorization of the International Baccalaureate Organization (IBO). The IB acknowledges the importance of ensuring that all candidates have a fair opportunity to demonstrate their abilities under assessment conditions.

Manchester International School is committed to providing special arrangements for candidates with special needs, in alignment with the IB's principles. This collaborative effort involves coordinating support services, accommodations, and any necessary

adjustments to ensure that every student can showcase their knowledge and skills to the best of their ability during examinations.

Special Arrangements: If necessary, Manchester International School will offer special arrangements for candidates with special needs, subject to approval from the International Baccalaureate (IB).
Documentation Requirement: Two forms of supporting documentation are required when submitting a request for access arrangements for IB authorization.

- An official report that includes: a psychological/medical report evidence from a language test for additional language learners.
- Educational evidence from the school.

Access arrangements are based on a student's current access requirements. The supporting evidence must therefore justify that access arrangements are necessary for the current assessment.

All psychological/medical reports must be undertaken within three years of the intended examination that the request relates to and dated accordingly. However, the IB can be flexible with the date of medical reports for students with permanent sensory and/or physical challenges.

The language test for additional language learners must be conducted no earlier than one year before an IB assessment and the report must be dated accordingly.

Psychological/medical reports:

A psychological/medical report must be written by medical, educational or psychological professionals with appropriate qualifications and/or professional licenses in their country of residence.

The IB reserves the right to query or reject a report if it considers that the signatory (or signatories) may not be suitably qualified to undertake the evaluation and identification. It is not permitted for a relative of the student to write or be involved in the writing of the report.

Educational evidence:

Educational evidence can be a letter/observational report from the coordinator and/or the student's subject teacher(s) outlining any difficulties that may be apparent in the classroom, plus a summary about the arrangements provided to the student in order to access learning and assessment. Educational evidence can also be provided by way of a detailed individualized educational plan for the student, or a sample of work done under timed conditions without the access arrangements that are being requested

Administration of access arrangements during MYP & DP examinations

The school is responsible for making all arrangements for approving and appointing individuals required to support an access arrangement (such as a prompter or reader).

The person providing support must not be another student, a relative of the student, the subject teacher or a representative from an advisory service where a conflict of interest may be apparent or perceived.

The school and the parents are responsible for making all arrangements for assistive technology required for access to learning and teaching and IB examinations. The IB will not pay for the hiring or purchasing of any equipment or software

Arrangements not requiring IBO authorization for IB assessments
Separate room: A candidate may be allowed to take an examination in a separate room within the school for both class tests and IB examinations if it is deemed to be in the best interests of the candidate or other candidates in the group.

Specific seating location/Adapted desk or seat: A candidate with physical, sensory, psychological, or medical challenges, or any difficulty requiring specific seating arrangements, can have appropriate seating arranged by the coordinator.

Use of aids: A candidate who normally uses an aid (coloured overlay or filter lenses, hearing aid, headphones, visual aid, etc) is allowed to use the aid in examinations.

Sign language interpreter: For examinations, a sign language interpreter may be provided to facilitate communication for candidates with hearing challenges.

Communicator: A candidate facing challenges such as sensory or medical conditions, or any other difficulty, may require the assistance of a communicator during examinations to clarify instructions or directions.

Rest breaks: A candidate may be permitted predetermined and supervised rest breaks if required to do so due to medical, physical, psychological or other conditions.

Prompter: A candidate may be permitted the use of a prompter due to attention issues, psychological or neurological conditions, using non verbal prompts.

Care assistant: A student with challenges such as a sensory impairment, medical condition, or any other difficulty may require the support of a care assistant during the examination.

Arrangements requiring IBO authorization for IB assessments

Additional time: Additional time for IB assessments will be authorized on the basis of the eligibility criteria, linked to the degree of the access requirement

Modification in the presentation of the examination
- MYP:
    - Modified on-screen examinations, Access to alternative font/ or text/ background colour for candidates with visual challenges or specific learning challenges.
- DP
    - Access to change in font/ enlarged print/ coloured paper for candidates with visual challenges and text of audio content, Image descriptions or other adaptations to questions, arrangements for colour blindness
    - A non-writable electronic (PDF) version of the examination can be provided upon request for students with reading or visual challenges who require access to reading software.

Flexibility in response:

The following devices, technology, or arrangements can be made with the approval of the IBO, accompanied by specific rules and regulations tailored to each accommodation. These guidelines ensure adherence to standards and effective implementation based on the individual scenario.

Applicable for MYP & DP:

- Scribe (for MYP e-assessment, the scribe will type for the student)
- Graphic organizer(Electronic graphic organizers cannot be used in the MYP on-screen examinations.)
- Text-to-speech
- Talking calculator

Applicable only for DP:

- Word processor
- Speech recognition software
- Four-function calculator(basic calculator performing only the functions of addition, subtraction, multiplication and division.)
- Transcription

Use of human assistance

Family members cannot be appointed as assistants for a student during an examination. This rule applies under all circumstances, including when a request has been made for an alternative venue for examinations to be conducted at home.

Spelling assistant(MYP Only): The spelling assistant can either check spellings as the student is working or at the end of the onscreen examination. This decision must be based on student preference during learning and teaching.

Reasonable adjustments

Any flexibility introduced to learning, teaching and assessment that is not covered in the standard list of inclusive access arrangements is termed as a reasonable adjustment.

This flexibility is unique to a student based on factors such as requirement, way of working, strengths and difficulties.

If the reasonable adjustment being considered for a student is also to apply to IB assessments, then the school must consult with the IB before planning the adjustment. This is to make sure that what is being planned is viable and appropriate for IB assessments. The IB will engage with the school to authorize the most appropriate, supportive, fair and optimal reasonable adjustment.

INCLUSION POLICY

PARTICIPANTS IN POLICY MAKING

- Correspondent
- Head of the School
- Principal- IB
- Program Coordinators (PYP/MYP/DP)
- Head of Admissions
- Admission Team
- Stakeholders

INCLUSION AND THE LEARNER PROFILE

Caring: We promote empathy, compassion, and respect for the differences and needs of others, encouraging students to support and uplift their peers.

Open-minded: Our inclusive practices help students to appreciate diverse perspectives and cultural backgrounds, cultivating a mindset that values and learns from the richness of our diverse community.

Principled: We emphasize fairness and integrity, ensuring that all students have equal opportunities to succeed, while adhering to ethical practices in supporting learners with diverse needs.

Balanced: Through the Inclusion Policy, we support the development of students in all aspects—intellectual, physical, emotional, and social—helping them to maintain a balanced approach to their personal growth.

Reflective: Our inclusive approach encourages students to reflect on their learning experiences and challenges, enabling them to understand their strengths and areas for improvement, fostering self-awareness and continuous growth.

CONNECTIONS TO OTHER IB POLICIES
INCLUSION AND ADMISSION POLICY

The Inclusion Policy and Admission Policy are closely aligned to ensure that all students, regardless of their individual backgrounds, abilities, or needs, have equitable access to education. Our Admission Policy is inclusive, welcoming students with diverse learning profiles and providing them with the support needed to succeed in an IB environment. By upholding the principles of inclusion, we ensure that admission decisions are made with a commitment to diversity, non-discrimination, and the provision of appropriate resources for students requiring additional support. This reflects our dedication to creating a learning community where every child can thrive and fully participate.

INCLUSION AND ASSESSMENT POLICY

The Inclusion Policy and Assessment Policy work hand in hand to ensure that all students are provided with fair and accessible opportunities to demonstrate their learning. Our Assessment Policy is designed to accommodate diverse learning needs, offering differentiated assessment

methods, modified tasks, and appropriate accommodations for students with special educational needs. By fostering an inclusive approach to assessment, we ensure that every student, regardless of their abilities or challenges, can reflect their understanding in a manner that aligns with the IB philosophy of fairness, equity, and holistic development. This commitment ensures that all learners are assessed according to their potential while upholding the integrity of the IB framework.

INCLUSION AND LANGUAGE POLICY

The Inclusion Policy and Language Policy are interconnected to support a diverse learning community where all students, regardless of their linguistic background or language proficiency, have equal access to learning. Our Language Policy emphasizes the development of multilingualism and provides language support services, ensuring that students from various language backgrounds can engage meaningfully with the IB curriculum. By aligning with the Inclusion Policy, we ensure that students with language needs receive tailored assistance, such as differentiated instruction, additional language acquisition resources, and cultural sensitivity, fostering an inclusive environment where every learner can succeed academically and socially.

INCLUSION AND ADMISSION POLICY

The Inclusion Policy and Admission Policy are intertwined to promote an equitable and accessible admissions process for all students. Our Admission Policy reflects the principles of inclusion by ensuring that students from diverse backgrounds, learning abilities, and needs are welcomed and considered for enrollment. We are committed to providing the necessary support systems and resources from the outset, making sure that each student, regardless of their individual challenges or strengths, has the opportunity to thrive in the IB programme. This approach aligns with our inclusive ethos, ensuring that all students can fully participate in our learning community.

CYCLE OF POLICY REVIEW

The policy will be reviewed annually during INSET days as per the curriculum review cycle.

IB STANDARDS AND PRACTICES FOR ASSESSMENT

Our Inclusion policy has been aligned with the new IB Standards and Practices, which became effective October 2020. Please note the related standards below.

Culture 2: The school implements, communicates, and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)

Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)

Culture 2.2: The school identifies in its inclusion policy all of its legal requirements and outlines the school's IB structures and processes for compliance. (0301-02-0200)

Culture 2.3: The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes. (0301-02-0300)

Culture 6: The school implements, communicates, and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)

Culture 6.1: The school implements processes with consideration of the relationship between its IB mandated policies. (0301-06-0100)

Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

Culture 6.3: The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)

Culture 6.4: The school articulates a planned integration of human, natural, built, or virtual resources in all of its IB-mandated policies. (0301-06-0400)

Culture 6.5: The school considers the learner profile in all of its IB-mandated policies. (0301-06-0500)

Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)

Culture 6.7: The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (0301-06-0700)

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