



INCLUSION Policy

Approved by: Board of Directors, January 2018

Last review on: April 2022
Next review due by: April 2023

"Inclusion is the process that helps to overcome the barriers that limit presence, student participation and achievement "

A guide for ensuring inclusion and equity in education (UNESCO)

We understand Special and / or Specific Educational Needs (SEN) within the school context, as the set of characteristics and needs that require emotional support, guidance and / or pedagogical diversification in order to achieve the total inclusion of the student in the classroom and to be able to attend to their needs. It works to achieve an optimal qualitative result in the teaching-learning process within the school curriculum.

In SEN, there are difficulties in the development of the teaching-learning process, either at an academic or psychological level, as well as high capacities.

The entire multidisciplinary team of the school encourages the personal and integral development of the student so as to achieve an optimal development of their process.

Objectives

General objective

To achieve the inclusion and maximum academic performance of all students with SEN within the class group, with maximum efficiency in respect to the teaching- learning process within the school.

Specific objectives

- To provide the opportunity for all students to find their academic, social, and emotional place within the school.
- To create a school team and educational community (families and external services) that accompanies students, by way of the excellence of the teaching-learning process.

The support Centre

The Support Center (SC) of St Peter's School is the department in charge of assessing possible instances of SEN; it acts as an advisor on the strategies and action measures to be carried out to serve students who require psychological and / or pedagogical support.

Support Centre Coordinator

The Coordinator acts as a liaison between the school's Support Centre, the families and the teaching staff. Her main responsibilities are:

- Initiating SEN explorations based on teaching staff requests/family enquiries
- Assigning SEN students to the appropriate SC team member
- Meeting with families to discuss SEN plans
- Referring families to external support services when necessary
- Supporting teaching staff through professional development, meetings and individual sessions as needed

Psychologist

The School Psychologist is responsible for the psychological assessment of academic, social, emotional, and behavioral domains utilizing problem-solving and standardized evaluations. The School Psychologists monitors the completion of case study evaluations and participates in Individual Education Plans (IEPs) that maximize students' social, emotional and educational success. In collaboration with staff, families, students and the community the school psychologist promotes effective educational environments.

Learning Specialist Teacher

The Learning Specialist Teacher provides individual academic support students who are falling behind in class. Her main responsibilities are:

- Helping students to develop effective learning strategies that promote academic improvement
- Educating parents and teachers about learning differences
- Assessing students to identify those who may need support
- Building supportive, trusting relationships with students
- Providing parents and teachers with useful resources for the benefits of students.

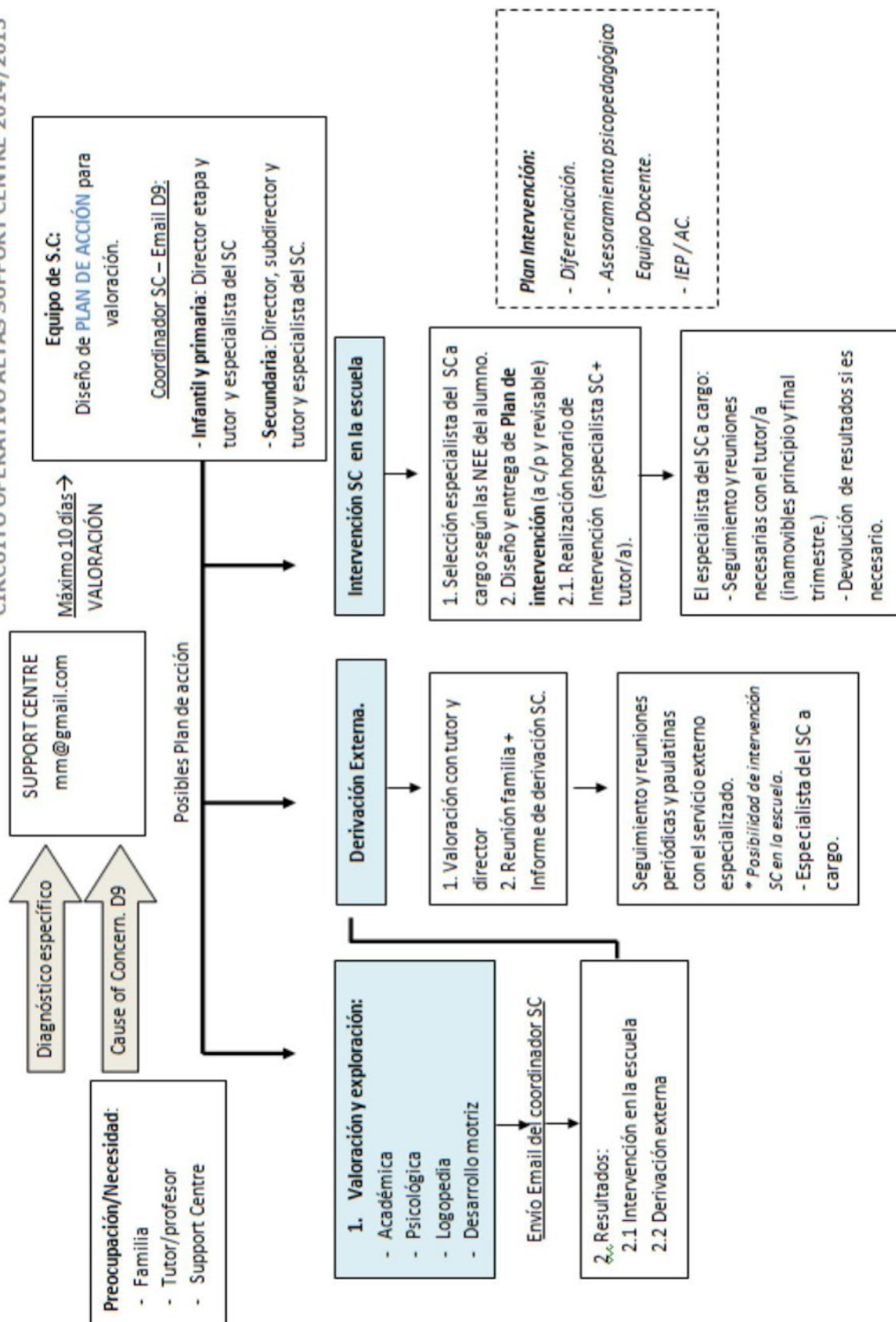
Motor skills Specialist

The Motor Skills Specialists performs a variety of duties involved in planning and implementing instructional and recreational activities appropriate for the developmental needs and skills of children at St. Peter's School. Additionally:

- Communicates effectively with parents, other staff members, and other professionals regarding health, safety, physical, social, emotional, and cognitive issues affecting each child
- Ensures a safe, nurturing learning environment for all students.

When the SC receives a case of possible SEN, an internal exploration and assessment is carried out to assess the educational needs within the corresponding curriculum. Once the first conclusions have been drawn, if it is considered to be a case with SEN, an external referral is made to be able to make a diagnostic evaluation by an accredited center and professional. From the school, we take care to offer and recommend the appropriate professionals that we consider best fit with the student's profile to be able to carry out the exploration. Even so, we leave the decision to go to the professional that suits them best in the hands of the family.

At the same time, the processes of attention to diversity are activated according to the first evaluations obtained by the SC. The formal processes to follow are presented in the following table:



All the measures carried out with the school's students are shared by both the management team, the teaching team and the family. St Peter's School establishes collaboration and interdisciplinary work as a fundamental basis for inclusion. An educational community with strong communication tools and a joint objective are the basis of our path towards inclusion.

All SEN cases are gradually evaluated through follow-ups with the same students, teaching team and family.

Psycho-pedagogical intervention

In order to meet the special educational needs of our students, and due to our commitment to being an inclusive school, at St Peter's we consider it vitally important to accompany both the student, the teaching team and the families.

How do we support Students?

- Offer specific attention (individual or in small groups) to different special or specific educational needs within the classroom.
- Organize the classroom location to meet the needs of the students. Provide specific support strategies within the classroom (visual material, audios ...).
- Offer the necessary academic support to keep up with the class. Create reinforcement and support groups inside or outside the classroom.
- Give individualized support and adaptations in tests according to the needs of the students.
- Enable students to sit exams in independent rooms, (reading aloud, fit adaptation...).
- Enable students to become autonomous learners.
- Activities to promote organization.
- Individualized study techniques.
- Collaborate and accompany in the acceleration processes (partial or total) of students with high abilities.
- Psycho-pedagogical follow-up with students and teachers.
- Advice to the teaching team.
- Enabling students to achieve an IB student profile.

- Psychological monitoring to attend to psychological and emotional needs through personal interviews and counselling with families.
- Identify specific linguistic needs of students arriving at the center.
- Coordinate with tutors so that students with these needs are offered the necessary opportunities established in our linguistic policy, (language reception classroom and follow-up of the phases in language acquisition subjects)

How do we support the teaching team?

- Advice on pedagogical guidelines and diversification for students with SEN. (curricular adaptations, methodologies, teaching materials, adapted exams...)
- Accompaniment in the realization and application of Individualized Plans.
- Advice on the emotional and psychological accompaniment of students.

How do we serve the family?

- Psycho-pedagogical orientation.
- Counselling and psychological support for students with or without SEN

Individual Support Plan (IP)

St. Peter's inclusive education philosophy aligns not only with the IB requirements but with Spanish and Catalan current legislation, in particular the Decret 150/2017 regarding the educational support for students in an inclusive educational system. According to the policies, the following students will need an Individual Support Plan (IP):

- Students with special education needs
- International students with home languages other than Catalan or Spanish
- Students not able to attend school regularly due to medical or legal circumstances.

The Support Center will be responsible for developing, monitoring the implementation and revision of all IPs, with the support of teachers and tutors, as well as the MYP and DP Coordinators.

Policy implementation for MYP

The inclusion and SEN policy affects the entire educational community. The Support Centre team and the management team are responsible for ensuring compliance and application.

The entire educational community participates in the creation of each and every one of the processes to follow. Annual meetings are held at the beginning and end of the course with the teaching team to evaluate changes and operation of the policy.

In the case of students with learning support needs, reasonable adjustments may be necessary to facilitate their access to the MYP curricular framework. For example, any measure aimed at eliminating or reducing any disadvantage that may affect these students. It can be set only for a specific student and can include changes to the presentation of a test or the response method. Although these adjustments may imply changes in specific aspects or criteria of the assessment, the overall learning outcome should be the same.

For students with greater learning support needs, modifications may be required to the specific objectives, assessment criteria, or the descriptors of the assessment criteria for subject groups.

In the case of highly capable students, they will be assisted individually by designing their own plan to respond to each of the cases in the timeliest manner. We will collaborate with the family and with the entire teaching team.

Policy Implementation for Early Years and Primary

The inclusion and Specific Educational Needs Policy affects the entire school community. Therefore, it has to be supported by the Pedagogical and Management Leadership Team, the Support Centre, Class Teachers and families. When talking about inclusion, we are referring to diversity. Every child at St. Peter's should feel welcome, appreciated for who they are, respected and loved by their teachers. All the school community should work towards inclusive classrooms where every child feels part of the school community.

This inclusive community can be created by:

- giving students a voice and a choice in the classroom and in the school, by feeling respected and loved,
- having teachers who embrace their (learning) differences and are willing to learn from each other and contributing to an atmosphere where everyone is valued and respected.

In the case of the students who need learning support, the entire school community participates in the process. The classroom teacher, the Support Centre and the head teacher have regular internal meetings to assess the student's progress. They also have regular meetings with the families to inform them about the child's performance.

In cases of children with specific educational needs, the assistants might have a specific time slot to work with children in order to provide additional support if needed (subject to availability).

Parents are expected to be supportive and involved in their child's educational needs. They are expected to come to the meetings and support the school in what's best for the child.

Policy Implementation for Diploma Program (DP)

Our school, as an IB World School, embraces Diploma students of varied abilities, needs and backgrounds, and provides an education in which their learning is connected to real world experiences and expanded opportunities.

Differentiation

Diploma teachers provide differentiated instruction to all students based on readiness level, interest, and learning style, with the guidance of the Support Centre team. Strategies include small group lesson delivery, enrichment activities, co-teaching, student choice, etc. Teachers work to target those methods where needed and to adjust them based on student feedback and assessment data.

Inclusive assessment arrangements

The IB Diploma Coordinator and Support Centre Coordinator must be informed of students who may require inclusive assessment arrangements for their IBDP exam sessions.

In order for a student to be granted inclusive assessment arrangements, detailed documentation from an education psychologist and/or doctor must be sent to the IB by the school. The IB will then make the decision on the basis of that documentation. Depending on the nature of the learning support requirement, inclusive assessment arrangements can include, but are not limited to, extra time in written examinations, the use of a word processor and a reader. For a detailed list of arrangements, DP & SC coordinators must check the IB's "Access and Inclusion Policy".

Parents/legal guardians must be informed of the process at all times, and their consent is required in order to move forward when deciding to request inclusive assessment arrangements.