



**新东方国际双语学校**

**NEW ORIENTAL ACADEMY**

*A better you, a bigger world.*

[noa.xdf.cn](http://noa.xdf.cn)

## **Inclusion Policy**

The drafting of this policy is an attempt to reflect the current practices at NOA with regards to inclusion, while including our intentions with respect to the same. This process is the beginning of a deliberate and sustained review of inclusive practices at the school which, by provoking discussion through reflection and inquiry, will lead to increased access and engagement in, and an increase in knowledge and awareness of, inclusive education.

## **Inclusion Philosophy**

“In IB World Schools, all students in the IB programmes should have meaningful and equitable access to the curriculum. IB programme principles and practices call for schools to be organized in ways that value student diversity and respect individual learning differences. Valuing diversity and difference is a key aspect of becoming more internationally minded and is an important goal of all IB programmes.”

*Diploma Programme: From principles into practice 2015*

At NOA we recognize that every student is unique and as such has individual needs, which must be considered for meaningful learning to take place. It is within this context which we see teaching and learning as requiring a high degree of flexibility with respect to how, when and where it takes place. However, we also recognize that some students have needs which go beyond those catered for by differentiated teaching practices alone and as such this policy seeks to identify possible strategies which can remove or reduce, as far as possible, any disadvantage that may occur due to the student's learning support requirements, whilst maintaining the academic integrity of the IB Diploma programme.

## **Definition**

Students with identified challenges (such as: autism/Asperger's syndrome; learning challenges; speech, communication, physical and sensory challenges; social, emotional and behavioural difficulties; medical and mental health challenges) may have learning support requirements. Also, additional language learners may receive learning support to bridge and develop their language. However, learning support is not restricted to students with identified challenges and must be provided to any student who requires support.

(From IBDP Access and Inclusion Policy)

## **Inclusive Practice - Roles and Responsibilities**

### *Role of School Psychologist*

- Expert in student well-being
- Identifies and documents any challenges a student may face
- Keeps a record of accommodations and strategies for students with challenges
- Shares accommodations and strategies with teachers to facilitate inclusion
- Works as a supportive advisor to students, parents, and staff

### *Role of Subject Teachers*

- Reports any new, possible, or unidentified challenges to the student's homeroom teacher
- Practices differentiation to promote inclusion and access to their curriculum

### *Role of Homeroom Teachers*

- Responds to subject teacher reports of possible student challenges
- Follows-up with other teachers to confirm whether or not a student may have a challenge



- May arrange any necessary meetings to discuss possible challenges with the student, subject teachers, parents, and school psychologist

### **Inclusion and Admission**

NOA has an open policy of admission to the DP programme. Any student who has completed secondary education, the equivalent of MYP 5, may attempt the Diploma programme. It is the parent's responsibility to disclose any relevant information with respect to the needs of their child/the student. It is important to emphasize that disclosure of this information allows the school to make an informed judgement as to whether they can provide for any specific learning needs. While inclusion of all is the ideal, considerations may need to be made with respect to allocation of resources and impact on the wider school community. As such the DPC of the school may not feel that the needs of the student can be catered for and in the interest of the student may recommend alternative courses of study or learning pathways within or external to NOA.

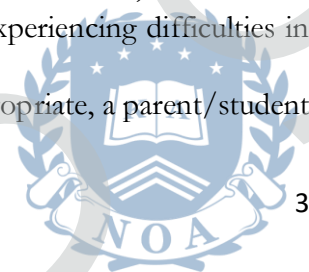
- New students will be admitted to the programme in accordance with the school admission policy.
- If inclusive practices are identified as being required in a new or existing DP student after commencement of the DP, there will be a consultation with the student, psychologist (if necessary) and parents;
- If a student's challenges may impact their ability to navigate the full IB DP, the DPC may be invited to discussions with the student, their parents, and the school psychologist to help assess and advise enrollment as a DP candidate
- Guidance will be given by the IB DP Coordinator and counsellor on careful choice of subjects.

### **General procedures for identification of students in need of inclusive practices**

At NOA flexibility and adaptability are part of the cycle of planning, assessment, teaching and learning. In cases where students are experiencing difficulties, the classroom teacher should try a variety of strategies, such as differentiation, individualized support and scaffolding to help the student overcome those difficulties. The strategies and the planning undertaken are a collaborative exercise between teachers and supporting staff.

The following procedures are in place to identify and encourage appropriate action when students demonstrate the need for support:

- Parents already have an obligation to share with the school any and all information about their child which could impact the school's ability to provide an appropriate program.
- Following this, subject teachers are often the first to identify students who may need support, and they inform the student's homeroom teacher of these concerns;
- The homeroom teacher will investigate whether the student is experiencing difficulties in other subjects
- Teachers will recommend and agree on further action, and if appropriate, a parent/student meeting will be held



- The initial course of action may include a meeting with the parents
- If indicated, it will be recommended that the student meet with the school psychologist or be sent to an outside educational psychologist for testing
- After the results of the testing are known, the administration will inform the teachers about what kinds of accommodation are needed for the student
- If the student intends to enter the IBDP, the IBDP Coordinator will be included in the meetings
- In such cases the IBDP Coordinator will advise on inclusive practices for the Diploma Programme including but not limited to applications for inclusive assessment arrangements.

### **Inclusive Practice, Planning and Assessment**

Differentiation – the first step in developing an inclusive learning environment is differentiation. We recognize that differentiation has many complimentary elements. Further, is important to remember that “differentiation is more than a strategy or series of strategies—it is a way of thinking about teaching and learning.” *Tomlinson and Allen* (2000).

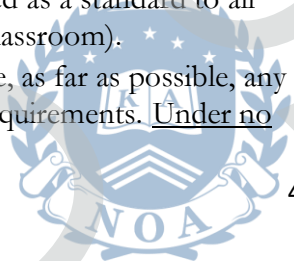
Differentiation according to:

- Curriculum – differentiation by content, process and procedure
- Learning Environments – adaptation of the physical spaces, with whom and where students learn
- Characteristics of the students – readiness for a particular skill or topic, interest in a particular area of study and learning profile that may be shaped by gender, culture, learning style, or intelligence preference

From *Tomlinson and Allen* (2000)

### **Planning inclusive access arrangements during the course of study**

- Once a student is enrolled in the school, it is the responsibility of the school to meet the student’s learning needs, including provision of access to learning and teaching with suitable inclusive access arrangements.
- The inclusive access arrangements provided to a student must be planned at the start or early on during the course of study and be incorporated as the usual way to access classroom work and tests.
- The inclusive access arrangements provided for a student must:
  - a. be carefully individualized, evaluated and monitored reflect the optimal support that the student requires
  - b. be based on current, not past, requirements
  - c. be drawn upon teacher observations in the classroom
  - d. be considered in line with the eligibility criteria for inclusive access arrangements in this policy and in the IB guidelines
  - e. be strictly based on individual requirements (and not provided as a standard to all students with learning support requirements in the school/classroom).
- The purpose of inclusive access arrangements is to remove or reduce, as far as possible, any disadvantage that may occur due to the student’s learning support requirements. Under no circumstances should it give the student an advantage.



- Careful consideration should be given to a student's choice of subjects. The subjects chosen should allow them to demonstrate their strengths and empower them as learners. Schools may wish to consult the IB for advice before the student starts their studies.

### **Inclusive Practice and assessment**

Inclusive practices in formal assessment exist in 3 categories. Those not requiring prior authorization from the IB, those requiring authorization pertaining to additional language learners and those requiring authorization for other reasons. Some of the inclusive practices are outlined below. However, in all cases the exact definitions given in the *Diploma Programme Assessment Procedures* and *Access and Inclusion Policy* should be consulted and carefully followed.

Description of possible inclusive practices for assessments:

- Appointing a scribe, reader, prompter, practical assistant or communicator, as and when necessary, who may assist them as per IB inclusive assessment arrangements.
- Additional time may be authorized for written examinations and internal assessments according to the student's assessed needs.
- Modifications to exam paper (size of font, use of colored paper)
- Extra time for exams
- Deadline extensions
- Assistance with practical work
- Rest periods

The IB Coordinator informs the IBO using the appropriate forms and providing the necessary documentation. Applications for inclusive access arrangements must be submitted with the required evidence 6 months prior to the examination session (15<sup>th</sup> of November for the May session). Candidates must be registered for examinations before access arrangements can be submitted.



## Policy Review Record

Drafted by DPC February 2019

Revisions and additions with DPC & IEC May 2019

All-Faculty Review and Feedback June 2019

VVV Review: June 4<sup>th</sup> 2020

