



深圳市福港艺林学校
Shenzhen Elite International Academy

IB CONTINUUM
INCLUSION POLICY
AND PROCEDURES

A Note for Parents

Dear Parents,

At Shenzhen Elite International Academy, our school policies are rooted in the philosophies of the International Baccalaureate, standards and practices. We strive to reflect the varied aspects of the IB learner profile and the IB mission in every one of our policies.

Our policies have been developed through discussions with teachers, parents and students to determine both content and layout. These are the policies mandated by the International Baccalaureate Organization:

1. Admissions
2. Inclusion
3. Language
4. Assessment
5. Academic Integrity

Our school is a diverse international community which provides us with an immense sense of pride in our school. We intentionally include and appreciate students of all identities, social situations, learning abilities and language backgrounds. By enrolling your child at our school, you are agreeing to respect and promote the diversity of our student community. Our school policies are intended to embrace and encourage student diversity.

In each of our policy documents, you will find the philosophical reasoning driving each policy, your child's rights and community responsibilities, and a description of how each policy upholds the IB learner profile. Additionally, we have included in the appendices the procedures and processes associated with each policy.

All faculty in our school look forward to working with you, as a collective supporting unit for your children in order to ensure that our students receive quality education whilst maintaining the high standards of the International Baccalaureate. This partnership between educator and parent will enable our students to not only know their right, but also their privileged position to be afforded this high quality of education. In addition, we strongly believe that our students should have awareness of what responsibilities are expected of them when gifted with this right to education.

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

Warmest regards,

Xu Xiaolu
School Principal

Miao Hongmei
Academic Principal

Yan Yao
PYP Coordinator

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Our Guiding Principles

IB Rules Regarding Inclusion

Rule 5.8 - It is the practice of the IB to make its programmes available to all students enrolled at IB World Schools. No student will be excluded by the IB on the grounds of race, nationality or national origin, ethnicity, culture, gender, age, sexual orientation, religious affiliation, political beliefs, disability, or any other personal characteristic as prohibited by law. Schools must implement their duties under these rules in a manner that enables this practice to be upheld.

Rule 5.9 - It is the school's responsibility to determine whether it can enrol a candidate with learning support requirements into the programme.

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 Vision

At Shenzhen Elite International Academy we aim to engage students' interest in learning through a music-centric environment. Through the integration of music education and humanistic education we can inspire students, show them new interests, reveal their potential, and enrich their knowledge. We will broaden the horizons of our students and lay a solid foundation for them to explore in-depth in the richness of human knowledge.

Our school uses a comprehensive and balanced curriculum to cultivate lifelong learners who are knowledgeable, risk-takers, caring, and principled. Our students will be taught how to think critically and can help create a peaceful and beautiful world through cross-cultural understanding and respect. They will not only have a global awareness and an international perspective, but also become socially responsible in their own region and world affairs citizen. Our school is inclusive and respects all students. We will encourage positive attitudes and the international citizenship of learners, aim to support the emotional and social development of students, and to cultivate students with necessary skills.

Our Mission Statement

We strive to provide a holistic and balanced education that nurtures the academic, social, emotional, and physical growth of our students. Through our inclusive learning community, we aim to cultivate lifelong learners who are curious, compassionate, and capable of making a positive impact on the world. Our world class curriculum, and multicultural environment foster intercultural understanding, respect, and empathy. We are committed to developing students who are knowledgeable, critical thinkers, effective communicators, and responsible global citizens.

Inclusion Policy

Our Inclusion Philosophy

At Shenzhen Elite International Academy (SEIA) we believe that promoting inclusivity and valuing diversity is essential for allowing all individuals to contribute to the common good and world peace through/based on universal values. To value diversity means to understand, accept and respect the fact that every individual is unique. Inclusive teaching and learning is designed to be inclusive of, and accessible to all students.

Rights and Responsibilities

At SEIA we consider inclusion as a journey, rather than an end. This journey is a constant process of defining, learning, acting, reflecting and redefining.

Community Responsibilities

Students have access to an inclusive learning environment.

Community Rights

School Leadership

- Creates a safe school environment where members of the community feel included, secure, respected and trusted to voice their differences.
- Provide opportunities for the learning community to model, develop and demonstrate aspects of international-mindedness.

Teachers and School

- Convey diversity through the use and display of languages, images and books.
- Challenge assumptions through inquiries that honour diversity (for example, writers from diverse cultures, male and female pioneers, inventors from a broad range of backgrounds, public figures/ representatives from local and global communities).
- Reinforce desired values, dispositions and behaviours in class and on the playground.
- Provide ongoing opportunities to discuss and reflect on cultural, linguistic, ethnic and social diversity.

Students

- Include others in games in the playground and in social activities.
- Engage with different students in the playground and in inquiry groups.
- Are tolerant and respectful of others.
- Show empathy by understanding and sharing the feelings of others.
- Learn that communication is not always necessarily verbal, but can also be non-verbal as in the case of body language. Let go of their own assumptions or prejudices of others.
- Treat everyone with mutual respect, including those who speak a different language, come from a different country or have a different learning need, or belief.

- Resolve conflict through dialogue.
- Help new students feel at home in their new learning community.
- Take responsibility for their own actions.
- Model appropriate behaviours when insensitive behaviours are observed
- Students learn without barriers.

Senior Leadership Team and School Board, in consultation with educators, learning support professionals, parents, students and all stakeholders

- Put in place processes to remove barriers to learning for every member of the school community.

Every Teacher, as a teacher of all students,

- Makes sure that each student is exposed to teaching and learning that reaches them as individual learners.
- Explicitly teaches students how to make mistakes, fail well and overcome obstacles.
- Explicitly teaches students how to succeed well and how to behave appropriately when others make mistakes, fail or face obstacles that they struggle to overcome.
- Involves and includes parents and legal guardians in learning and teaching in an inclusive way.

Student Support Coordinator

- Works in collaboration with relevant team members to invite speakers and visitors to share with the learning community.
- Involves and includes parents and legal guardians in learning and teaching in an inclusive manner.
- Supports students, families, teachers and staff in transition through thoughtful induction programmes.
- Engages locally through a collaborative and constructive relationship with the school's local community.
- Trains staff in appropriate inclusive arrangements

Families

- Provide accurate information about the child's needs and history
- Partner with the school on developing approaches that will support the child's academic development
- Follow through on agreements with the school
- Are prepared to respond to, and discuss, difficult topics such as national identity or local and global conflicts

The whole school community is celebrated for their personal and cultural identities

- Ensures that international-mindedness is embedded in the school ethos through mission statements and policies.

School Leadership

- Creates community links that promote inclusion.
- Celebrates events and activities that promote intercultural appreciation.
- Teachers and School Leadership.
- Encourage and support students to explore multiple perspectives.
- Share their own experiences, interests and viewpoints with students.
- Challenge assumptions through inquiries that honour diversity (for example, writers from diverse cultures, male and female pioneers, inventors from a broad range of backgrounds, public figures/ representatives from local and global communities)
- Challenge disrespectful or insensitive behaviour and comments.
- Have no tolerance for bullying.
- Show respect and kindness to all community members.
- Model internationally-minded values and dispositions.
- Are prepared to respond to and discuss difficult topics such as national identity or local and global conflicts.

Students

- Share their own cultural traditions and stories in classroom discussions and assemblies.
- Value peers and teachers for who they are as individuals.
- Students are encouraged to share their views.
- Listen to other perspectives without making judgments.

The School Leadership and Teachers

- Encourage participation in school decision-making by all members of the learning community.
- Encourage safe and respectful dialogues.
- Encourage independent and collective thinking.

Learning Support Staff

The Learning Support Staff (LSS) provides services to students with academic, behavioural, social, and emotional needs and supports teachers in the selection and use of appropriate strategies/interventions within the classroom. The Department offers support to students in whole class, small group and individualized sessions. Additional support may be provided on school premises and parents/legal guardians are responsible for the associated fees.

Learning Support Coordinators: Learning Support coordinators liaise with school personnel, state agencies and private entities to coordinate the delivery of services for students on the learning support register. They provide guidance on interventions and strategies teachers need to address the challenges of students based on the concerns presented in the collaborative cycle meetings or by parents.

Additionally, they supervise the learning support staff, ensure the necessary systems are in place to identify and refer students with difficulties and develop initiatives and programs to promote academic advancement and student wellbeing.

Learning Support Teachers: Learning support teachers, in collaboration with subject and homeroom teachers, develop and implement individualized intervention plans addressing academic and behavioural/social/emotional concerns. They also monitor progress toward goals and coach teachers in the use of differentiated strategies.

School Psychologist: The school psychologist administers evaluations and provides therapeutic services to students. After initial consultation or several therapy sessions, the school psychologist may make the determination to continue working with the student or refer the student to an outside professional.

School Counsellor: The school counsellor facilitates group and individual sessions geared at building students' self-awareness, self-esteem, self-efficacy, self-confidence and general well-being.

Inclusion, IB Learner Profile & Approaches to Learning

The learner profile attributes and the approaches to learning (ATL) provide the foundational skills and dispositions for the development of inclusion. An inclusive learner:

- is a competent communicator.
- is open-minded and knowledgeable.
- is a caring and principled thinker.
- uses his or her curiosity and research skills to inquire about the world.
- thinks and reflects critically about opportunities and challenges.
- takes action for positive changes (for example, to promote intercultural understanding, foster caring relationships, to care for self and others).
- takes risks to further self-development and understanding of others.

SEIA is an IB candidate school and we employ the learner profile throughout all areas of school life. Some of these are represented within the inclusion policy to encourage and foster lifelong learning amongst our school community.

Principled: We act with fairness and respect for the dignity of our students. We consider the consequences of decisions as we make them.

Caring: We show empathy, compassion, and respect for the needs of our students and our community. We try to make a positive difference in people's lives.

Balanced: We understand that intellectual, physical, and emotional status is important for a student's well-being. We will strive to meet all three of these needs for students while at ISH.

Reflective: We regularly reflect on how we can recognize learner's differences and best support children in an inclusive, intercultural environment. It influences our teaching practice and leads to personal growth for the entire school.

Connections to other IB Policies

Inclusion and Admissions

During the admissions process, applicants will need to provide complete documentation of their academic history, educational evaluations, and details of extra academic or specialist support they have

had or are currently receiving (evaluation reports, individualized learning plans or individualized education plans, documentation of diagnosis, etc.). This is in accordance with the ‘Shenzhen Elite International Academy Admissions Policy’. Our school expects families to disclose evaluation reports (educational psychological speech, occupational therapy etc.) or documentation that informs if a student is to receive additional services in class.

Inclusion and Academic Integrity

At SEIA, we believe that students and teachers should act with integrity and academic honesty at all times. All students are provided with detailed guidance in developing the skills necessary to uphold academic honesty standards. Subject teachers are responsible for defining and instilling academic honesty skills within their subject group and the school librarian organises seminars on related topics (plagiarism, copyrights, etc.).

Inclusion and Language

Students wishing to be admitted to PYP 4&5 must take an English screening test before entry. The English screening test is also used as a language placement test to ensure accurate phase placement. Students with identified learning difficulties are granted inclusive access arrangements (e.g. additional time, assistive technology, etc.) for the placement test, as required by their Individualised Education Program.

Inclusion and Assessment

Students with identified learning difficulties are allowed inclusive access arrangements and reasonable adjustments (e.g. additional time, use of assistive technology, breaks etc.) for all assessments in one or more subjects throughout the year, as appropriate to their needs. In the PYP, particularly, the procedure for identifying students’ needs and granting access arrangements requiring authorization is in compliance with the IB Access and Inclusion Policy requirements and is listed in the students’ Individualised Education Program.

Storage of Information

Students' physical and electronic files are stored and managed in compliance with the general data protection regulation (GDPR) guidelines. The Learning Support Staff is responsible for ensuring that data related to students receiving learning support services are held in the strictest of confidence. The files of students receiving learning support are managed by the Learning Support Coordinators. Access to these files is given to key personnel including the admissions officer or school secretary who may need it for administrative purposes (i.e. for updating student files and transmitting data via the school's secure mailing system, respectively). Teachers and other staff will be given restricted access to student files as needed. The learning support staff is responsible for reading and synthesising evaluation reports and including pertinent details in the Background section of the students' academic intervention plans (AIPs). Students' AIPs are kept on the *Shared Drive* and can be accessed only by teachers and faculty members who work with that student.

Transfer of Information

Transitioning from the Primary to the Middle School involves an initial meeting with the PYP 5 teachers, the learning support teachers in the middle school and PYP 5, and the PYP and middle school learning support coordinators who discuss the PYP students and determine what their needs are to facilitate the development of a transition plan and guarantee a smooth transition into the middle school. When students leave SEIA to go to another school, SEIA makes learning support information such as assessments results, evaluation reports, intervention plans and correspondences regarding the student's learning support service delivery available to the prospective schools solely at the written request of the parents/legal guardians. After a student leaves SEIA, their records and learning support documentation are kept for a period of 6 - 12 months before being destroyed. PPR-evaluations are kept for 5.

Differentiation

At SEIA, students are immersed in differentiated, evidence-based and culturally responsive courses of study to cater to their diverse learner profiles and needs. The Learning Support Department promotes differentiation by actively planning lessons with classroom teachers and using the data gleaned from formative assessments, students' interests, experiential backgrounds, abilities, knowledge and social-emotional skills to determine the individual needs of students and provide differentiated strategies and accommodations accordingly.

Cycle of Review

Following a full review by teachers, students, parents, the Pedagogical Leadership Team and the Board of the school, this policy has been published in February 2023 and applies from September 2023 - 2024. Policies will be reviewed and updated during the January curriculum day each year.

Appendices

Learning Support and Service Delivery

Early Years and Primary School

SEIA promotes the implementation of evidence-based interventions to ensure equity and access across the curriculum. In the Primary School, we offer a continuum of services which is characterized by the learning support teacher providing academic, behavioural, social and emotional support to students in intensive individualized and group sessions to the students in the resource room. The learning support teacher also provides individualized and small group or whole class facilitation during specific lessons in the classroom. Additionally, the learning

support teacher works alongside the classroom teacher to plan and deliver all the lessons to all students. Students find themselves anywhere on the continuum every week based on their established proficiency (formative assessments or evaluation reports) on the topic to be covered. Students also receive individualized or small group sessions weekly, from the school psychologist and school counsellor to address social, emotional and behavioural concerns.

Included as part of the school fees, SEIA offers four individualized or small group sessions weekly to students who are experiencing challenges accessing the curriculum. Sessions in excess of four lessons per week are paid for at a subsidized rate by the parents.

To evaluate the effectiveness of service delivery and ensure the uniformed dissemination of communication among all stakeholders, academic intervention plans and behaviour intervention plans are created. In the Primary School, there are five types of academic intervention plans designed to help staff monitor student progress, indicate where students are in the referral process, guarantee continuity in the event of staff turnover and keep parents informed of students' goals and their progress towards them. Academic intervention plans are individualized plans developed for every student who is not performing at their grade level. Development of academic and behaviour intervention plans is based on input from all stakeholders (i.e. parents and all staff members interacting with the student).

There are five basic academic intervention plans used in the Primary School:

1. English as an additional language plans (EAL plans) are used to plan for English language learners.
2. Gifted and talented plans (GTPs) are assigned to students who are performing significantly above grade level expectations in intellectual (FSIQ above 125), creative, academic (achievement test scores in the exceeding expectations by two or more grade levels) and/or leadership skills.
3. General support plans (GSPs) are designated to students who are experiencing slight difficulties. The classroom teachers develop the GSP to address the student's academic needs in class. This document embodies the student's strengths, interests and areas of need. It also outlines the goals targeted, the intervention(s) to be applied, the duration of the application

and results attained. Once completed, the class teacher apprises parents/legal guardians of the results and appropriate next steps. The data gathered including the meeting notes serves as the referral form for students who did not respond well to the interventions applied on the GSP.

4. Individualized learning support plans (ILSPs) are reserved for students who are not meeting grade level expectations but have no diagnosed learning impairment. The plan presents background information on the student, individualized goals and related interventions/strategies and inclusive access arrangements (for e.g. frequent breaks, extended time, weighted pencil, noise cancelling headphones, visual schedules, adapted seats, calculator...) to be applied.
5. Individualized education plans (IEPs) are developed for students with diagnosed disability. The plan details background information on the student, individualized goals, related interventions/strategies and inclusive access arrangements (such as frequent breaks or assistive technology devices which may range from low tech devices such as pencil grips and fidgets; to mid-tech devices such as screen magnifier and audio books and high tech devices such as electronic tablets, speech-to-text and text-to-speech devices) to be applied on assignments and assessments.

In addition to AIPs, behaviour intervention plans (BIPs) are created after a functional behaviour assessment (FBA) has been conducted. BIPs are implemented to stem undesired behaviours by teaching replacement behaviours. This behaviour modification plan may require the involvement of all or some members of staff as well as parents.

Students may be placed on one of the aforementioned plans based on discussions from the collaborative cycle sessions or via the learning support referral process. During the collaborative cycle meetings, all staff members who provide services to a specific year group convene to highlight and discuss concerns surrounding students' social, emotional, organizational, motor, behavioural, and academic performance. Strategies are proposed during the collaborative cycle sessions and general learning support plans are created and implemented by the class teacher thereafter. If students do not make anticipated progress within 6-8 weeks of employing the strategies from the GSP, they are referred to the Learning Support Department for further assessments and more targeted interventions.

Individualized Education Programs

For all students with identified learning difficulties, the Learning Support Team will design an Individualised Educational Program (IEP) together with the student, their family, the student's subject teacher(s) and any private service providers. The IEP describes the goals the student sets for themselves during the school year, as well as any special support needed to help achieve them. The IEPs are tailored to each individual's specific needs and are developed with a focus on students' skills, interests and well-being. IEP development is a collaborative process that is led by the student in a meeting between the student, their family and the Learning Support Team. The plan is then discussed and finalised with the students' subject teachers (including any private service providers) to document all the teaching strategies and access arrangements that help support the student effectively, but also the exact role of each of the support agencies in order to assist the student in reaching their individual goals. The plan is then evaluated every three months in follow-up meetings with the family and the faculty and is adjusted accordingly with aim to optimise the model of support for the student using an evidence-based approach. In some cases, families may be asked to commit to providing extra support which may include financial contributions or specific resources to aid the learning process.

Social-Emotional Support

The Advisory team, Principal, Learning Support Coordinator along with the Counsellor and Psychologist work collaboratively within their division with families and students to ensure that barriers to success are minimized. The model for social/emotional support in the Secondary School is summarized in the following infographic. The arrows indicate the flow of communication between the different agencies involved in our social-emotional support model.

IB Standards and Practices for Inclusion

Our school Inclusion Policy is in alignment with the requirements for policy development as described in the New Programme Standards and Practices (2020). In particular, we base our policy implementation on Standard 0301 in order to nurture a school culture that acknowledges and celebrates diversity. The entire school team is included in yearly reviews of the Inclusion Policy.

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)

Additional Readings

What is an IB education? (2019) Access and Inclusion Policy (2018)

Meeting Student Learning Diversity in the Classroom (2019) Learning Diversity and Inclusion in IB programmes (2016)

The IB Guide to Inclusive Education: a resource for whole school development (2019) Using UDL in the IB classroom (2016)

Programme Standards and Practices (2014)

New Programme Standards and Practices (2020)

PYP: From Principles into Practice International Mindedness Assessment

Learning Diversity in the International Baccalaureate Programmes