

# **GATEWAY INTERNATIONAL SCHOOL**



## **Learning Diversity and Inclusion Policy**

Last Reviewed on May 2022

## **Vision and Mission Statement of IB**

### **Mission Statement**

“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, government, and international organizations to develop challenging programs of international education and rigorous assessments.

These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people with differences can also be right.

## **Vision and Mission Statement of GIS**

### **Vision**

Creating responsible global citizens who realize their maximum intellectual and human potential.

### **Mission**

GIS provides a whole education program that balances academic excellence with character building.

We foster knowledgeable, unbiased, caring inquirers with an inclusive perspective by inspiring them to become lifelong learners, peace ambassadors, and tomorrow's leaders in the local as well as the global context.



# 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:

## INQUIRERS

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.

## KNOWLEDGEABLE

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.

## THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## COMMUNICATORS

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

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.

## OPEN-MINDED

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

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.

## RISK-TAKERS

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

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.

## REFLECTIVE

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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

## **Learning Diversity and Inclusion Policy**

*\*Gateway International School's Inclusion Policy will be reviewed by the Head of the School, the programme coordinator, staff members and a special needs educator at the beginning of each academic year.*

### **School Ethos**

- Believe that all children should have equal opportunity to attend our school which includes children with gifted, average and at-risk.
- We make reasonable adoptions to ensure various needs, accommodating, assessing, and instructing children with diverse needs.
- We ensure that pupils have equal opportunity, full participation, and protection of their rights.
- We identify and provide supportive services to the individual needs of all students.
- Set perfect ambience for enhanced learning.
- We value individuals and provide scholarships for children with weak financial backgrounds.
- We ensure that parents can play their part in supporting their ward's education.

### **Philosophy**

At Gateway International School, we believe that diversity is central where all students receive meaningful and equitable access to the learning curriculum. Goals include making them self-sufficient, caring, and reflective members of society and productive citizens in local as well as global contexts. Children with mild and high functioning in the intellectual areas will be provided admission.

#### **The category is as follows:**

Autism Spectrum Disorder, ADD, ADHD, Learning Disabilities, Delayed in Speech & Language and Developmental Delay. It is our vision to provide learner-centred IB instruction where all students receive the necessary resources, guidance, and differentiated instruction needed for their success. The inclusion policy will be a working document for the staff and administrators and it connects to the vision of the school.

### **Learning Diversity and Inclusion Policy**

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can successfully be achieved in a culture of collaboration, mutual respect, support, and problem-solving.

**The inclusion policy is framed following the IB standards and practices as follows:**

- Leadership 1: The school regularly reviews and follows all IB rules, regulations and guidelines to support programme implementation and ongoing development. (0201-01)

- Leadership 1.1: The school clearly articulates its governance and/or leadership structure and establishes roles, responsibilities and mandates for ensuring programme implementation and development. (0201-01-0100)

- Leadership 1.2: Leadership and governance understand all IB rules, regulations and guidelines, and have put in place structures and processes to ensure compliance. (0201-01-0200)

MYP 2 (if applicable): The school complies with the IB regulations and procedures related to the conduct of MYP eAssessment. (0201-01-0222)

DP 2: The school complies with the IB regulations and procedures related to the conduct of all forms of DP assessment. (0201-01-0232)

- Leadership 5: The school funds and allocates resources that sustain and further develop its IB programme(s). (0201-05)

- Leadership 5.1: The school funds adequate resources to implement the programme(s) and meet programme requirements. (0201-05-0100)

PYP 1: The school allocates adequate resources to support collaborative planning amongst subject specialists and classroom teachers for transdisciplinary learning. (0201-05-0111)

- Student support 1: The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01)

- Student support 1.1: The school provides adequate resources and facilities by programme documentation. (0202-01-0100)

- Student support 1.3: The school provides effective learning spaces and learning environments. (0202-01-0300)

- Student support 1.4: The school provides technologies that facilitate effective communication with the IB community and ensure access to current resources that support engagement with local, national, international and global contexts. (0202-01-0400)

- Student support 1.5: The school uses programme documentation to inform the use and/or design of learning spaces which allows for flexibility and collaboration. (0202-01-0500)

MYP 1: (if applicable) The school complies with IB assessment requirements with regards to the security and administration of examination materials, and the provision and delivery of access arrangements. (0202-01-0521)

DP 1: The school complies with IB assessment requirements with regards to the security and administration of examination materials, and the provision and delivery of access arrangements. (0202-01-0531)

- Student support 2: The school identifies and provides appropriate learning support. (0202-02)

- Student support 2.1: The school implements and reviews systems and processes to identify the needs of students. (0202-02-0100)
- Student support 2.2: The school supports the identified needs of students, and evidence of this support through planning, policy, and practice. (0202-02-0200)
- Student support 2.3: The school provides staff, facilities and resources as outlined in their inclusion policy. (0202-02-0300)
- Student support 2.4: The school demonstrates a commitment to making the most effective use of learning spaces and learning environments in ways that meet the needs of all students. (0202-02-0400)
- Student support 3: The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03)
- Student support 3.1: The school identifies and allocates spaces and resources to support the social, emotional, and physical well-being of its students and teachers. (0202-03-0100)
- Student support 3.2: The school demonstrates in its systems, processes and policies attention to the social, emotional, and physical well-being of its students and teachers. (0202-03-0200)
- Student support 3.3: The pedagogical leadership team and teachers support students' social, emotional and physical well-being. (0202-03-0300)
- Teacher support 3: The school provides time and other resources for teachers to
- collaborate effectively in the implementation of IB programme(s). (0203-03)
- Teacher support 3.1: The school allocates dedicated and scheduled and/or timetabled time for teachers' collaborative planning and reflection. (0203-03-0100)

MYP 1: The school allocates adequate time for teachers to collaborate and ensures that they use that time effectively to plan and implement the MYP by programme documentation. (0203-03-0121)

- Culture 1: The school secures access to an IB education for the broadest possible range of students. (0301-01)
- Culture 1.1: The school implements and reviews an access and/or admissions policy that clearly describes the conditions for participation in the school's programme(s). (0301-01-0100)
- Culture 1.2: The school provides relevant support materials, resources and structures to promote access to the school's programme(s) for as many students as reasonable. (0301-01-0200)
- Culture 1.3: The school provides opportunities to access the programme(s) for the broadest possible range of students. (0301-01-0300)

PYP 1: The school articulates and demonstrates the PYP to include all students, regardless of learner variability unless the school's regulatory environment precludes full enrollment and requires the school to offer the relevant national or state/provincial curriculum to certain students. (0301-01-0311)

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

### **Identification of students with diverse needs on their learning abilities:**

- During the time of admission of a child with previously the special needs teacher interviews parents and thoroughly studies the medical history and the reports provided by medical and rehabilitation professionals such as paediatricians and clinical psychologists. Also, the teacher studies the evidence from a language test for additional language learners.
- Students with SEN are identified by their homeroom teacher or subject teacher with the help of a checklist designed by a specialist educator. The teacher monitors the children based on strands and later recommends them to a special educator.
- The specialist educator identifies any concern with the child and standardized assessment tools are conducted.
- If the student meets the eligibility requirement, an Individual Education Plan (IEP) will be developed by the SEN Team (including the parents, guardians, and the class teacher) to address the special education services needed by the student.
- Once the evaluation has been carried out by the SEN team, the special education referral form is signed by the Head of the School.
- Curriculum may be adapted depending on the differentiation ability of the learner and on the parent's request. However, if the student meets the required standards of eligibility, it may be waived off. Referral to the parent is then referred to the Head of the School, where he/she discusses the concerns and possibilities of implementing standard education before determining the needs of a special child.

### **Individual Educational Program**

Once the student meets the criteria for special support, an Individual Education Plan/ program is developed for the child which includes goals, objectives, activities and any additional support needed to ensure the child reaches his/her maximum educational potential. An IEP learning, teaching and outcomes must contain

*the current level of performance* and is communicated through weekly reports, monthly reports and students' homework diaries.

### ***Academic goals***

- Align the goal for students with diverse needs with the goal for the rest of the class.
- Identify sources of evidence (formative and/or summative assessments) to assess those standards at each grade level or grade span and determine the student growth goals for students in those grade levels or grade spans.

### ***Special services***

#### **At Gateway we consider the following accommodations for assessment.**

1. Use of four function calculators in class and during examinations.
2. Use of word processors as an access arrangement. Some candidates may need a spellchecker to produce written work.
3. Permitting children to transcript (Response to an assessment component submitted in a form other than the candidate's handwriting)
4. Providing support to read the text in the examinations
5. Access to the scribe
6. Use of graphic organizers as an access arrangement
7. Spelling and grammar devices such as dictionaries are provided.
8. Extend 25% time during formative and summative assessments.
9. Provide multiple breaks and focus on class.
10. Provide reading out isolated words or passages for students with reading difficulties.
11. Oral assessments for students with writing and speech problems.
12. Deferral of one or more subjects to the next or future examination
13. Any other provision for specific individual needs.

#### **Learning Diversity and Inclusion Policy at the PYP and MYP.**

As is the practice at the Diploma level, the PYP and MYP approach to learning diversity and inclusion mirrors learners. In inclusion practice at the PYP, MYP applies the four principles of good practice as identified by the IB:



- **Valuing prior knowledge:**

Meaningfully assess existing knowledge, strengths and interests, and account for prior learning when designing, differentiating and planning for new learning.

- **Scaffolding:**

Assessing prior learning is crucial so that smaller steps can be incorporated into the learning process and students are scaffolded in working towards mastery. Modifications such as pre-teaching, demonstrations, experiential learning, chunking information, visual aids, templates and graphic organizers

- **Extending learning:**

Create the social and emotional conditions for learning and promote environments that welcome, celebrate and embrace the diversity

- **Affirming identity and building self-esteem:**

Students with a positive identity are better able to take the risks necessary for successful learning. All students are visible and valued. In the support provided, the effort is made to distinguish between ESL and learning diversity cases in students, as well as appreciate and understand various cultural and linguistic differences. The SEN department focuses on the early identification of support needs and follows the process stated in the Inclusion policy of the school.

Where students are formally placed into the Learning Support, IEPs will be created with the full support of the class teacher in PYP or the subject teachers in the MYP and DP group. The duration of the IEP is determined by the Learning Support Coordinator in conjunction with the class teacher and with reference to the set criteria as outlined in the Inclusion policy. At all times, special attention is given to students' confidentiality and the need to maintain the student's self-esteem.

## **Inclusion and Diversity Action at the Diploma level:**

This can be grouped into three phases:

### **Enrolment phase:**

It is initiated at the enrolment stage and consists of a series of tests in English language and Mathematics, followed by an interview before making final offers of admission and acceptance of subjects to new students to join the DP programme for pursuing a full diploma or Diploma course. The choice of DP course versus the diploma is made in consultation between, the DPC, Head of the School, Parents and Student, as mentioned in the Admission Policy of the school.

The feedback from the tests enables us to assess the literacy and numeracy levels of the new students to liaise with and make an adequate arrangement, where necessary, in consultation with the SEN Coordinator. We rely

on the expertise of the SEN department and the full cooperation of the new student and their parents to be forthright with the information necessary to enable the SEN and IB diploma teachers to provide the best learning support possible.

### **Teaching and learning phase:**

GIS expects and supports the notion that students may have the intellectual capacity to meet all the curriculum and assessment requirements but may need additional support to enable them to attain their full potential. The differentiation Initiative for diploma students will be done in consultation with the SEN department, the diploma coordinator and colleagues teaching the diploma programme. Concerning teaching and learning, GIS aims to raise achievement and progress in all pupils, including those who have learning needs, enabling our IBDP students, from their starting point, to make expected progress.

The teaching and learning phase will endeavour to promote individual student achievement, helping to build self-esteem and... ‘Meet the individual learning needs of those students ... and improve their inclusion in the mainstream classroom.’ [IBO: 2004]

### **Examination phase:**

It is the intense part of the plan that involves everyone from the teachers, the SEN coordinator, DP coordinator, parents and the authorization of the IBO. The IB recognizes that to enable all candidates to ‘demonstrate their ability under assessment conditions that are as fair as possible, schools must provide special arrangements for candidates with special needs.

## **DIFFERENTIATION**

“Differentiation is not something a teacher does on top of ‘regular’ classroom planning. Rather, it’s a proactive approach to instruction that plans for student needs from the outset.” Tomlinson, Carol Ann and Imbeau, Marcia, managing a differentiated classroom: a practical guide, Scholastic, 2001 In facilitating inquiry, each teacher is expected to identify specific differentiation strategies related to the learning objectives in terms of content, learning process and assessment task product(s). Differentiation by content allows for multiple entry points and levels while addressing learning differences and promoting a wide range of perspectives – thus cultivating the core values of international mindedness, intercultural awareness and respect for individual differences. In it, the content of teaching and learning is adapted to an individual student’s needs and abilities, level of understanding of the subject matter and previous learning and life experiences, while taking into consideration cultural and personal background.

Differentiation by process, in which the sequence and scope of the teaching and learning process can be tailored to a student’s specific learning needs, allows students and teachers to explore a wide range of teaching and learning strategies, thus meeting the needs and preferences of a diverse variety of students. Differentiation

by product calls for open-ended tasks that, by inviting students to perform according to their needs and preferences, can allow them to reach their full potential. Based on the results of diagnostic assessment identifying a student's specific learning needs and styles, formative assessment experiences can be tailored to these, to ensure that the student can fully benefit from them; and summative assessment can be adapted to ensure These different (but not mutually exclusive) pathways of differentiation allow to meet the specific learning needs and styles of each student, thus facilitating inclusion and enabling each individual to work toward fulfilling their potential. Effective differentiation also relies upon the structure and organization of the learning environment.

An approach based on differentiation must also take into consideration teaching and learning methods and strategies that address the students' linguistic profile and background, in the understanding that language (spoken, written or otherwise represented) is the main tool to inquire into and express knowledge and understanding, and in the awareness that, in an international environment, individual students may present a very diverse linguistic background and range of language proficiency.

In grades 7 to 9, students who do not have full working proficiency in the English Language also receive additional tutelage to improve and strengthen their language skills, to enable them to more fully take part in curricular and extra-curricular activities. Please refer to the language policy.

### **Inclusion of the Gifted and Talented Students:**

Gifted and talented students are part of GIS. Giftedness can be viewed in multiple ways and children may be gifted in one or several ability domains. A student's giftedness is not always apparent in regular curriculum areas and is not always demonstrated in appropriate ways. While gifted students exhibit some common traits, no two gifted students possess the same characteristics. Students with exceptional potential must be supported during their early childhood and middle childhood phases so that the development of specific gifts and talents continues as the students make their educational transition into secondary school.

It is also important that the abilities of gifted and talented students be accepted, valued and fostered by teachers, parents, peers and the community. The SEN department would work in collaboration with the teachers and coordinators to accommodate the extensions needed to engage the student and have him/ her functioning at his/ her optimum potential.

### **MODELS OF INCLUSION**

There are four models of inclusion according to Guralnick (2001:3-35):

**Full inclusion:**

Learners experiencing barriers to learning are full participants in the general classroom environment. The programme and all learners are the responsibility of the subject teacher. Activities are adapted to suit the learners' needs and learning plans are designed to accommodate diverse learners. Ideally learning support is well integrated into planning and the ongoing curriculum.

**Cluster inclusion:**

A small number of learners experiencing barriers to learning are essentially grafted onto an existing programme that serves typically developing children. The general education teacher is responsible for all learners, and learners with barriers to learning are expected to participate in most, but not all, of the usual programme activities. The expectation of greater involvement from an 'expert' learning support teacher entrenches a level of separation.

**Reverse inclusion:**

A relatively small group (usually 20%-40%) of typically developing learners is added to a specialised programme. It is generally staffed by "special educators" and often remains true to its "special needs" tradition. An example of this may be students in a bottom set lesson.

**Social inclusion:**

The social inclusion model provides the least contact between learners with and without barriers to learning. All learners are housed in the same general location, but programmes for typically developing learners and learners experiencing barriers to learning are maintained in separate spaces with separate staff. Planned social interaction between the two groups usually occurs during recreational activities only.

**Role of Special Education Need Coordinator**

- The SEN coordinators oversee daily operations and organise classroom provisions for all SEN students.
- Ensures liaison with parents and other professionals in respect of students with SEN. Attend meetings with parents and keep them informed via email/telephone.
- Liasoning with exam officers of IB for exam provisions.
- Mentor and support the development of student approaches to learning, creating a rotational system of meetings, workshops, presentations, curriculum support and resources for learning support and one-to-one short-term programmes in school.
- Identify, suggest and share resources, strategies, appropriate differentiation and scaffolding with subject teachers in line with IB philosophy and practice
- Collect and translate external specialist evaluations/reports into school learning plans or behaviour plans.

- Monitor, record and report the progress of students on the learning support register in line with learning plans and plan SEN provision, create documents and formats for SEN information and processes
- Liaise between students, parents, teachers, home tutors and external specialists to clarify and resolve issues with HW, assignments, deadlines, exam access arrangements, ATL, and reports.
- Participate in the admissions process when necessary.

### **Documenting SEN Files**

We maintain personal files for SEN students which contain:

- Intake sheet/ information from parents
- Medical report
- Assessment report by a registered psychologist.
- Records of testing.
- Weekly progress notes.
- Parent interaction/ meeting notes.
- IEP and related documents
- Teacher's anecdotal report and individual relation report
- Special provisional needs (non-academic) report

Our special educational specialist can access the SEN documented files and can be viewed by professionals involved in providing care and support to the child. Parents can access files with the consent of the Head of the School, student counsellor and academic coordinator with knowledge of specialist educators.

### **Collaboration**

Homeroom teachers and special education staff work together to identify, support and adapt the curriculum and assessment to meet the student's needs. The teachers and staffs seek to include parents' views and inputs as we collaborate to meet the needs of students requiring special assistance.

### **Assessment for SEN**

#### **International Baccalaureate Principles:**

*The following principles are taken directly from Candidates with Assessment Access Requirements (IBO, 2014):* All-inclusive assessment arrangements that may be authorized by the IB are based on the following principles:

1.1 The IB must ensure that a grade awarded to a candidate in any subject is not a misleading description of that candidate's level of attainment, so the same standards of assessment are applied to all candidates, regardless of whether or not they have to learn support requirements.

1.2 Inclusive assessment arrangements are intended to reduce the adverse effects of a candidate's long-term challenge(s) when demonstrating his or her level of attainment. The arrangements requested for a candidate must not give that candidate an advantage in any assessment component.

1.3 The inclusive assessment arrangements described in this document are intended for candidates with the aptitude to meet all assessment requirements leading to the award of the diploma or course results.

1.4 The IB aims to authorize inclusive assessment arrangements that are compatible with those normally available to the candidate concerned. However, authorization will only be given for arrangements that are consistent with the policy and practice of the IB. It should not be assumed that the IB will necessarily agree to the arrangements requested by a school.

Coordinators are required to provide information on the candidate's usual method of working in the classroom.

1.5 The IB is committed to an educational philosophy based on international-mindedness. Therefore, the inclusive assessment arrangements policy of the IB may not reflect the standard practise of any one country. To achieve equity among candidates with assessment access requirements, the policy represents the result of a consideration of accepted practices in different countries.

1.6 The IB will ensure that, wherever possible, arrangements for candidates with a similar type of access requirement are the same. Due to the cultural differences that occur in the recognition of learning support requirements and the nature of access arrangements granted in schools, there may be some compromises which may be necessary to help ensure comparability between candidates in different countries.

1.7 Each request for inclusive assessment arrangements will be judged on its merit. Previous authorization of arrangements, either by the IB or another awarding body, will not influence the decision on whether to authorize the arrangements that have been requested by the coordinator.

1.8 The IB treats all information about a candidate as confidential. If required, information will only be shared with appropriate IB personnel and members of the final award committee, who will be instructed to treat such information as confidential.

1.9 The IB does not flag or annotate in any way the results of a candidate for whom inclusive assessment arrangements have been authorized.

1.10 If a school does not meet the conditions specified by the IB when administering inclusive assessment arrangements or makes arrangements without authorization, the candidate may not be awarded a grade in the subject and level concerned.

1.11 If it can be demonstrated that a candidate lack proficiency in his or her response Language (s) arises from an identified learning support requirement; inclusive assessment arrangements may be authorized. (For subjects in groups 3 to 6, all candidates are allowed to use a translating dictionary in the written examinations.)

1.12 If inclusive assessment arrangements are authorized for internal assessment, the IB may require the candidate's work to be submitted to the IB Assessment centre for review.

1.13 A school must not inform an examiner of a candidate's condition or adverse circumstance. Similarly, in the case of internally assessed work, teachers must not make any adjustments when marking a candidate's work. If appropriate, the IB will ensure that reasonable adjustments are applied.

1.14 The list of inclusive assessment arrangements available is revised regularly. The IB will consider alternative arrangements proposed by a coordinator, provided those arrangements could be made available to all candidates with similar requirements.

1.15 Any issues that arise from the nature of the inclusive assessment arrangements, or any unforeseen difficulties encountered by the candidate, should be reported to IB answers as soon as possible.

### **Inclusion Policy Review:**

GIS Inclusion Policy will be reviewed by the Head of the School, staff members, the school counsellor, the coordinator, and a representative from the Special Education Department at the beginning of each academic year.

### **Bibliography:**

1. Learning diversity in the IB programmes: Special educational needs within the International Baccalaureate programmes (2010).
2. Meeting student learning diversity in classrooms (2013).
3. Handbook of procedures for the Middle Years Programme: Assessment 2016 First edition—issued September 2015