

DIOCESAN BOYS' SCHOOL

IB DIVISION

INCLUSION POLICY

I. Inclusion

Inclusion is an ongoing process that aims to increase access to and engagement in learning for all students by identifying and removing barriers. Inclusion is an organizational paradigm that involves change. It is a continual process of increasing learning and participation for all students (IBO, 2018).

II. School Vision & Mission

School vision

To equip our students with sound knowledge, worthy qualities, dynamic social and technical skills to become contributors to society and leaders with integrity in a diverse and ever-changing world.

School mission

To provide a liberal education based on Christian principles.

To realize the stated mission, the School has set the following objectives.

- To offer a well-balanced education for the development of the WHOLE person through effective means and agreeable strategies.
- To maintain the well-established school traditions.
- To nurture a unique cultural identity.
- To help students acquire critical thinking and creative skills.
- To provide opportunities for the development of good character based on Christian principles and students are expected to have the following qualities :
trustworthiness, a sense of responsibility, fairness and consideration for others.
- To cultivate self-respect and self-esteem through relevant activities so that each student can be a man of integrity, discipline, devotion, industry, courage and gratitude.
- To promote multiple intelligence so that students can fully maximize their talents.
- To equip our students to become life-long learners with a solid foundation of knowledge, essential qualities of good character and proper social and technical skills to achieve success in future challenges.

III. Guiding principles for supporting students

A Whole School Approach is adopted to support students' variability. The whole school approach entails three interconnected dimensions, namely school policies, culture and practices, and aims to reach a Whole School Consensus so that all students can show their acceptance of and respect towards the students' variability and all teachers can acknowledge their responsibility to and support for them. With participation and collaboration among the school administration (the administrative practices and arrangement), the teachers (equipped with the professional knowledge of various kinds of students' educational needs and the variety of pedagogies) and parents, all students can receive meaningful and equitable opportunities to participate and engage in quality learning. This enhances their academic and social skills, self-esteem and positive relationships with others in the school as well as in the wider community (IBO, 2010).

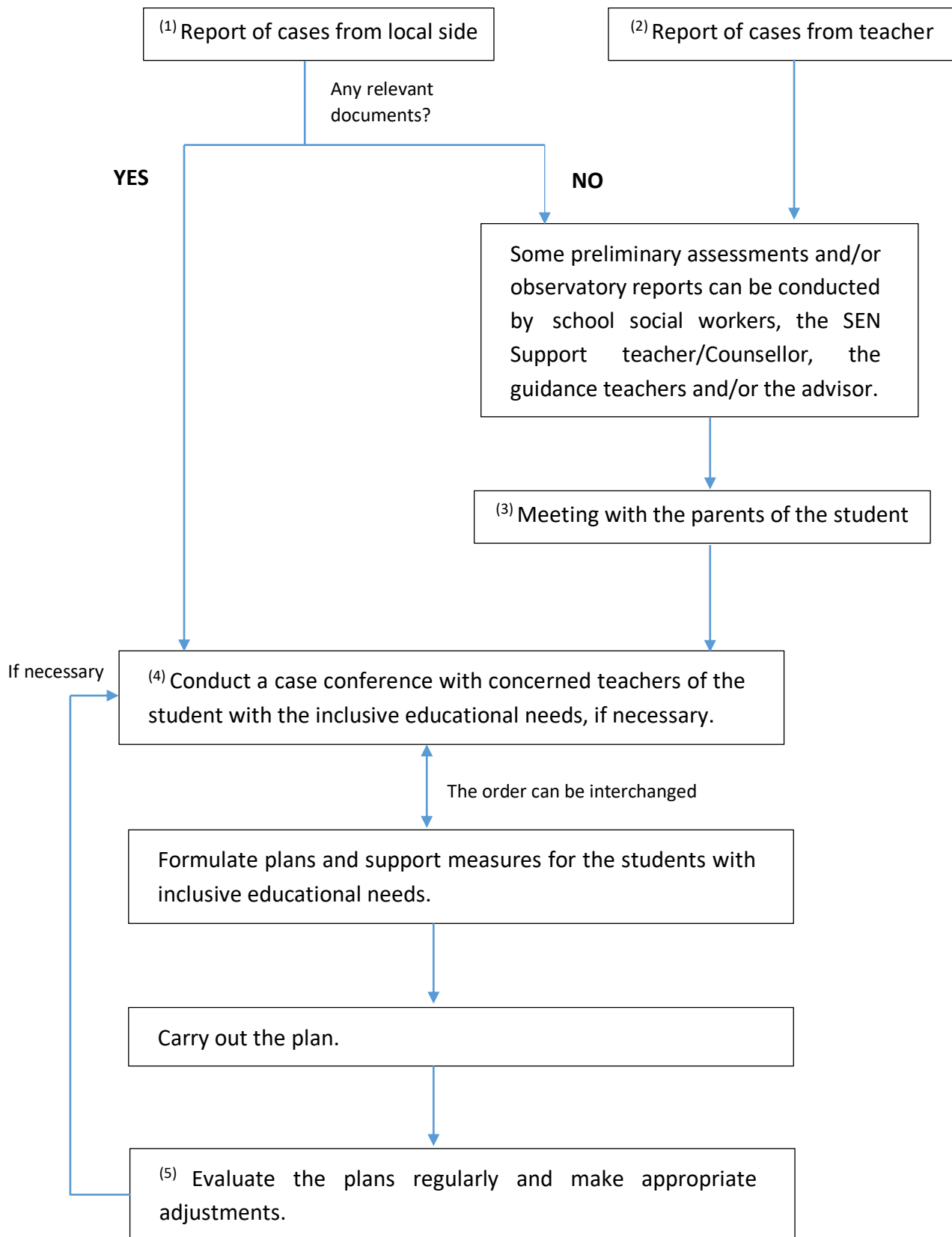
V. Identification of Inclusive educational needs

It is the responsibility of the family to inform the School of any inclusive educational needs of a student, which is to be done at the time of admission to the School. The family should provide relevant supporting documents to the School; failure of doing it can lead to lack of support to the student by the School.

A Student Support Team (SST) has been set up to plan, implement and review support services for the students who have inclusive educational needs. The SST consists of the Headmaster, Dean(s), Student Guidance team, SEN Coordinator, school social workers, IB Coordinator and SEN Support teacher/Counsellor (IB side). The school will arrange for teachers to receive relevant training geared for identifying and supporting students with inclusive educational needs. The school will also organize general training courses geared towards the particular inclusive educational needs of students in the school. The IB Coordinator, the SEN Support teacher/Counsellor, the IB Guidance teachers and/or the advisor of the student will work with other subject teachers and parents to support the academic and social/emotional needs of the students.

If a student having inclusive educational needs is identified, it is essential and required for a teacher to raise the issue as soon as possible for the IB Coordinator, the SEN Support teacher/Counsellor, the IB Guidance teachers and/or the advisor to be able to address it in a timely manner. This allows the concerned personnel to meet the student and his parents if necessary to collect more information.

VI. Referral procedure



(1) Subject to the parental consent to the transfer of the information of the student with inclusive educational needs, hard copies of the relevant documents (like medical reports and assessment reports etc.) together with the duly signed parental consent form, will be sent to the IB Coordinator and/or the IB SEN Support teacher.

(2) If teacher suspect a student of having inclusive educational needs, he/she should inform the IB Coordinator and/or the IB SEN Support teacher as soon as possible.

After that, the IB Coordinator and/or the IB SEN Support teacher should inform the advisor of the reported student about the situation. The advisor should then help collect information of the reported student from his subject teachers.

The IB Coordinator, the IB SEN Support teacher and the advisor will meet and discuss for conducting a preliminary assessment of the reported. If it is deemed necessary after the preliminary assessment, the IB SEN Support teacher can seek advice from the SEN Coordinator and/or the school social worker.

(3) The advisor along with the IB Coordinator and/or the IB SEN Support teacher should conduct a meeting with the parents of the reported student to discuss the situation. In the meeting, some measures should be come up with to help the reported student in school and at home. The parents will be required to declare whether or not they agree to disclose the situation of their son to his subject teachers and any other relevant parties.

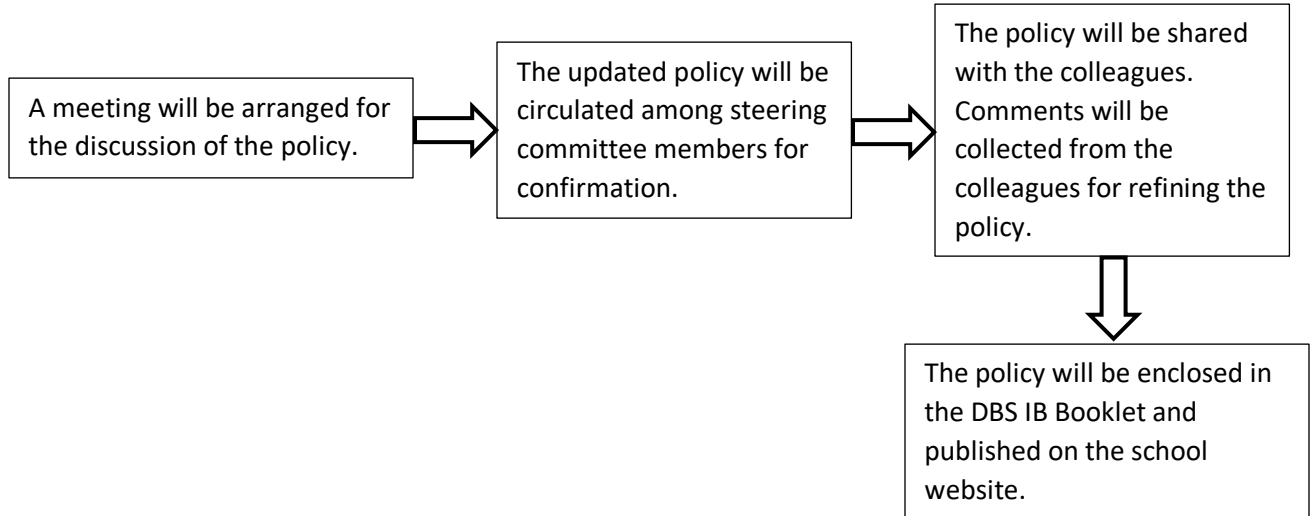
(4) Once the case of the reported student is confirmed, the advisor along with the IB Coordinator and/or the IB SEN Support teacher, with the help of the SEN Coordinator and/or the school social worker if necessary will organize a case conference to inform the situation of the reported student. In the meeting, some advices and suggestions will be shared with the subject teachers and the relevant parties when they work with the reported student.

After the meeting, a summary will be sent out to the subject teachers and the relevant parties for reminder. The subject teachers are required to fill in a form called Inclusion and Access Arrangement form (IAA). It is about the support measures provided by the subject teachers for the reported student.

(5) An evaluation on the support measures for the reported student will be made at the end of the term. Updated information will also be collected from the subject teachers and the relevant parties.

VI. Review process

The policy will be reviewed on every two years. A steering committee will be organized; it is composed of IB coordinator, Heads of Group, IB counsellor, guidance teacher and discipline teacher.



Bibliography

“Candidates with Assessment Access Requirements”. *International Baccalaureate Organization*. July 2014, print.

“Learning Diversity and Inclusion in IB Programmes”. *International Baccalaureate Organization*. Dec 2018, print.