

DIOCESAN BOYS' SCHOOL

IB DIVISION

INCLUSION POLICY

Section 1 Introduction

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, Nov 2019 & May 2020). Regarding this, Diocesan Boys' School (the School) has a strong commitment to inclusion and aims to provide equal opportunities for all students to access the International Baccalaureate Diploma Programme (IBDP). To achieve this, the School has developed this inclusion policy to address the following principles.

(a) **Diversity**

The School recognizes the diversity of students and respects their individual differences.

(b) **Equity**

The School provides equal opportunity for all students to access the IBDP, regardless of their background.

(c) **Access**

The School provides reasonable accommodations and support to students to ensure they can fully participate in the IBDP.

(d) **Collaboration**

The School works collaboratively with parents and other stakeholders to identify and address the barriers to inclusion and to promote a culture of respect, understanding and acceptance.

Section 2 School Vision & Mission

(2.1) School vision

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

(2.2) 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.
- To maintain the well-established school traditions.
- To nurture a unique cultural identity.
- To achieve self-respect and self-esteem so that each student can be a man of integrity, discipline, devotion, industriousness, courage and gratitude.
- To promote multiple intelligence so that students can fully develop 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 in order to achieve success in the future.

Section 3 Guiding principles of Inclusion

With the consideration of the inclusion policy proposed by the Education Bureau, HKSAR (EDB), a Whole School Approach is adopted to support students' variability. The Whole School Approach entails three interconnected dimensions : school purpose (such as the School's mission and vision), culture (such as school policies) and environment (like human resources). The goal of this approach is to achieve a Whole School Consensus, fostering acceptance and respect for students' variability, while ensuring teachers' responsibility and support. With participation and collaboration between the school administration (the administrative practices and arrangement), the teachers (equipped with the basic knowledge of various kinds of diagnostic criteria and/or learning challenges and the variety of teaching strategies) 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. This policy recognises Section 24 of Cap. 487 Disability Discrimination Ordinance available here: https://www.elegislation.gov.hk/hk/cap487?xid=ID_1438403263923_001

Section 4 Identification of students in need of inclusion and Referral

(4.1) Identification

The School uses a multi-faceted approach to identify the students in need of inclusion (inclusive students) so as to provide them with appropriate support and resources. Regarding this, the School collects and gathers information from parents, students, teachers, the SEN Coordinator (SENCO) and the school social worker (SSW). The School will also use observations to identify the students who may require additional support. A Student Support Team (SST) has been established to plan, implement and review support services for the students who require additional assistance, such as social and emotional support and/or inclusive access arrangements. The SST comprises the Headmaster, the Dean(s), the Student Guidance team, the SENCO, SSWs, the IB Coordinator and the IB Counsellor.

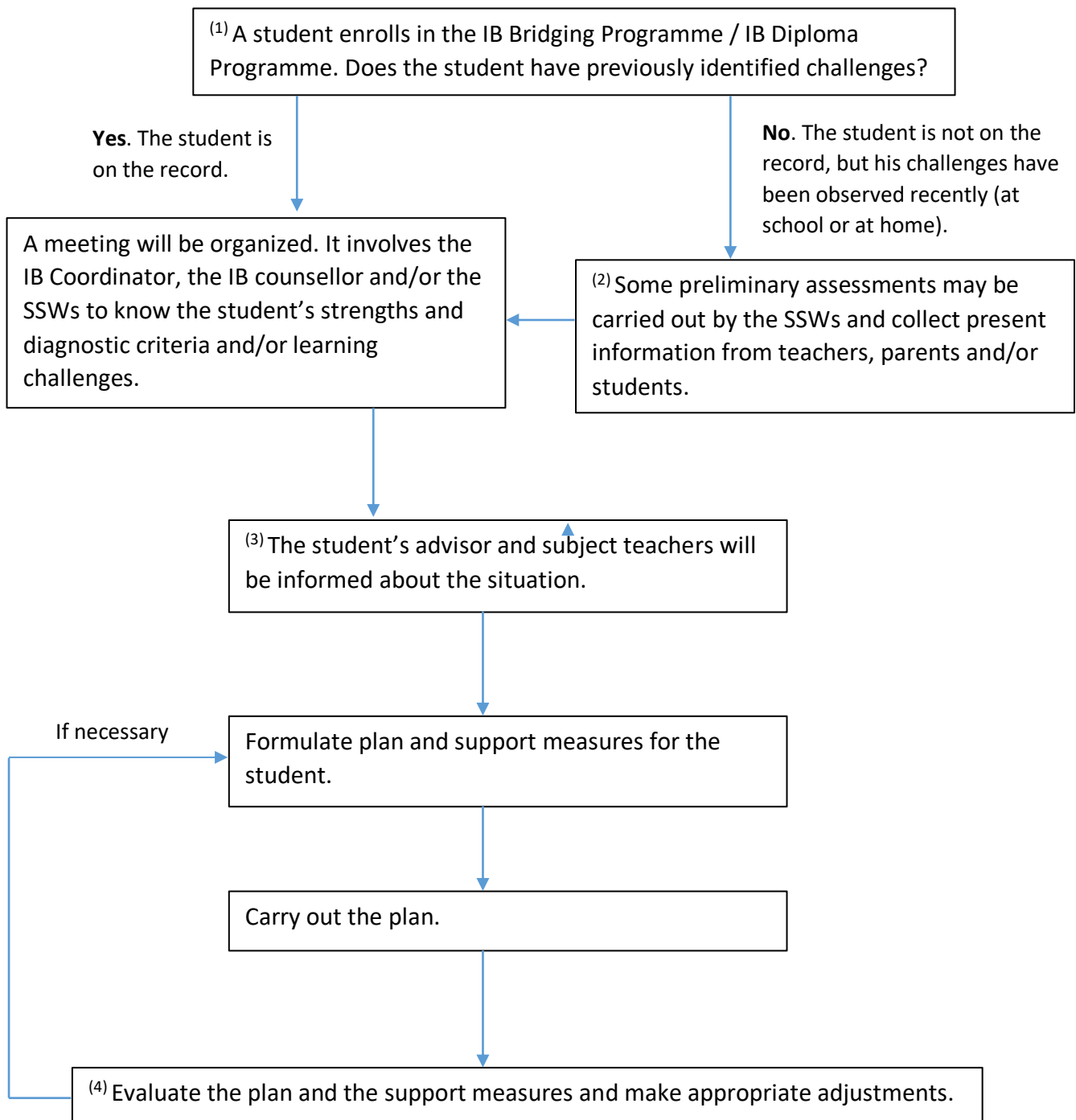
The inclusive students are on the record

The IB Coordinator, the IB Counsellor and the student's advisor will work with the student's subject teachers and parents to address and support the learning needs of the student before the start of a new academic year.

The inclusive students are not on the record

If a student who has certain social, emotional and/or learning needs is identified by a teacher or teachers based on their observations from various settings, the teacher(s) need to raise the issue as soon as possible with the IB Coordinator or in the IB meetings. The IB Coordinator, the IB Counsellor, the student's advisor and the SSWs will address it in a timely manner. This allows the concerned personnel to meet the student and his parents if necessary to collect more information.

(4.2) Referral



⁽¹⁾ Once the list of students is confirmed, the IB Coordinator will send the list to the SSWs to see whether certain student(s) is/are on the record or not.

For those students on the record, information on the student with certain diagnostic criteria and/or learning challenges, hard copies of the relevant documents such as medical reports and/or assessment reports together with the duly signed parental consent form will be sent to the IB Coordinator and/or the IB Counsellor.

⁽²⁾ If a teacher observes a student who has been experiencing certain social and/or emotional challenges and/or learning difficulties, he/she will inform the IB Coordinator or raise the issue in the meeting as soon as possible. This can also present an opportunity to collect information about the student from other teachers in different settings.

After that, the student's advisor will speak with the student and/or his parents to better understand his situation, so that the School can provide reasonable support for the student. If necessary, the IB Counsellor and/or the SSWs can speak with the student.

⁽³⁾ Once the case of the reported student is confirmed, the administrative staff will create a google document to record student's updates. The advisor will set up an emotional and academic support group for the student, which will include the IB Coordinator, the IB Counsellor, his subject teachers, the administrative staff and/or the University counsellor. This group will facilitate communication and provide resources to help the student navigate academic and personal challenges.

⁽⁵⁾ Updates on the student's situation will be collected at regular intervals from the subject teachers and/or the relevant parties. If necessary, adjustments to the plan will be made and additional support will also be provided.

Section 5 Inclusive Practices

To ensure that all students, regardless of their diverse backgrounds and learning needs, have equal opportunities to access and benefit from education, the School focuses on adaptation inside the classroom and exam access arrangement. By adapting teaching methods and providing appropriate accommodation during exams, the School promotes an inclusive educational environment where every student can thrive and succeed.

(5.1) Adaptation inside classroom

“In all IB programmes, teaching is ... designed to remove barriers to learning. Teaching is inclusive and values diversity. It affirms students' identities, and aims to create learning opportunities that enable every student to develop and pursue appropriate personal goals.” (What is an IB education? 2013:6)

It is expected that all teachers practice teaching and learning strategies which remove barriers to learning for all students. In order to do so, the following is a non-exhaustive list of adaptive strategies for inclusive purposes :

(a) Classroom culture

Teachers are encouraged to use elements of the IB learner profile and the strengths of the students as a basis for their IB teaching. This includes during CAS experiences, TOK, and in subjects specifically. Students are encouraged to communicate with their peers and teachers, collaborate, reflect, take risks and practice all elements of the IB learner profile across all of their group and subject classrooms. ATL skills which are covered in different group and subject areas are accordingly mapped by teachers. Year and unit plans demonstrate planned areas of adaptation and inclusion.

(b) Technology in the classroom

Teachers employ a range of technology from 1:1 devices, Apple TV, projectors, iPads and other systems to assist all students in their learning. Technologies are reflected upon and shared during teacher professional development and staff meetings.

(c) Teaching strategies and approaches

All teachers use a range of pedagogical approaches in the classroom to support all students when required; including but not limited to group, pair and individual work, visual and practical learning strategies, one to one support as well as a range of other approaches as appropriate for the students in different classes, the nature of the subject taught and so on.

(d) **Collaborative practice**

All teachers are expected to work with their colleagues across the school, including but not limited to school leadership and management, social workers, guidance teachers and other professionals in order to understand the individual needs and strengths of all students and to remove any potential barriers to learning.

(e) **Individualisation and differentiation**

All teachers should maintain an awareness that all students have individual barriers to learning, and that the classroom is a place of inclusive practice. Classroom and teaching practice should be adapted accordingly where possible.

(f) **Classroom assessments**

All teachers should make appropriate adjustments to assessments for all students, including but not limited to homework, in class tests, and formative assessments.

(5.2) Exam Access Arrangements

Exam access arrangements are an integral part of inclusive assessments, aimed at minimizing the impact of students' long-term challenges on their level of attainment. These arrangements must not provide any unfair advantage or disadvantage in the assessment components. Each request for inclusive assessment arrangements is evaluated independently, without prior authorizations influencing the decision.

Subject to the approval process of the IB as well as the recommendations made by the psychologists and/or medical practitioners, the School will provide various permitted exam access arrangements to support the students with diverse needs. These arrangements include but are not limited to the following :

(a) **Separate Examination Room**

Based on an assessment of the student's needs and in consultation with relevant professionals, a student may be permitted to take an examination in a separate room if it is in the best interests of the student.

(b) **Additional time**

Additional time may be authorized for written examinations and certain activities connected to internal assessment, based on the assessed needs of the student and the authorization by the IB.

In the meantime, students may be permitted rest breaks if required. Proper supervision is maintained to ensure examination conditions are met with no communication or disturbance to other students.

(c) **Modified Examination Paper**

Students may be allowed access to modified examination papers, such as changes to print size or printing on coloured paper.

(d) **Scribes, Readers and Assistive Technologies**

Students with specific needs in writing or reading may be authorized a scribe, word processor, reader, reading software, or other assistive technologies.

In the School, eligibility for extensions to deadlines or exemptions from assessment components is based on the presentation of genuine medical or psychological evidence that demonstrates challenges impeding timely completion of work. While exemptions are not commonly granted, the School adopts a thoughtful approach by carefully considering reasonable adjustments before considering exemptions. This ensures that every effort is made to provide appropriate support to students while maintaining the integrity and fairness of the assessment process.

Section 6 Professional Development

The School places an emphasis on the professional development of teachers to support inclusive education to ensure that they have knowledge, skills, and resources to support the students with diverse learning needs.

The School will deploy some teachers every year to attend relevant training courses organized by the EDB and/or attend workshops, online or face-to face courses and/or conference organized by the IBO. This helps teachers better understand the principles and importance of inclusive education and develop strategies for accommodating diverse learning needs in the classrooms.

Section 7 Monitoring and Evaluation

To ensure the continual improvement of our inclusion policy, the School will actively monitor and evaluate its effectiveness by collecting and analyzing feedback from students, parents and staff.

As part of the regular student feedback process, the School actively involves students by conducting an yearly survey that specifically aims to understand students' comprehension of the inclusion policy and gathering their suggestions for improvement. This survey ensures that the School has a comprehensive understanding of students' perspectives and incorporates their valuable input.

Similarly, the School will seek input from parents and staff members, including social workers, counseling teachers and other relevant personnel through surveys. This allows us to understand their perspectives, gauge their understanding of the inclusion policy, and gather valuable suggestions for enhancement.

The collected feedback is carefully evaluated by the IBDP Coordinator, inclusion team and guidance teachers to the policy are made based on this evaluation, ensuring its responsiveness to the community's needs. The iterative process fosters ongoing improvement of our inclusion policy.

Section 8 Review process

The inclusion policy in the School is subject to periodic reviews to ensure its effectiveness and relevance. At a minimum, the policy is reviewed every two years to incorporate any necessary updates or improvements. The review process involves close collaboration among key stakeholders, including the IB coordinator, IB counsellor, and social workers. By working together, they bring their expertise and insights to assess the policy's implementation, identify areas of improvement, and make any necessary adjustments. This collaborative approach ensures that the inclusion policy remains responsive to the evolving needs of our students and reflects best practices in promoting inclusive education.

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