PREMJERS
international school

INCLUSION POLICY

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INTERNATIONAL SCHOOL PREMJERS MISSION, VISION, AND CORE VALUES

MISSION STATEMENT

At International School Premjers we are committed to providing a comprehensive and rigorous education that nurtures inquiring, knowledgeable, and compassionate young people.
Our mission is to help our students grow into lifelong learners who embrace intercultural understanding, reflect on themselves, and strive to create a more just and inclusive world.
Through academic excellence and personal development, we empower them to overcome challenges, respect diverse perspectives, and actively contribute to a humane and equitable global community.

VISION

We are able to contribute to the diversity and peace in the world as responsible global citizens equipped with good knowledge, showing care and compassion, promoting innovative ideas and committed to make a difference.

CORE VALUES

To envision and to accomplish the mission of our school, we have our core values: open-mindedness, collaboration, respect, taking action and appreciation.

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, 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.

SCOPE AND RELATED POLICIES

This policy applies to the Middle Years Programme and Diploma Programme at International School Premjers. It addresses access to teaching, learning, assessment and participation in school life for students with diverse strengths and support requirements.

This policy is implemented alongside the school's admissions, language, assessment and academic integrity policies. The Head of School oversees its implementation, supported by the programme coordinators and the designated Learning Support Coordinator.

Published: November 2021

Updated: August 2024, August 2026

Approved by: SIA International School Premjers Governing Body

Next full review: August, 2029

PHILOSOPHY

This policy sets our commitment to promote a safe and supportive learning environment in order to engage every student so that they achieve at the highest possible level of their learning and well-being through quality care and teaching.

International School Premjers has a responsibility to remove barriers to learning for all students and ensure that learning opportunities are available to meet the needs of students with a range of learning diversities.

The purpose of this policy is to explain how International School Premjers identifies and reduces barriers to learning and participation. Teachers provide differentiated instruction, accessible resources and appropriate support according to students' needs. Where coordinated support is required, the school develops an Individual Education Plan (IEP) in collaboration with the student, parents and relevant staff. Specialist advice or external support is sought where necessary.

At International School Premjers we believe that through the emphasis on acceptance of diversity we will provide a culture of collaboration, mutual respect, support and problem solving, and motivate students to learn from multiple perspectives.

POLICY AIMS

International School Premjers Inclusion / SEN Policy aims are:

- To work towards achieving inclusion for all students, meeting their individual needs.
- To identify students with learning differences and ensure that their needs are met.
- To develop and create a caring culture of inclusion.
- To inform parents of their child's areas of challenge.
- To develop differentiated instruction appropriate to each child's specific learning needs.
- To document needs, practices and plans for students through Individual Education Plans as needed.
- To monitor, evaluate and review student progress.
- To promote collaboration amongst teachers to make education accessible to all students.
- To offer support to staff as they respond to student needs.
- To establish effective, home-school partnerships, including the development of support strategies for parents, in the best interest of the student.
- To involve outside agencies and resources when appropriate.

GUIDING PRINCIPLES

To support all learners, at International School Premjers we have:

1. A philosophy that promotes open-mindedness and respect for differences.
2. A concept-based curriculum that offers opportunities for differentiation.
3. Systems for early identification of learning needs.
4. A shared understanding of the learning needs by all stakeholders (teachers, parents and the students).
5. Policies and procedures that support the programme.
6. Planning and regular meeting time to allow teachers to develop teaching practices that respond to different learning needs and identified barriers.
7. Recognition of barriers to learning and a commitment to reducing them through appropriate support.

Through collaboration, open communication and shared understanding between students, parents and teachers; and with a safe learning environment purposefully designed for specific learning needs, we aim to provide effective support for all learners in the least restrictive environment. The least restrictive environment can vary from student to student depending on the areas of challenge and is subject to regular re-evaluation.

DEFINITIONS

Inclusion is an ongoing process of identifying and reducing barriers so that all students can participate meaningfully in learning, assessment and school life.

Learning support requirements may relate to:

- learning difficulties or disabilities,
- sensory or physical needs,
- medical conditions,
- social, emotional or behavioural needs,
- additional language development,
- temporary circumstances or exceptional ability.

Special educational needs (SEN) refers to learning difficulties or disabilities requiring additional educational provision.

Differentiation means adapting teaching approaches, resources, learning activities and appropriate assessment methods to respond to students' strengths and needs while maintaining the relevant programme learning outcomes.

Access arrangements are changes to the conditions under which students learn or demonstrate their learning. For IB assessments, arrangements must comply with the applicable IB requirements.

An **Individual Education Plan (IEP)** records a student's strengths, identified barriers, learning goals, agreed support, responsible staff and review arrangements.

Initial classroom support does not depend on a formal diagnosis. The school discusses its available provision and any need for external support transparently with students and parents.

INCLUSION AND LEARNING SUPPORT

Admission is considered in accordance with the school's Admissions Policy. Where a student has identified support requirements, the school reviews relevant information with the family and discusses the provision available.

Support is provided primarily through differentiated teaching within the classroom. Additional individual or small-group support may be arranged where appropriate and available. The student, parents, teachers and Learning Support Coordinator agree the purpose of this support and review its effectiveness.

Learning support at International School Premjers includes differentiated instruction, accessible resources and appropriate access arrangements to enable students to reach their potential while maintaining relevant programme requirements.

It is based on providing positive learning environment, where students feel valued, are actively engaged in learning, and feel safe and secure.

Specifically, support is provided by:

- Open and respectful communication with students
- Assisting students in goal setting and planning, allowing them to better understand their strengths, needs and interests
- Allowing a variety of accessible materials and equipment to respond to students' learning needs
- Using varied instructional strategies and materials to reduce identified barriers to learning
- Providing accommodations during class time and assessments
- Providing differentiated instruction through the adaptation of content, process and product to best suit the needs of the individuals in their classroom
- Working in flexible and cooperative groups or using a pull-out approach when it is determined that a student would benefit from additional support outside of the classroom
- Creating an emotionally and physically safe environment to learn in
- Communicating regularly with parents, teachers and students to build awareness
- Developing Individual Education Plans (IEPs) for students requiring coordinated support
- Adapting teaching approaches, resources and activities to reduce barriers while maintaining the relevant MYP/ DP learning outcomes and requirements.

The school will also provide information and may refer parents to other professionals outside of school that may help support the development of the student.

ADDITIONAL LANGUAGE DEVELOPMENT

Teachers identify barriers associated with the language of instruction and provide appropriate support, including explicit subject vocabulary, visual resources, modelled responses and scaffolded learning activities. Support is coordinated with the school's Language Policy. Language support in lessons does not automatically establish eligibility for IB assessment access arrangements.

EXCEPTIONAL ABILITY

Students demonstrating exceptional ability are supported through greater depth and complexity, challenging inquiry and opportunities for independent research. Teachers review whether these opportunities provide appropriate challenge and support the student's wellbeing.

WELLBEING AND TEMPORARY SUPPORT NEEDS

Students experiencing emotional difficulties, illness or other temporary barriers may request support through their grade tutor, programme coordinator or Learning Support Coordinator. Relevant staff agree appropriate classroom support, coordinate workload where necessary and discuss external referral with the family when additional expertise is required.

INCLUSION IN THE DIPLOMA PROGRAMME

Admission to the Diploma Programme follows the school's Admissions Policy. Before entry, the DP Coordinator and Learning Support Coordinator review relevant information with the student, parents and teachers to identify support requirements and discuss subject choices, programme demands and available provision. Families are asked to provide educational and medical information relevant to planning support.

Existing support plans are reviewed at the start of the DP. Where an IEP is required, it identifies support across relevant subjects and the DP core: Theory of Knowledge (TOK), the Extended Essay (EE) and Creativity, Activity, Service (CAS).

Support may include accessible learning resources, assistance with organisation and workload planning, agreed classroom access arrangements and regular progress reviews. Subject teachers, the TOK teacher, EE supervisor and CAS Coordinator implement relevant strategies while maintaining programme requirements and the authenticity of student work.

The DP Coordinator explains the distinction between support provided by the school and assessment access arrangements requiring IB authorization. Students and parents are informed of the evidence and deadlines applicable to such requests.

Before transition from school, students are supported in understanding their learning needs, explaining the strategies that help them and identifying how to request support in further education.

Families receive clear information about the support the school can provide, any external services needed and the distinction between school support and arrangements requiring IB authorization.

IDENTIFICATION PROCEDURES

For students transferring to International School Premjers from other schools, the previous school records, information given by parents during the admissions process, a medical history (where applicable) will be the main source of information to help to identify students with individual needs.

Support requirements may become apparent at any stage of a student's education. Teachers and other staff may refer concerns based on observations, student work or assessment results. Students and parents may also request support by contacting the grade tutor, programme coordinator or Learning Support Coordinator. The referral records the concern, relevant evidence and any support already attempted.

Following a referral, the Learning Support Coordinator consults the student, parents, relevant teachers and programme coordinator to agree initial support and a review date. The Head of School and other support staff are involved where appropriate. External specialist advice may be recommended when further assessment or expertise is needed.

The referral procedures that are practiced are as follows:

- Classroom teachers and grade tutors observe the student in various settings and while working on various tasks, evaluating their academic, behavioural and emotional difficulties. The teachers document any strategies that have been tried and resources used and whether or not they have been successful.
- Formal and informal assessments are conducted. Assessment results are documented and analysed.
- Recommendations are made to the appropriate teaching staff of any teaching interventions or support which may be needed.
- Classroom teachers collaborate on lesson planning and developing strategies to provide the highest quality of differentiated instruction possible.
- A meeting with a child's parents is held to share the areas of concern, explain what support is required and how it will be provided, and make recommendations.
- An Individual Education Plan (IEP) is designed to meet the student's needs with parental consent.

An IEP is developed when a student requires coordinated support beyond routine classroom differentiation. It may follow documented classroom intervention or begin immediately where an established need or existing support plan indicates that coordinated provision is necessary. The IEP draws on teacher observations, assessment evidence, student and parent

contributions and relevant specialist recommendations where available. A specialist assessment is not a prerequisite for initial classroom support.

The Learning Support Coordinator develops the plan with relevant teachers, the student and parents. The agreed plan is recorded and shared with staff responsible for implementation. It is reviewed at least once per semester and earlier when needs change or support is ineffective.

DOCUMENTATION AND COMMUNICATION OF LEARNING SUPPORT AND PROCEDURES

Individual Education Plans (IEPs) are prepared for students requiring coordinated support. Each plan records:

- Student strengths and identified barriers.
- Student and parent contributions.
- Specific learning goals and indicators of progress.
- Agreed teaching strategies and access arrangements.
- Subject-specific support and, for DP students, relevant TOK, EE and CAS support.
- Staff responsible for implementation.
- Communication arrangements and review dates.
- Review outcomes and agreed next steps.

IEPs are confidential and shared only with staff who need the information to implement support.

- Individual case files are maintained to record the progress of each child with special education needs. These files will be used to track student progress and make educational decisions, including accommodations and strategies for success.
- The frequency and method of communication with parents and students are agreed according to individual needs and recorded in the IEP. Significant concerns or changes to provision are communicated promptly.
- Learning activities and formative assessments are differentiated to address identified barriers. Summative assessment uses the relevant programme criteria and appropriate access arrangements without changing the assessed learning outcomes.
- Term reports include relevant comments on progress towards IEP goals, the effectiveness of agreed support and next steps. Achievement in MYP and DP subjects is reported using the relevant programme assessment criteria.

Electronic progress reports will be maintained in individual student case files.

ASSESSMENT

Teachers use a variety of formative assessments to identify students' strengths, barriers and progress and to inform subsequent teaching.
Students receiving learning support are assessed using the same relevant MYP or DP assessment criteria as other students. Access arrangements support students in demonstrating their learning without changing the assessed learning outcomes or providing an unfair advantage.
Teaching activities and formative assessment may include scaffolding, adapted resources and alternative ways of responding. Support in summative assessment, assessed coursework and examinations must comply with the relevant programme and subject requirements.

IB ASSESSMENT ACCESS ARRANGEMENTS

The relevant programme coordinator provides guidance to teachers and families using the current IB Access and inclusion policy and the assessment procedures applicable to the student's examination session.
Teachers document the student's usual way of learning and working, including the use and effectiveness of access arrangements during lessons and school assessments.
The programme coordinator determines which arrangements may be implemented without prior IB authorization and which require an application. Where authorization is required, the coordinator submits the application with the support of the Head of School, the required evidence and within the applicable IB deadline.
The coordinator communicates the IB decision and implementation requirements to the student, parents and relevant staff. Approved arrangements are planned and implemented consistently for the relevant assessments.
Unexpected illness, injury or other adverse circumstances are referred promptly to the programme coordinator and managed under the applicable IB adverse circumstances procedures.

RESPONSIBILITIES

ADMINISTRATION

In order to provide the best possible support for students with special educational needs, the administration will:

- Raise faculty and staff awareness of the needs of students identified as having learning differences.
- Designate a staff member to fulfil the Learning Support Coordinator role and oversee learning support provision at International School Premjers.
- Collaborate with the learning support coordinator on the admissions decisions of students who may need learning support.
- Acquire, and share with the appropriate teachers, any student records from previous schools and any medical references of the students in need.
- Respect the confidential rights of the student and family and make it an obligation of all International School Premjers staff to protect confidential information.
- Provide information to parents about the school's procedure and policy for students with special needs.
- Ensure that agreed support arrangements are implemented, appropriately resourced and reviewed. Discuss any additional provision required transparently with the student and parents.
- Provide staff with opportunities to develop their understanding of inclusive teaching, differentiation and applicable IB assessment access requirements.

LEARNING SUPPORT COORDINATOR

The Learning Support Coordinator is responsible for leading, coordinating and monitoring learning support at International School Premjers in collaboration with programme coordinators, grade tutors, classroom teachers and relevant support staff.
Learning support coordinator's responsibilities include:

- Keeping up to date with current SEN methods and practices.
- Reviewing and storing documentation for internal implementation, maintaining individual student case files containing IEPs.

- Contacting parents on behalf of the school whenever necessary and obtaining permission from parents for the release of learning differences documentation.
- Preparing IEPs in collaboration with relevant teachers, students and parents.
- Evaluating IEPs based on student's achievement and performance at the end of each semester.
- Assisting students and teachers with planning and implementing differentiated teaching strategies and appropriate access arrangements.

PROGRAMME COORDINATORS

Programme coordinators will:

- Coordinate programme-specific support with the Learning Support Coordinator.
- Keep relevant staff informed of current IB access and inclusion requirements.
- Explain assessment access procedures and evidence requirements to students and parents.
- Submit applications requiring IB authorization and monitor applicable deadlines.
- Communicate decisions and coordinate implementation of authorized arrangements.

The DP Coordinator also coordinates relevant support with subject teachers, the TOK teacher, EE supervisors and the CAS Coordinator.

CLASSROOM TEACHERS

A high level of collaboration and communication between the classroom teachers and the learning support staff is required to provide successful learning support services.

- Classroom teachers' responsibilities include:
- Recognizing that some students may have specific learning difficulties and bringing concerns to the attention of the learning support coordinator responsible for coordinating special needs service, following the school's identification procedures.
- Collaborating with the learning support staff in the development of IEPs and identifying appropriate accommodations to support learning.
- Implementing the accommodations stated in the IEP.

- Monitoring and maintaining a record of student's progress towards achieving the goals specified in the IEP.
- Differentiating the curriculum to meet the needs of all learning support students within their class.
- Participating in a review of the progress of SEN students at the end of a term.
- Communicating with parents to outline the support that has been practiced at school and the progress made by the student.

PARENTS

Parent involvement and participation is an essential contribution to their child's learning programme and should be included in the learning support plan or IEP.

Parents will:

- Provide relevant information about their child's strengths, needs and previous support.
- Support agreed learning strategies and appropriate routines at home while encouraging increasing independence.
- Use proactive, timely and supportive means to communicate issues of concern.
- Support the learning targets and actions to be taken by the school to meet those targets.
- Discuss their child's progress with the learning support staff and classroom teachers.

STUDENTS

The involvement of students in the development, implementation and evaluation of the IEPs is required to effectively support their learning needs and develop self-management and independence.

Students should:

- Contribute to the development of the IEP by setting the learning targets.
- Be aware of their learning goals, and strive to improve based upon these goals.
- Understand the accommodations and self-advocate for those when appropriate.
- Reflect on their progress by participating in various assessments.

RIGHTS AND CONCERNS ABOUT SUPPORT

Students have the right to respectful treatment, participation in decisions about their support, protection of confidential information and clear explanations of agreed provision.
Parents have the right to contribute relevant information, participate in support planning and receive explanations of decisions affecting their child.
Students or parents may request a review of support by contacting the Learning Support Coordinator or relevant programme coordinator. Unresolved concerns may be referred to the Head of School through the school's complaints procedure.

CONFIDENTIALITY

Information about learning support needs is handled confidentially and in accordance with applicable data-protection requirements and school procedures. The Learning Support Coordinator maintains support records securely. Access is limited to staff who need the information to plan or implement support.
Students and parents are informed about the purpose of collecting information and any proposed sharing with external specialists or the IB. The school follows the applicable requirements for consent, disclosure, retention and disposal of records.

POLICY REVIEW

The Head of School, programme coordinators and Learning Support Coordinator review this policy at least every three years and earlier when significant changes to school provision or IB requirements occur. The review includes contributions from teachers, students and parents. Programme coordinators check applicable IB assessment access requirements annually and communicate changes to relevant staff.

The approved policy is made available to staff, students and parents. Its implementation is reviewed using support plans, student progress, feedback and records of agreed arrangements.

CONCLUSION

At International School Premjers we respect the general principles outlined by the IB when planning adaptations to teaching and assessments for students with special educational needs.

We aim at creating a unique learning community which will provide inclusion for students with diverse learning needs by mutual efforts of teachers, students and their parents.

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