

Learning Diversity and Inclusion Policy

Policy Statement

Tema International School (TIS) is an inclusive school that accepts all students who are capable of accessing our curriculum, opportunities and experiences. Students who are identified with learning challenges will be provided with the requisite support to remove barriers to learning.

Implementation

The TIS Learning Diversity and Inclusion Team comprises specialist staff who can provide the appropriate support to remove barriers to learning for students with identified learning challenges. This team includes the Programme Coordinators, wellbeing counsellor, learning support staff, guidance counsellors, infirmary nurses, kitchen matron, boarding coordinators, CAS coordinator, Service and Action leader and Homeroom teachers.

This team develops individual education plans that promote full participation for each student at TIS, in partnership with parents. Each plan is reviewed at the end of each mid-semester (three months) and at three-way interviews to ensure the effectiveness of implementation.

Each TIS student is a member of a homeroom which is monitored by the students' Homeroom Teacher who has a day-to-day responsibility for the students in his or her group. Students with a challenge can bring it to the attention of their Homeroom Teacher, or any member of the Learning Diversity and Inclusion Team. Students can also ask their Student Council representative to act on their behalf.

Review

August 2021

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APPENDICES

1. Learning Diversity and Inclusion

Learning diversity refers to the many dimensions through which a student will learn including, learning through experiences which are cultural, ethnocentric, gender-related, previous educational experiences, through challenges that may be language, socio-economical, emotional and/or physical.

At TIS, a student is considered to have a challenge(s) if he or she has a:

- Significantly greater difficulty, including talented students, in learning than their peers.
- Difficulty accessing the facilities provided for the other students.

All students should be:

- Able to have access to education appropriate to their learning capacity.
- Given an equal opportunity to an inclusive educational system.
- Provided with subject support within the framework of the school policies.
- Given concessions applicable to their learning diversity as provided by the school's language and assessment policies and school support programs.

2. Roles

Programme Coordinators

- It is the responsibility of the Programme Coordinators (PYP, MYP, & DP) to request from the IB inclusive assessment arrangements for documented learning diversity.
- Teaching and learning will be differentiated to meet the needs of individual students.

Heads of Departments

- Supervise teachers in implementing the measures put in place to support learning diversity.
- Units of work across the curriculum will reflect whole school approaches to teaching and learning through differentiation and will take account of learning diversity.
- Assessment tasks and activities may be broken down into a series of smaller and achievable steps for students who have identified learning difficulties.

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- Through a school support system gifted and talented students receive extended tasks at a more challenging level to enable them maximize their learning experiences and abilities. Heads of departments work hand in hand with their department colleagues to ensure that no student is left behind.

Staff

- Staff continually undergo professional development to enable them acquire and implement innovative teaching strategies for learning diversity both within and outside the classroom.
- Student groupings are made flexible so that learning diversity needs may be met in individual, small group, or whole class contexts.
- Staff collaboratively discuss students who face challenges or need to be challenged on a regular basis in guidance meetings, per grade level, at different intervals during the year. This allows for a school wide position regarding students with learning diversity.
- In the case where a student appears to have significant learning needs or academic difficulties, the classroom teacher refers the student to the Well Being Team with appropriate documentation using the Referral Form (Section 3) following the Referral Flow Chart (Section 4). Based upon the decision of the team and the school administration, the parents of the student will be informed about the presented concerns and if necessary, the teacher(s) who made the referral will attend a meeting to help clarify for the parents the concerns so they better understand the need to take action.
- Upon the professional judgment of the counsellor and the principal in collaboration with the parent(s), the student might be referred to an outside agency for formal diagnostic assessment.

Wellbeing Counsellor

- Provides social and intellectual skill training during individual or group sessions for learning diversity to enable students cope with the systems of the school.
- Assists students to understand themselves in relation to their needs and demands of the school environment to help students develop healthy self-promoting attitudes and thrive in the school environment.

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- Assists students with social and emotional challenges to enable them make meaningful contacts with others in the school environment.
- Initiates programs (such as psychoeducation) and activities geared towards empowering students to take reasonable initiatives to self-actualize.

Learning Support

- Informs teachers of any learning diversity needs within their class.
- Consults with staff to inform about an appropriate IEP (Individualized Education Program) for learning diversity.
- Collaborates with teachers to develop a more effective support system and services for learning diversity.
- Depending on the need required, the learning support team will collaborate and coordinate the activities of other professionals such as occupation therapist, speech and language therapist in offering their services to students.
- Addresses specific questions or concerns parent or family members may have concerning learning diversity.
- Plays a major role in the assessment and intervention process for students.
- Uses Approaches to Learning (ATLs) with realistic planning to suit the demanding nature of the school's curriculum.
- Creates learning environments that celebrate and embrace diversity of all learners.
- Promotes ATLs that develop effective skills.
- Creates accessible assessments by design, content and medium.

College Guides Team

- Spend extra time and pay extra attention to learning diversity and assist with: transcripts, weak subject and test accommodation.
- Help research and take advantage of any necessary testing accommodation for standardized testing.
- Match their interest with available career options available to them despite their challenges.
- Discuss Colleges and Universities, noting their admission requirements and special needs accommodation.

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- Assist in properly documenting their needs (i.e. evidence of their challenges/disability and need for accommodation).
- Look for scholarships which specifically accommodate learning diversity.

CAS / SA Department

- Including students with learning challenges in collaborative projects that will help fraternize with other students.
- Provide extra attention in assisting students with the appropriate activity or after school activity to be involved in depending on their needs.
- Liaise with teachers on how CAS Projects and Experiences can promote effective classroom learning for all students.
- Categorize student's traits and modify activities that suit their various personalities.
- Students with learning difficulties will receive specific praise comments that links the activity directly with recognition in order to boost their self-esteem.

Hostel Parents

- Depending on the need of the student, hostel parents will ensure that available facilities are made accessible to students.
- Ensure students feel welcomed and see the hostel environment as a home away from home.

Nurses

Depending on the documented need provided to the school, the nurses will ensure that any health-related issues are attended to.

Catering Staff

Assist and implement nutrition plans for students with dietary challenges

Homeroom Teachers

- Be a mentor for their assigned homeroom students.
- Facilitate support for individual students based on their challenges.

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3. Referral Form

TIS Referral Form

Student's name (PLEASE PRINT)	
Grade	
Date of Referral	
Name of Referring Teacher	
Name of Homeroom advisor	
Signature of Homeroom advisor	Date

Areas of Concern of Referring Teacher – to be completed by initial referring teacher*

Reasons for referral

Academic	Behaviour	Communication
_ Listening Comprehension _ Hearing _ Written Expression _ Vision _ Basic Reading Skills _ Fine motor _ Reading Comprehension _ Gross motor _ Math Calculations _ Math Reasoning _ Homework Completion _ Memory _ Organisation _ Understanding instructions	_ Independent Activities _ Group Activities _ Non-compliance _ Motivation _ Attention Span _ Self help skills _ Peer relationships _ Teacher relationships _ Home relationships _ Apathy/Lethargy _ Passive/Shy _ Withdrawn _ Unresponsive to others _ Overactive/ Disruptive _ Orally or physically aggressive _ Mood swings	_ Articulation/ Voice _ Fluency _ Sentence structure/ Vocabulary _ Expressive language
		Health/Physical
		_ Hearing _ Vision _ Fine motor _ Gross motor

Any Other concerns:

How long have you noticed these concerns? _____

Student Strengths: _____

What methods have been used to try to improve the student's performance and what effect, if any, have they had? _____

Have parents been notified of any concerns – when and how? _____

Continue on additional sheets if space above is not adequate

Meeting held Head of Department/Learning Support Team and the Learning Support Teacher (and other staff as necessary) to review evidence and Notes of meeting appended	Date: _____
Head of Department Signature Referral to be actioned Yes/No*	Date: _____
Learning Support Teacher Signature Referral to be actioned Yes/No*	Date: _____
*Where there is disagreement, refer to the Principal	
<ul style="list-style-type: none"> • ALL SUBJECT TEACHERS TO PROVIDE TWO WORK SAMPLES: 1 SAMPLE OF BEST WORK/1 UNDERPERFORMING SAMPLE 	

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4. Referral Flow Chart for Learning Support

Step 1: Teaching strategies and differentiation with training and consultation from Learning Support Team.

Step 2: Student performance identified by teachers or support staff and discussed with Homeroom Advisers in MYP and in DP.

Step 3: Concern referred by Home Adviser or Subject Teacher in MYP and DP by completing the Referral Form and submitting this to Head of Departments/Learning Support Team.

Step 4: Case meeting with the Head of Departments/Learning Support Team. If the referral is approved, parents are contacted by SLT/ Learning support team and advised on course of action. Parent consent needs to be given for further action.

Step 5: Learning Support Team devises strategies to facilitate support e.g. meeting with parent, Individual Education Plan, Student Profile, external agency. Outcomes review date set by SLT/ learning Support Team.

Step 6: Feedback session with SLT/Learning Support Team to outline strategies and implementation plan.

Step 7: Inform all stakeholders (teachers, parents and pupils), as appropriate, of strategies and implementation plan.

Step 8: Parents invited to case meeting to discuss allocation of learning support and implications with SLT/Learning Support Team, Home adviser (as appropriate).

Step 9: Scheduled reviews evaluate implemental plan and amend or close based on evidence presented.

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5. TIS: INDIVIDUAL EDUCATION PLAN (IEP) Learning Support

Name: Date of Birth:		Year group:		Class:	
IEP Start Date:		Review Date:		SATs English: Maths:	
Strengths:			Areas to be developed (each area should have a corresponding target):		
Targets	Strategies	Provision	Success Criteria	Achieved	
1.					
2.					
3.					
4.					
Parent/Carer Involvement:		Students View:	Additional Information: Responds well to individual attention.		
Evaluation and future action:					
Names of all Learning Diversity Staff involved					
Signed: _____ (Learning Support) Date: _____					

6. Bibliography

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