

Learning Diversity and Inclusion Policy

Policy Statement

Tema International School (TIS) is an inclusive school that accepts students capable of accessing our curriculum, opportunities, and experiences. Students with learning diversity needs will be provided with the requisite support. The TIS approach includes setting suitable learning targets, responding to students' diverse needs, and overcoming barriers to learning for individuals and groups of experiences. Alternative assessment procedures are encouraged to respond to the diverse needs of all learners.

Implementation

Students are placed in appropriate primary and secondary school class levels upon admission. The learning diversity team, homeroom supervisors and programme coordinators provide guidance.

In-class support is strongly recommended for all learners at TIS and is provided by class teachers. Class teachers will identify specific learning needs. They will collaborate with the parents, learning diversity team, programme coordinators, and students to define the needs and develop an Individualised Education Program (IEP) to address them and set targets. After an agreed time, the IEP will be reviewed for goals met, goals to be refined or a time for the IEP to be dropped. Early morning briefings may be used to identify/highlight any issues that need to be addressed in a learning environment.

Other school personnel who could be involved in the IEP are the guidance counsellors, infirmary nurses, kitchen matron, boarding coordinators, CAS coordinators, and Service and Action coordinators.

Students with a challenge can bring it to the attention of their class teacher, or any school community member.

Evidence

LD.1 Learning Diversity and Inclusion Register (Admissions)

LD.2 Individualised Education Plan Register (Learning Diversity Team Leader)

LD.3 Guidance Meetings Registers (Programme Coordinators)

LD.4 Learning Diversity Team meeting records (Learning Diversity Team Leader)

Review

August 2025

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SUPPORTING STATEMENTS

1. Learning Diversity and Inclusion

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

At TIS, a student is considered to have a learning need if they have a:

- Significantly greater difficulty in accessing learning at their level than their peers.
- Difficulty accessing the learning environment provided for the other students.

All students:

- Must be able to have access to an education appropriate to their stage of learning development.
- Access opportunities of the TIS experience.
- Receive support within the framework of the school admissions, assessment, and language policies to access the curriculum as required.

2. Roles

Programme Coordinators

- The Programme Coordinators (PYP, MYP, & DP) are responsible for requesting from the IB inclusive assessment arrangements for documented learning diversity.

Heads of Departments/Lead Teachers

- Supervise teachers in implementing the measures put in place to support learning diversity.
- Ensure that units of work across the curriculum will reflect whole school approaches to teaching and learning through differentiation and will consider learning diversity.
- Ensure that assessment tasks and activities may be broken down into a series of smaller and achievable steps for students who have identified learning difficulties and/or extra time will be allowed to complete tasks where necessary.

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Staff

- Teaching and learning will be differentiated to meet the needs of individual students.
- 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 flexible, so learning diversity needs may be met in an individual, small group, or whole class contexts.
- Staff collaboratively discuss students who face challenges or need to be challenged regularly in guidance meetings, per grade level, at different intervals during the year. This allows for a school-wide position regarding students with learning diversity.
- When a student appears to have significant learning needs or academic difficulties, the classroom teacher refers the student to the Learning Diversity Team with appropriate documentation using the Referral Form (Section 3) following the Referral Flow Chart (Section 4). The parents of the student will be informed about the presented concerns. If necessary, the teacher(s) who made the referral will attend a meeting to help clarify the concerns, so they better understand the need to take action.

Learning Support

- Provides social and intellectual skills training during individual or group sessions to learn diversity and enable students to cope with the school's systems.
- Informs teachers of any learning diversity needs within their class.
- Teachers bring to the attention of the learning support any students of concern.
- Consults with staff to inform them about an appropriate IEP (Individualised Education Program) for learning diversity. IEPs will be reviewed regularly and at intervals that are suitable for each student.
- Collaborates with teachers to develop a more effective in-lesson 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 occupational therapists, speech and language therapists, in offering their services to students.

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- Addresses specific questions or concerns parents or family members may have concerning learning diversity in collaboration with the counsellors.
- 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 the diversity of all learners.
- Promotes ATLs that develop effective skills.
- Creates accessible assessments by design, content and medium.

School Counsellor

- Assists students in understanding themselves in relation to the needs and demands of the school environment to help them develop healthy self-promoting attitudes and thrive in the school environment.
- Provide psychological support to students with emotional and behavioural challenges to create a supportive environment to facilitate learning.
- Provide psychoeducation and support to parents to help them understand their children's needs and how to support them.
- Assists students with social and emotional challenges to enable them to make meaningful contact with others in the school environment.
- Initiates programs (such as psychoeducation) and activities geared towards empowering students to take reasonable initiatives to self-actualise.
- 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.

University Guides

- Pay extra attention to learning diversity needs and assist with transcripts, test accommodations, and students' challenges with specific subjects.
- Match their interest with available career options available to them despite their challenges.
- Help research and take advantage of any necessary testing accommodations for standardised testing.
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- Discuss 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 that specifically accommodate learning diversity.

CAS / SA

- Includes students with learning diversity needs in collaborative projects that will help them fraternise with students.
- Provides extra attention in assisting students with the appropriate activity or after-school activity to be involved in, depending on their needs.
- Liaises with teachers on how CAS Projects and Experiences can promote effective classroom learning for all students.
- Categorise students' traits and modify activities that suit their various personalities.

Hostel Parents

- Depending on the student's needs, hostel parents will ensure that available facilities are accessible to students.
- Ensure students feel welcomed and see the hostel environment as a home away from home.
- Monitor the progress of students who are on IEPs and other support interventions within the hostel.

Nurses

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

Catering Staff

Assist and implement nutrition plans for students with dietary challenges.

Homeroom Teachers

- Be a mentor for their assigned homeroom students on IEP and other support interventions.
- Facilitate support for individual students based on their challenges.
- Encourage inclusivity among students.

3. Referral Form

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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:
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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	
ALL SUBJECT TEACHERS TO PROVIDE TWO WORK SAMPLES: 1 SAMPLE OF BEST WORK/1 UNDERPERFORMING SAMPLE	

4. Referral Flow Chart for Learning Support

Step 1: Teaching strategies and differentiation with training and collaboration with 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 the Homeroom Adviser or Subject Teacher in MYP and DP by completing the Referral Form and submitting this to Head of Departments/Learning Diversity Team.

Step 4: Case meeting with the Head of Departments/Learning Diversity Team. If the referral is approved, the SLT/ Learning Diversity team contacts parents and advises them on the course of action. Parent consent needs to be given for further action.

Step 5: The Learning Diversity Team devises strategies to facilitate support, e.g., a meeting with a parent, an Individual Education Plan, a student profile, or an external agency. The outcome review date is set by the SLT/ Learning Diversity Team.

Step 6: Feedback session with SLT/Learning Diversity 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 are invited to a case meeting to discuss the allocation of learning support and implications with SLT/Learning Diversity Team, and Homeroom adviser (as appropriate).

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

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5. TIS: INDIVIDUAL EDUCATION PLAN (IEP)

Name: Date of Birth:		Year group:		Class:	
IEP Start Date:		Review Date:			
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: _____					

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6. Bibliography

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