BISC policy on Inclusion

Introduction

learning opportunities that enable every student to develop and pursue appropriate

(What is an IB education? 2017:6)

This document outlines our policy on inclusion. Like the IB we are of the opinion that our

practices, 2019:10). For this to happen we have instituted the following:

1. needs assessment

2. learning support

3. exam support

4. culture of collaboration

This document will address each in turn.

1. Needs assessment

In order to provide the appropriate learning support it is first necessary to identify needs. BISC does this through the following:

For new students
- Requests previous school reports from new students as well as medical documents outlining any learning needs
- assesses new students by means of an English language test and a test in Mathematics. (Subject specific tests are also possible and delivered if necessary).
- Interviews new students.
- Checks school records on what types of support have been provided in the past.

For existing students
- Regular monthly meetings are held to discuss student progress and refer students to the ALN coordinator if required.
- Students who are referred take a literacy test.
- Standard scores are checked against IB document Candidates with assessment

If it has been established that students have specific learning needs, students are assessed by means of Lucid Exact, a literacy test that screens students in discreet areas (word recognition, reading comprehension, etc). The report generated allows the pedagogical team to decide on the most appropriate learning support, such as assistance in the classroom, use of computer, etc. Please refer to the IB document Candidates with assessment access requirements for more information on type of assistance.

2. Learning support

The following are the provisions for learning support we provide:
A. the optimal programme of study chosen

B. meetings with tutor

C. academic skills class

D. the provision of assessment access requirements

E. differentiation in the classroom

F. consulting teachers during exam time

G. learning portfolio

H. access to a school counsellor / ALN coordinator

If students do not follow the full diploma programme students are requested to choose a minimum of five diploma programme courses (including Mathematics and English). The choice of whether to take these at standard

3. If no prior learning needs are established before entering the programme teachers may raise a matter with the form tutor and the ALN coordinator. The ALN coordinator will repeat the steps as per 2 above. Alternatively, the form tutor will establish learning needs via tutorial meetings with the student. If a need has been established, the form tutor will decide on the best course of action.

E. the learning portfolio

The learning portfolio is a folder that is drawn up for each student throughout the course of their study, which includes student work, form tutor comments, student reports, IB