

Inclusion Policy

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Related policies:

- Language policy
- Admissions policy
- Assessment Policy

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Philosophy of the school

At the British College of Gavà we acknowledge that our students have diverse learning profiles with combinations of unique and shared patterns of values, knowledge and experience of the world and their place in it. Thus learning diversity is especially valued in our school for building inclusive communities. AT BCG we ensure that the needs of all pupils, including students with special educational needs (SEN), are addressed and provision is made available to them. We firmly believe all learners must experience equal opportunities to participate and engage in quality learning.

Aim of the policy

- Define what is considered SEN - G&T and inclusion.
- Outline school procedures for identifying and supporting SEN and G&T students.
- Define the principles of a fair assessment for all students taking into account the inclusive access arrangements that school will implement if necessary.

Definitions

Inclusion:

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers (IBO, 2016). At BCG we believe we can achieve this by fostering a culture of collaboration, mutual respect, support and problem solving.

Special Educational Needs (SEN):

SEN represents a broad range of students' individual learning and assessment needs along a continuum of learning difficulties to gifted and talented. Those needs would generally be long term challenges for the student. According to IBO (2016), this may include:

- Specific learning difficulties
- Communication and speech disorders
- Autism spectrum disorders
- Social, emotional and behavioural challenges
- Multiple disabilities and/or physical, sensory, medical or mental health issues
- Gifted and talented (broader definition given below).

Gifted and talented (G&T)

At BCG we consider students who have the ability to excel academically in one or more subjects as a gifted student (performing above age related average grades or standard scores). A talented student would have the ability to excel in practical skills such as sport, artistic performance or leadership.

G&T students may be rapid learners, have excellent memory and vocabulary skills, they may be perfectionists, have strong curiosity, be intense and have a high degree of perseverance in their interest. However they may

also be experiencing challenges in other areas of learning and can display behavioural, social, physical/sensory or specific learning difficulties as well.

In order to identify these students we collect quantitative data, including test data and results of teacher assessment (as detailed in *BCG Assessment Policy*) qualitative information (teacher and parent observations as well as examples of student's work) and rate of progress.

Adverse circumstances: Unforeseen circumstances beyond the control of the student, that may be detrimental to their performance. Such circumstances may include medical conditions/illness with onset or occurrence up to three months before examinations such as injury, severe stress/anxiety, exceptionally difficult family circumstances or bereavement.

Access arrangements: Changed or additional conditions during the assessment process for a candidate with assessment access requirements. These enable the candidate to demonstrate his or her level of attainment more fairly and are not intended to compensate for any lack of ability.

In BCG we define the learning support as the support and/or access required to enable some students (those who have the aptitude to meet all curriculum and assessment requirements but present challenges that prevent them to do it), to reach their full potential in learning and assessment. Learning support however is not only restricted to students with identified challenges and must be provided to any student who requires support.

Types of Support

In order to plan for provision at BCG we contemplate three different tiers of support:

Universal support

This is addressed to all students in a regular classroom. As a school we firmly believe that pupils' needs are best met in the classroom and provide high quality teaching, differentiation, flexible grouping and TA assistance in the classroom as part of this first tier.

Additional support

This is delivered to SEN students and students who show difficulties in their learning process when the universal measures are not sufficient to cater for their needs. Additional support is used together with universal measures. Push in/out group work with TA or specific group intervention with SENCO would fall in the tier of additional support. Accommodations in class and inclusive arrangements are representative forms of this additional support as well. Main strategies to be used in class for the most common SEN profiles at BCG can be found in the table below.

Intensive support

This is addressed to SEN pupils when the universal and additional measures are not sufficient to cater for their needs. They aim to facilitate strategies to the students to support their learning and these measures are used together with universal and additional support. The 1:1 intervention is the most common practise in this tier (based on areas of student need such as reading, reading comprehension, spelling or arithmetic etc). When more frequency of intensive support is needed BCG may advise families to seek support from an external

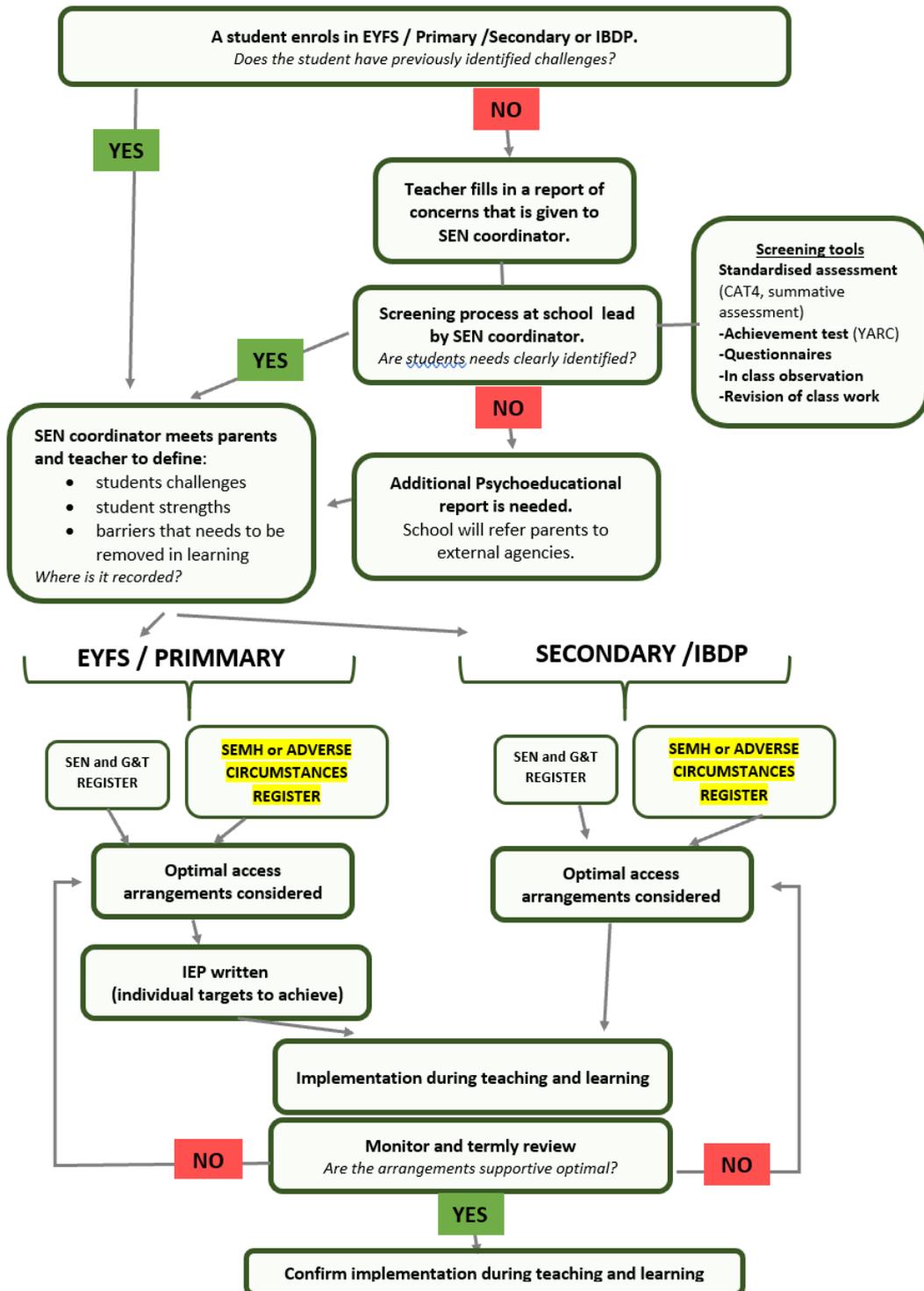
agency at extra cost. We currently collaborate with several professional academic and emotional support agencies and help coordinate and synchronise support for the student.

Shared principles with Language policy

In our school we do acknowledge that students with English as an Additional Language (EAL) might show some learning difficulties that may or may not be related to their language ability. As stated in the BCG Language Policy, the EAL specialist will assess the students' language needs and EAL support will be provided. The EAL specialist, class teacher and SENCO will work in close collaboration to monitor student progress, arrange additional assessment if needed or provide inclusive access arrangements if their language ability is a current barrier to their teaching and learning.

Procedures

The diagram below shows the procedures used at BCG for identification and implementation of learning support.



In practice

Parents

- The SEN department will communicate regularly with parents/guardians on the learning needs of pupils and provide an IEP for those pupils on the SEN Register. Communications will be by email, telephone call and face to face meetings when this is more appropriate.

Teachers

- All registers (SEN register as well as SEMH/adverse circumstances) are updated periodically and shared with the teachers. Termly SEN meetings will be held with teaching teams in each phase of the school to review the updated registers.
- Specific SEN workshops will be delivered as part of the school's CPD programme to teachers and other support staff.

Early Years and Primary

- IEPs are elaborated by class teachers in liaison with the SEN coordinator (SENCO) and will be revised termly. The IEP should set concrete targets and strategies that are different from or additional to those in place for the rest of the class. Accommodations that need to be implemented in class teaching and formative assessment will be described in the student's IEP.

Secondary

- IEPs are elaborated by the relevant subject teachers in liaison with the SEN coordinator (SENCO) and the personal tutor. These will be revised termly. The IEP should set concrete targets and strategies that are different from or additional to those that are in place for the rest of the class. Accommodations that need to be implemented in class teaching and formative assessment will be described in the student's IEP.

Diploma

- IEPs are elaborated by the personal tutor/DP Coordinator and the student in collaboration with subject teachers and SENCO. For students who are new to the school, as stated in the BCG Admissions Policy, evidence of prior diagnosis or support received in their previous school will also be taken into account. The student takes a proactive role in evaluating their own progress and attends regular meetings with their tutor/DP Coordinator and they will update the plan termly. The IEP should set concrete targets and strategies that are different from or additional to those that are in place for the rest of the class. Accommodations that need to be implemented in class teaching and formative assessment will be described in the student's IEP.
- The SENCO will work collaboratively with Diploma Programme teachers and students to ensure inclusive practices in class and assessment are working well. The school SENCO is the DP reference for teachers on all matters relating to inclusion, attends regular DP meetings with staff and is available to attend the needs of DP students. This also includes explanation of necessary examination allocations/conditions when necessary.

All provisions delivered to SEN pupils will be recorded on a SEN provision map (updated periodically) the aim of which is to have an overview of the resources available allowing effective planning, evaluation and facilitating decision making.

SEN	Common challenges	Teaching strategies in class
ADHD (Attentional Deficit Hyperactivity Disorder)	Hyperactivity and impulsivity	<ul style="list-style-type: none"> • Provide frequent breaks. • Give purposeful tasks in class to allow movement. • Allow the students to stand or scribble when listening.
	Inattention	<ul style="list-style-type: none"> • Preferred sitting in front row. • Extended time to complete tasks. • Provide time reminders frequently (use timers to stay on task). • Break down tasks to smaller parts. • Use clear, understandable language to give simple instructions. • Make regular checks for understanding. • Set tasks that are realistic and achievable.
	Organization and planning	<ul style="list-style-type: none"> • Encourage buddy system or peer support. • Use visuals to support organization and planning (timetables, planners, charts, diagrams, checklists, mind maps etc.) • Regular checks to diary and homework.
	Behaviour in class	<ul style="list-style-type: none"> • Gives immediate and consistent behaviour feedback. • Work on a behaviour plan/contract with the student. • Provide a time-out corner/facility that the students can retire to when arousal levels are high. • Use previously discussed and arranged signals when behaviour needs modifying.
Dyslexia	Written work	<ul style="list-style-type: none"> • Extended time to complete written tasks • Make regular checks for understanding. • Set tasks that are realistic and achievable. • Use planning structures (graphic organizers or Mind Maps®) to develop writing. • Support and encourage the use of assistive technology. • Provide written photocopied notes of key ideas covered in class. • Accept that spelling is a difficulty. • Mark only key vocabulary when correcting and offer a correct model when wrong
	Reading	<ul style="list-style-type: none"> • Use simplified text wherever possible. • Divide reading into sections and check for understanding after each section. • Encourage and allow the use of a ruler or paper guide when reading. • Pre-teach or provide subject-specific vocabulary. • Allow extra time for both reading and comprehension. • Reading aloud should be on a voluntary basis.
Dyscalculia	Understanding & remembering mathematical concepts, rules, formulas and sequences.	<ul style="list-style-type: none"> • Give extra time for completing work. • Provide scrap paper and squared or linear paper to facilitate spatial organization. • In Secondary allow use of calculator when possible. • Link mathematics to real life. • Support multi-sensory learning—write it, talk it through, and explain it back. • Provide teaching notes to circumvent copying. • Offer pre-teaching and post-practice sessions to consolidate new learning. Offer to proofread work to pick up recording and decoding mistakes.

Key classroom strategies

ASD (Autism Spectrum Disorder)	Social interaction	<ul style="list-style-type: none">• Reward appropriate behaviours.• Encourage interaction through the use of games, sharing and turn-taking.• Create opportunities to discuss feelings and verbalize the impact of the student behaviours in others.• Make social expectations explicit and clear.• Give a role of responsibility.• Arrange groups previously based on strength.
	Rigidity of thought	<ul style="list-style-type: none">• Examine special interests carefully for age appropriateness and safety and use them as a reward• Make constant connections and like of special interests to learning, project based learning works very well for this purpose.• Anticipate transitions, changes in schedule and special events.• Use visual clues to support learning (schedules, checklists etc.)
	Communication	<ul style="list-style-type: none">• Create the need to communicate, e.g. asking for time to explore a special interest, request for food or object, etc.• Use simple direct language.• Instead of saying “no” tell the students what it is you want them to do. Reward appropriate responses.• Limit choices; too many choices can cause confusion.

*Extracted from “Meeting student learning diversity in the classroom” (IBO, 2013)

Supporting G&T

At BCG we aim to maximize G&T student’s potential by providing education that is suited to their particular needs and abilities.

Whole school

- Differentiation is the first universal measure that allows teachers to pitch class content and delivery according to the needs of all pupils including sufficient challenge for G&T students.
- We provide learning extension areas (as opposed to more of the same) in which the student’s exceptional ability is demonstrated by project based learning, applied research linked to specific topics, extra homework opportunities, choice in learning activities and regular challenge tasks.

Early Years and Primary

- More challenging work is given to the more able students
- Opportunities are made for more able children to work together
- The school offers clubs and enrichment activities as opportunities for development of those areas of high ability. Example - Chess Club

Secondary

- We encourage students to participate in external learning competitions based on areas of talent or subjects of choice.
- Year 10 subject options for GCSE are presented in the form of Pathways. These Pathways help support the students in choosing a balanced programme of study that suits their individual strengths and interests. The more able students are encouraged to pursue the Young Oxbridge Pathway which is more challenging and includes subjects such as Philosophy, as well as doing extra courses such as MOOCs.
- G&T students get the chance to teach lower down the school.

- We are currently developing an enrichment programme to compliment GCSE courses to offer extension and challenge in areas of ability and interest.

IBDP

- IBDP subject choices are presented as Pathways to Higher Education
- We provide all students with access to Unifrog platform and encourage them to use MOOCs (Massive Open Online Courses)
- We create opportunities for students to undertake 4 subjects at HL in areas of exceptional ability.
- G&T students get the chance to teach lower down the school.
- We are currently developing an enrichment programme to compliment DP courses to offer extension and challenge in areas of ability and interest.
- A selection of online resources are available in the library to stretch the more able students ie Britannica Online

Assessment

We define an “Inclusive Access Arrangement” as a change introduced to the teaching, learning and assessment of a learner with SEN. The aim of an inclusive access arrangement is to remove or reduce barriers encountered by learners with SEN and to enable learners to work to the best of their abilities despite the challenges they might face by providing optimal support to their learning. (IBO, 2018).

The term “reasonable adjustment” is a further modification to the assessment process which may not be standard and might not be covered in the list of inclusive access arrangements. These are unique to each learner and are based on their individual requirements.

Inclusive access arrangements and reasonable adjustments will be provided for both internal and external assessments. SEN learners should have well planned inclusive access arrangements and these should be applied from the start of and persist throughout the course of learning and teaching including both during class time and in assessments. Those planned inclusive access arrangements will be specified in the learner’s IEP - SEN register.

The validity and meaningfulness of assessments should not be impacted and the aims of the arrangements are to ensure equity and fairness between all learners. It is the responsibility of the subject teacher to check the SEN register where all inclusive access arrangements needed for each SEN child will be detailed. SENCO will additionally meet with teachers to ensure these are in place in a timely manner before the day of the assessment. SENCO will meet the students individually to follow up and regular coordination will be held with and between teachers to monitor student progress. The SENCO will attend regular subject group DP meetings with DP teachers and DP Coordinator.

Inclusive access arrangements for in-school assessments

1. The use of a private work space.
2. Enlarged print of assessment and support materials.
3. The use of a reader / scribe / communicator.

4. The use of ICT for making responses (word processor, speech recognition, dictation).
5. Extra time on top of allocated time.
6. Rest breaks or comfort breaks.
7. Tiered content or inclusion of additional prompts such as a keyword bank, sentence starter, writing frame, mathematical aids.
8. The use of modified scientific and mathematical instruments and sports equipment or the use of a helper to manipulate such instruments for the learner.
9. Challenging content including higher level or additional content that the learner has been exposed to, either in lesson, or as set extra reading or research. Questions modified to place greater emphasis on independent thinking or open-ended discussion.

Inclusive access arrangements for external examinations

The school guarantees access arrangements in internal and external examinations to those students with evidence of Special Educational Needs or Disability. The arrangements provided by The British College of Gavà are in line with JCQ guidelines (according to Pearson - Edexcel exam boards) for GCSE year groups and with IB access arrangements regulations for DP examinations.

The official access arrangements requesting procedure for DP students will be led by the DP coordinator with candidate consent (or the consent of the candidate's parent or legal guardian). The necessary supporting documentation will consist of a psychological, psycho-educational or medical report, undertaken and dated within three years of the intended examination session. For additional language learners that apply for inclusive access arrangements, evidence from a language test undertaken no earlier than one year before examination is required. Additional educational evidence from the school (IEP, summary of arrangements provided to the candidate in order to access learning and assessment or report from coordinator or candidate's subject teachers), should be provided in both cases.

In the table below, assessment arrangements requiring and not requiring authorization from IB are listed.

INCLUSIVE ACCESS ARRANGEMENTS	NO AUTHORIZATION REQUIRED	AUTHORIZATION REQUIRED
Flexibility in duration of examination, course of deadline	<ul style="list-style-type: none"> Rest Breaks 	<ul style="list-style-type: none"> Access to additional time Extra time for additional language learners Deferral Extensions Extra opportunities to retake examinations
Flexibility in examination location	<ul style="list-style-type: none"> Separate room Sitting 	<ul style="list-style-type: none"> Alternative venue
Flexibility in presentation of the examination or input	<ul style="list-style-type: none"> Communicators Aids Clarification of examination directions Colour naming (for students with colour blindness) 	<ul style="list-style-type: none"> Access to modification in presentation Access to reading Reader (for additional language learners) Sign language interpreters
Flexibility in the method of response	-	<ul style="list-style-type: none"> Word processor (for additional language learners) Access to writing Access to speech and communication Access to calculator
Use of human assistance	<ul style="list-style-type: none"> Care assistant Prompter Communicator 	-
Non-standard flexibility for an individual student		<ul style="list-style-type: none"> Reasonable adjustments

*Extracted from "Access and Inclusion policy" IBO (2018).

Admissions of SEN students

New and prospective students will need to complete the application process as stipulated in the BCG Admissions Policy. All students are evaluated individually to ensure that the school can offer adequate support to each learner.

Communication and review

Policy focus group : Kelly Wakelin, Danny Steadman, John Jim and Laia Boix

This policy should be reviewed as standard a minimum of once every two years.

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Reference List

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