

Inclusion Policy

Version: 3

- Date of implementation: September 2025
- Date of last review: September 2023
- Policy review date: June 2026

Related policies:

- Language policy
- Admissions policy
- Assessment Policy

Contents

Philosophy of the school.....	2
Aim of the policy.....	2
Definitions.....	3
Guiding Principles.....	3
Framework of Support.....	4
Roles & Responsibilities.....	4
Inclusive Teaching, Learning & Assessment.....	5
Culture, Community & Engagement.....	8
Well-being and Safeguarding.....	8
Review & Related Policies.....	8
Appendix 1.....	10
Appendix 2.....	11
Reference List.....	13

Philosophy of the school

At the British College of Gavà (BCG), inclusion is central to our mission to provide an equitable, internationally minded education that nurtures curiosity, respect, and lifelong learning. We believe that every learner is unique, bringing individual strengths, experiences, and perspectives that enrich our school community.

Aligned with our BCG values, the IB philosophy and learner profile, we are committed to removing barriers to learning and participation so that all students feel valued, supported, and empowered to achieve their full potential.

Inclusion at BCG is not limited to students with diagnosed needs—it encompasses all aspects of diversity including ability, language, culture, gender, identity, religion, socioeconomic status and neurodiversity.

We recognize inclusion as:

“An ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers through a culture of collaboration, mutual respect, support, and problem-solving.” (IBO, 2016)

Aim of the policy

BCG’s Inclusion Policy aims to:

- Promote an inclusive culture where all learners experience belonging, respect, and dignity
- Ensure equitable access to high-quality learning, teaching, and assessment for all students
- Identify and address barriers to learning early and effectively
- Provide differentiated, student-centered support that nurtures academic, social, emotional, and physical well-being
- Engage all members of the school community—students, parents, teachers, and leadership—in developing inclusive practices
- Align with the IB Programme Standards and Practices (2023) and Access and Inclusion Policy for DP and CP programmes

Definitions

Inclusion

A continuous, whole-school commitment to identify and remove barriers so every student can participate fully and succeed, regardless of background or ability.

Special Educational Needs and Disabilities (SEND)

Long-term learning, emotional, behavioural, sensory, physical or health-related challenges that require additional support to ensure equitable access to learning.

Gifted and Talented (G&T)

Students demonstrating exceptional aptitude or potential in academic, creative, artistic, athletic or leadership domains who require additional challenge and enrichment.

English as an Additional Language (EAL)

Students learning in a language that is not their mother tongue. Support focuses on language development, access to the curriculum and integration into school life.

Access Arrangements

Planned adjustments to teaching, learning, or assessment conditions to remove barriers and enable students to demonstrate their true level of attainment fairly in line with IB Access and Inclusion guidelines.

Guiding Principles

Equity and Belonging - All students have the right to access a rich curriculum and feel valued

Collaboration - Inclusion is the shared responsibility of staff, students, and families

Universal Design for Learning (UDL) - Lessons anticipate diversity and build flexibility into teaching

Evidence-based support - Interventions are data-driven, targeted, and regularly reviewed.

Confidentiality and Dignity - Information is handled respectfully and lawfully

Continuous Improvement - Inclusion is dynamic and evolves with the school community - review and reflection are integral.

Framework of Support

BCG uses a tiered model of intervention to ensure responsive, needs-based provision:

1 Universal Support

- High-quality, differentiated classroom teaching for all students
- Flexible grouping, inquiry-based pedagogy, and scaffolded tasks
- Varied means of engagement, expression, and representation (UDL principles)
- Safe, respectful environments promoting well-being and participation

2 Additional Support

- Targeted small-group or individual intervention coordinated by the Head of SEND, EAL specialist and/or Pastoral leads
- Individual Education Plans (IEPs) developed collaboratively with teachers, students, and parents
- Reasonable classroom accommodations and formative & summative assessment adjustments

3 Intensive Support

- One-to-one or highly individualized intervention when universal and additional measures are insufficient
- Collaboration with external specialists, psychologists, or therapists
- Regular review meetings to evaluate progress and adjust provision

Roles & Responsibilities

School Leadership

- Ensure inclusive practices are embedded across all school policies, programmes and practices
- Allocate time, resources and professional development for inclusive teaching , including time for teachers to collaborate and share best practice
- Oversee annual review of this policy and its implementation

Head of SEND & SEND Department

- Coordinate identification, intervention and monitoring of students with additional needs
- Maintain and share up-to-date SEN and EAL registers

- Liaise with pastoral leads, tutors and teachers to ensure a holistic approach to learning support
- Provide expertise, training and guidance to staff on inclusive strategies
- Liaise with parents, external agencies and examination boards

Teachers

- Plan and deliver differentiated, inclusive lessons
- Refer any concerns regarding undocumented learning needs by following the protocol outlined in Appendices
- Implement strategies outlined in student IEPs and monitor student progress closely
- Communicate regularly with the Head of SEND, SEND department, EAL and pastoral leads where appropriate
- Foster classroom cultures that value empathy, collaboration, and respect

Students

- Take an active role in reflecting on their learning needs and setting personal goals
- Demonstrate IB learner profile attributes in their daily learning

Parents / Guardians

- Uphold BCG values of inclusion, transparency and collaboration by communicating child's learning needs to the school on admission or when they arise
- Partner actively with the school to support their child's learning
- Participate in meetings and reviews of IEPs or support plans, including communicating changes in student needs

Inclusive Teaching, Learning & Assessment

Inclusive Teaching & Learning

- Teachers at BCG use inquiry, collaboration and formative assessment strategies to meet diverse student needs examples of which are included as an Appendix
- Social-emotional learning and intercultural understanding form an integral part of the BCG classroom
- Teachers at BCG build on student strengths and prior knowledge to extend learning
- Time and resources are allocated for professional development, collaboration and sharing best practice

- Teachers at BCG and our curriculum promote positive attitudes towards diversity and inclusion

Inclusive Access Arrangements and Reasonable Adjustments

BCG ensures that every student can demonstrate their knowledge and skills under fair and equitable conditions. Therefore access arrangements and reasonable adjustments form a key part of the school's commitment to inclusion.

Inclusive access arrangements

Pre-planned changes to teaching, learning or assessment conditions for students with documented learning support requirements. These arrangements are designed to remove or reduce barriers and enable equitable participation. They are not intended to compensate for lack of ability, but to ensure that assessment measures the intended learning outcomes.

Reasonable adjustments

Exceptional, non-standard modifications based on individual circumstances where inclusive access arrangements alone do not remove barriers.

Principles

- Access arrangements are based on documented evidence of need such as psycho-educational or medical report and consistent classroom practice.
- They apply to both formative and summative assessments
- BCG protocols for Access Arrangements follow the IB Access and Inclusion Policy (2023) and, where relevant, JCQ regulations
- Access arrangements at BCG aim to maintain assessment validity, reliability and integrity

Examples of inclusive access arrangements

- Extra time (normally 10% or 25%)
- Rest or movement breaks
- Reader, scribe or prompter
- Use of assistive technology (word processor)
- Modified print or materials (enlarged, coloured, Braille)
- Private or small-group assessment room

- Adjusted timetables or deadlines
- Adapted practical equipment or physical arrangements

Responsibilities

Head of SEND

- Coordinates the collation of evidence of learning needs (psychological or medical reports, teacher records, classroom data)
- Determines and documents appropriate arrangements in consultation with teachers, students and parents
- Is aware of the most recent guidelines from the IB and JCQ regarding inclusion and access arrangements
- Alongside the IBDP & IBCP Coordinators, submits formal requests for IB Diploma and Career-related Programme assessments through IBIS, ensuring consent and documentation meet IB standards
- Supports teachers in consistent implementation of inclusive access arrangements throughout the learning cycle

Teachers

- Apply approved arrangements in day-to-day teaching and formal/summative assessments
- Keep records and feedback on the effectiveness of access arrangements

DP/CP Coordinators

- Oversee all IB examination access requests and ensure alignment between classroom practice and internal assessments with submitted arrangements
- Monitor compliance with IB deadlines and requirements

Students and Parents

- Provide required documentation and feedback on the suitability of arrangements
- Participate in reviews and reflect on the support's impact for the learner

Review of Access Arrangement

Access arrangements are reviewed annually or as student needs change to ensure they remain relevant and effective. Changes are agreed collaboratively by the Head of SEND, DP /CP Coordinators, pastoral leads, teachers, students, and parents.

Culture, Community & Engagement

Inclusion is communicated clearly through induction, INSET, and school publications. This policy is available to all stakeholders through the school website. A visual version of this policy is being created to ensure ease of access and understanding of protocols and procedures.

BCG celebrates diversity through international events, “Language of the Month,” and assemblies. Regular feedback is sought from students, staff and parents and this informs ongoing development of the school’s Inclusion Policy. A Parent Code of Conduct aligns family engagement with school values of respect and inclusion.

Well-being and Safeguarding

At BCG, inclusion is inseparable from well-being. Daily PSHE sessions address social and emotional development and both students and teachers have access to regular wellness sessions to support their mental health. Students have access to an extensive pastoral network including tutors, pastoral leads, listening mentors and a peer-support programme. All staff receive safeguarding and anti-discrimination training to protect vulnerable learners.

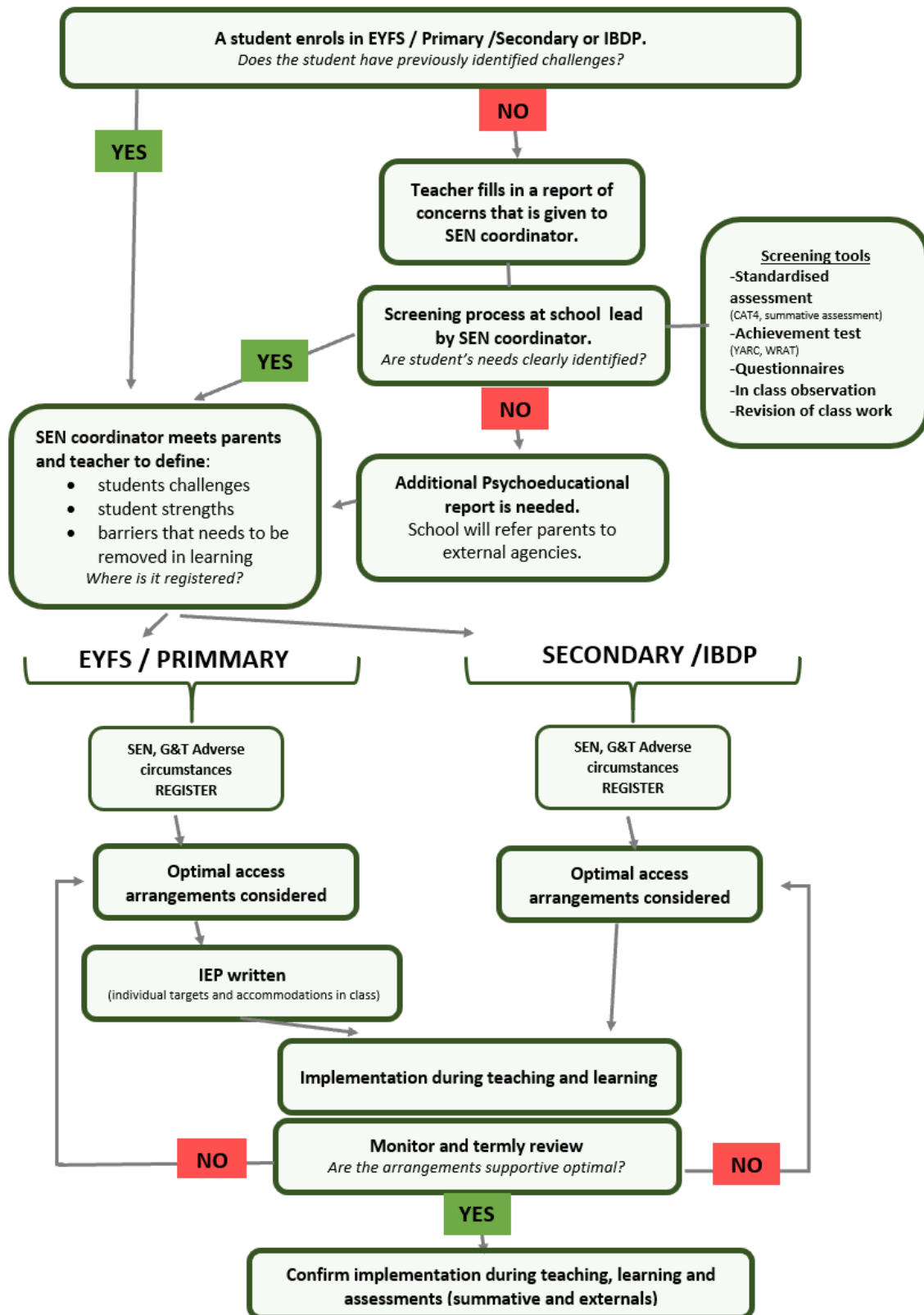
Review & Related Policies

The BCG Inclusion Policy is reviewed annually and updates are communicated to all stakeholders.

- BCG Language Policy
- BCG Assessment Policy
- BCG Admissions Policy

- BCG Safeguarding & Well-being Policies
- *IB Access and Inclusion Policy (2023)*
- *IB Programme Standards and Practices (2023)*

Appendix 1



Appendix 2

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.

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)

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).

Reference List

International Baccalaureate Organization. (2010). *Inclusive Education*. October 29th, 2025:

<https://www.ibo.org/programmes/inclusive-education-in-the-ib/>

International Baccalaureate Organization. (2016). *Learning diversity and inclusion in IB Programmes. Removing barriers to learning*. October 29th, 2025:

https://resources.ibo.org/data/learning-diversity-and-inclusion-in-ib-programmes_a910d098-5e8d-4a40-b072-83b4a4c009b7/learning-diversity-and-inclusion-in-ib-programmes-en_b4a5229b-45db-4129-a2ab-fc7066b9d86f.pdf

International Baccalaureate Organization (2018). *Access and inclusion policy*. Retrieved November 2023 from:

<https://www.ibo.org/globalassets/new-structure/programmes/dp/pdfs/access-and-inclusion-policy-en.pdf>

International Baccalaureate Organization (2021). *Adverse circumstances policy*. Retrieved June 2024 from:

<https://www.ibo.org/globalassets/new-structure/programmes/dp/pdfs/adverse-circumstances-policy-en.pdf>