

## **Inclusion Policy**

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Review Date:	January 2023
Policy Holder:	Sara Morrow
Approval By:	Senior Leadership Team (SLT)



**REGENTS INTERNATIONAL SCHOOL  
PATTAYA**

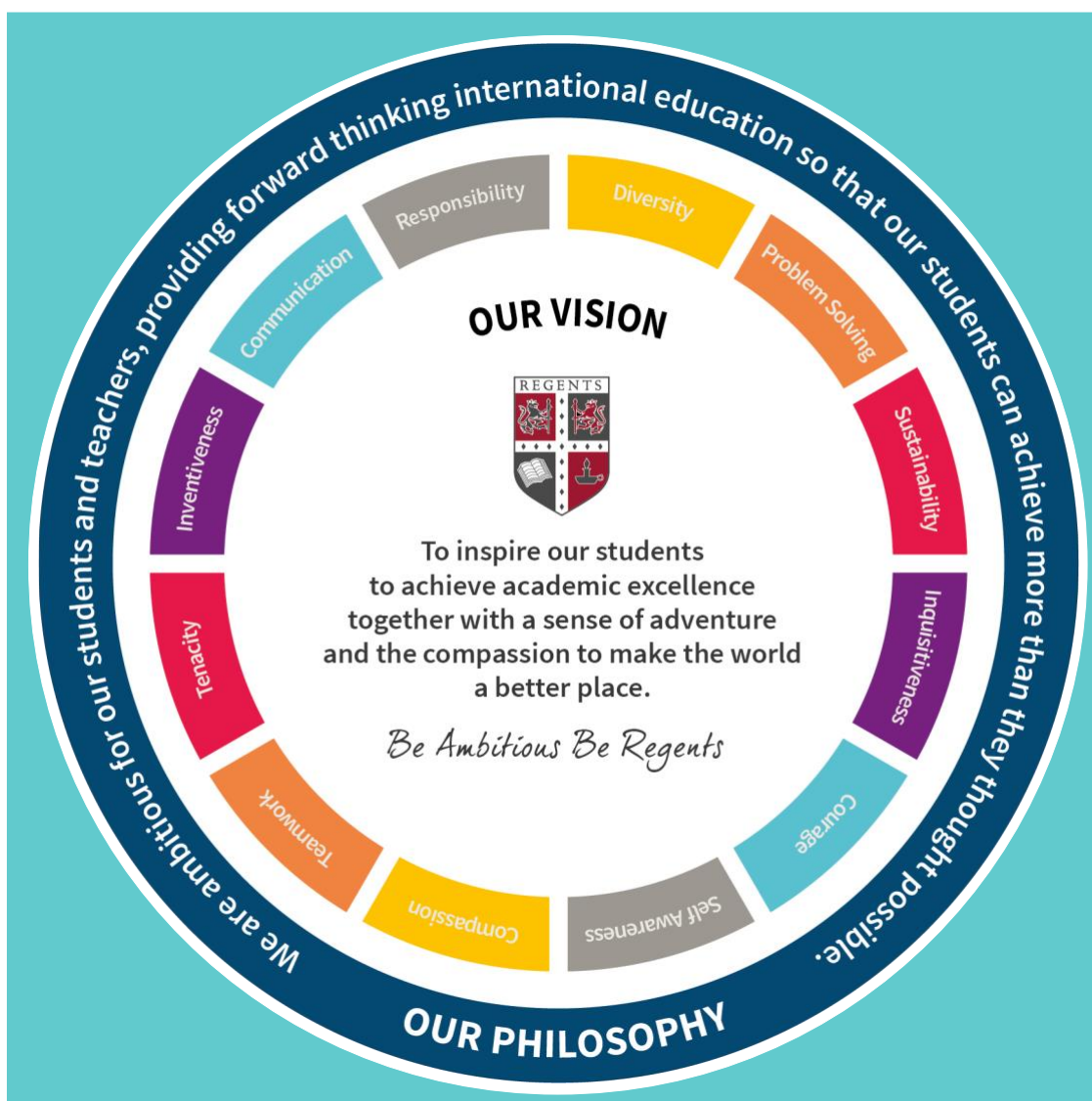
A NORD ANGLIA EDUCATION SCHOOL

**Be Ambitious Be Regents**

## The IB Learner Profile

<b>Inquirers</b>	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
<b>Knowledgeable</b>	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in depth knowledge and develop understanding across a broad and balanced range of disciplines.
<b>Thinkers</b>	They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.
<b>Communicators</b>	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
<b>Principled</b>	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
<b>Open-minded</b>	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.
<b>Caring</b>	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others and to the environment.
<b>Risk-takers</b>	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit and to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
<b>Balanced</b>	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
<b>Reflective</b>	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

## Mission Statement



## Vision and Philosophy

**Our philosophy:** We are ambitious for our students and teachers, providing forward thinking international education so that our students can achieve more than they thought possible.

**Our Vision:** To inspire our students to achieve academic excellence together with a sense of adventure and the compassion to make the world a better place.

**Be Ambitious Be Regents:** This statement underpins our philosophy and objectives, bringing together the Round Square IDEALS (Internationalism, Democracy, Environmentalism, Adventure, Leadership and Service), our Be Ambitious framework and the International Baccalaureate philosophy of making the world a better place.

# RISP Learning Support Philosophy

We have an inclusive philosophy and believe that all students can succeed when given appropriate challenges and support. Our mission is to provide students with a personalized support program that meets their learning, language and social-emotional needs in the most inclusive, least restrictive environment possible.

We believe that children are best supported in the following ways:

- 1. An inclusive classroom environment which:**
  - honors each individual's unique learning needs
  - builds on student's strengths
  - is based on mutual understanding, respect and compassion
- 2. Differentiated instruction which utilizes:**
  - assessment to inform teaching and learning
  - a range of flexible student groupings
  - scaffolded instruction at the appropriate level of difficulty
  - various resources
- 3. Open and ongoing communication with parents:**
  - ongoing and honest flow of information between the family and the school
- 4. A team of teachers and experts that collaborates with parents to:**
  - identify and assess student's learning needs.
  - plan, implement, monitor and revise IEP goals.

As an IB World School, we take our commitment to the values and beliefs expressed in the IB Mission Statement very seriously. This statement includes a vision to “*encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right*” (IB mission statement, 2004). Regents International School Pattaya follows the International Baccalaureate's values for inclusion:

*“The IB believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Standard assessment conditions may put some candidates at a disadvantage by preventing them from demonstrating their level of attainment. Inclusive access arrangements may be applied in these circumstances if it is observed that they could reduce or minimize barriers for the candidate.*

*Inclusive access arrangements may be necessary due to:*

- *long-term learning support requirements*
- *temporary medical conditions*
- *additional language learning*”

This policy outlines the vision and structure of the Inclusion Team, the referral process and the roles and responsibilities of all stakeholders.

This policy is in line with the IB Standards and Practices, specifically:

- Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)
- Culture 2.2: The school identifies in its inclusion policy all of its legal requirements and outlines the school's structures and processes for compliance. (0301-02-0200)
- Culture 2.3: The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes. (0301-02-0300)

## **School Admission Procedures**

Admissions process and placement plays a key role in ensuring that all students at Regents will be successful with the support and resources available. (See also the Admission Policy, Assessment Policy and Language Policy). All students are assessed as part of the admissions process. If a student is deemed to require learning support, a bespoke support program is created which is communicated and agreed with parents; this includes any additional fees that learning support may incur. Students with learning support needs are admitted to Regents only if their needs can be met by the school's Inclusion Department, in the most inclusive, least restrictive environment possible.

## **Learning Support Practice**

A variety of strategies are used, these include but are not limited to:

1. Differentiated practice
2. Small group instruction
3. One-to-one support
4. Push-in support
5. Pull-out support

## **Levels of Support**

There are five levels of learning support at Regents. A student's level is determined by the number of periods of support s/he requires per week, ranging from 1-10 periods. Parents are billed accordingly for this additional support. Please Appendix 1 for a schedule of fees.

## Referral Process (see Appendix 2)

1. Student is identified by either a parent or a staff member.
2. Teacher who has identified the student completes a referral form.
3. Member of the Inclusion Team reviews student records (assessment data, school reports, etc.) and gathers background information from teachers.
4. Observation is conducted.
5. Additional assessments may be carried out.
6. A program of support is created. This includes an Individual Provision Map (IPM).
7. The plan (including price) is agreed upon with parents.
8. The IPM is shared with teachers.
9. Progress monitoring cycle is established

## RISP Inclusion Team Structure

- Head of Inclusion
- Head of Special Educational Needs
- English as an Additional Language Teachers
- Speech and Language Therapist
- Whole School Counselor
- Inclusion Learning Support Assistants

## Roles & Responsibilities

### ***The Inclusion Team is responsible for:***

- Creating a bespoke program for each student
- Assessing and evaluating student need and progress
- Ensuring all records, academic files and student learning needs are communicated to teachers at the beginning of each academic year, and are accurate and up to date
- Communicating individual needs and accommodations with parents
- Providing in-class push in and pull out support programs to students with learning needs
- Working in collaboration with RISP professionals and parents
- Facilitating training and resources for teachers and staff to support students' individual learning needs
- Providing appropriate support and guidance to teachers
- Monitoring student progress and make adjustments as needed
- Communicating and reporting on progress to parents
- Maintaining open and clear communication, while maintaining confidentiality
- Write IPMs in collaboration with the inclusion team and other relevant personnel
- Arranging, communicating and facilitating assessment accommodations to staff, iGCSE exam officer, and IB Coordinator
- Providing the link between school and outsourced support services

***The Leadership Team is responsible for:***

- Providing support for inclusive policies and practices

***The IB Diploma Coordinator is responsible for:***

- Working in collaboration with the Inclusion team to ensure every child is successful
- Prior to any IBDP examinations and or assessments, the IBDP Coordinator will communicate with the IB Office and outside assessment agencies in order to request inclusive assessment arrangements (8 months prior to the examination session)
- Keeping all pertinent documentation relating to students with learning needs confidential and protected

***Teachers are responsible for:***

- Understanding each student's IPM
- Keeping all confidential student information confidential
- Identifying and referring students who may require inclusion support
- Differentiating their instruction and assessment creating inclusive teaching and learning environments
- Working in collaboration with the Inclusion team to ensure every child is supported according to their IPM

***Parents are responsible for:***

- Playing an active role in their child's education.
- Communicating and provide documentation needed to receive any accommodations.
- Working collaboratively with the learning support team to implement strategies to support their children's learning at home.
- Agreeing to terms and conditions of learning support program and fees.

***Students are responsible for:***

- Being actively involved in all stages of the Individual Provision Map (IPM).
- Participating in the IPM process, including understanding:
  - their own unique learning needs in order to advocate for themselves.
  - the purpose and benefits having an IPM.
  - the steps in the process.
  - who is on their learning team and what their roles are.
  - the format and types of information recorded on the IPM document.

## Evaluation of the Learning Support Program

The policy will be seen as successful when:

- students with learning needs are identified and supported both in and out of school.
- individual differences are recognized and valued by all.
- support is individualized to target specific needs of a student.
- Individual Provision Maps are well defined, updated regularly and realistic.
- review cycles and timelines are adhered to.
- teachers feel supported both in terms of student assistance and in developing differentiation strategies to meet the needs of all their students.
- parents are satisfied with the quality of the learning support provided to their child.
- parents actively work in partnership with the school to assist their child.

## Evaluation of IPM Goals and Levels of Student Support

Decisions to review, update or remove an IPM are made collaboratively by classroom teachers, members of the learning support team, parents, and the Head of Inclusion.

## Appendix 2

[Referral Link](#)

## Review of Policy

This policy was updated in January 2022.

## References and Further Reading

IB Inclusion and Access Policy  
Standards and Practices  
Conduct of Examinations  
Diploma Programme Assessment Procedures  
Regents International School Pattaya Admission Policy  
Regents International School Pattaya Assessment Policy  
Regents International School Pattaya Language Policy  
Learning Support Fees