



## Inclusive Education Policy

|  |   |
|--|---|
| Inclusivity and ISV Values                             | 3 |
| What is inclusive education at ISV:                    | 3 |
| Inclusivity in practice at ISV                         | 4 |
| Support of Special Educational Need within ISV         | 4 |
| Identification of need following admission             | 5 |
| English as an Additional Language support at ISV.      | 5 |
| Inclusivity within the taught curriculum               | 5 |
| Inclusive Assessment Arrangements                      | 6 |
| Access Arrangements in Formal Assessments              | 6 |
| Inclusivity beyond the curriculum – supporting talents | 6 |
| Inclusive community                                    | 7 |
| Inclusive Faculty                                      | 7 |
| Roles and responsibilities                             | 7 |

## Inclusivity and ISV Values

Through our mission, ISV is charged with developing an educational experience that *“..empowers and inspires students to become active, lifelong learners ..”* through a *“ .. holistic and balanced approach [that] nurtures each student’s potential and their inquiring minds. ..”*

As a truly international school, ISV celebrates the diversity within our whole community and recognises each member of that community as an individual with unique attributes. ISV’s vision is to *“nurture, empower and connect students with their local and global communities”*. This is achieved in a supportive educational setting as part of an involved wider triangle of School, Student and Family.

Throughout the school, ISV promotes the guiding principles within the IB Learner Profile as the foundation that allows each student to succeed in multiple ways.

- Principled
- Inquirer
- Communicator
- Open-Minded
- Risk-Taker (Courageous)
- Balanced
- Reflective
- Thinker
- Knowledgeable
- Caring

*What is inclusive education at ISV:*

The IB defines Inclusive education as:

*Inclusion is an on-going process that aims to increase access and engagement in learning for all students by identifying and removing barriers.*<sup>1</sup>

And is centred in the following understanding of what an IB education is:

*At the centre of international education in the IB are students aged 3 to 19 with their own learning styles, strengths and challenges. Students of all ages come to school with combinations of unique and shared patterns of values, knowledge and experience of the world and their place in it.*<sup>2</sup>

As such ISV believes that inclusive education is a process that looks to cater to the needs of individuals within their own unique experience within the school’s resources.

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<sup>1</sup> "IB and inclusive education - an update - International Baccalaureate." 2015. 11 Oct. 2016  
<<http://www.ibo.org/contentassets/019c8bebf2a84f2c8493ae56de3c8c34/62jaynepletserkalaparapuramibandinclusiveeducationupdate.pdf>>

<sup>2</sup> "What is an IB education? - International Baccalaureate." 2014. 11 Oct. 2016  
<<http://www.ibo.org/globalassets/digital-toolkit/brochures/what-is-an-ib-education-en.pdf>>

This includes but is not limited to:

- Students with a learning support requirements, including academically gifted as well as those experiencing academic difficulty
- Students with talents beyond the classroom
- Students with English as an Additional Language
- Students from varying socio-economic settings
- Students with diverse personal or cultural backgrounds or religious affiliations

Inclusive education at ISV is aimed at supporting the individual student to reach a variety of potentials within the educational setting of the school.

This is articulated by the whole school community through:

- Recognition and value of diversity as central to developing international mindedness
- Recognition that differentiating the learning experience for each student is essential to achieving learning goals for students.
- Acknowledgement of the importance of school, student, family and community as a collaboration that leads to student success

### **Inclusivity in practice at ISV**

As outlined above, inclusive practice is designed around the individual student within the educational setting of our school. This practice begins with the admissions process where through our established procedures, including previous reports, admissions testing and personal interview, we assess the needs of the student and the availability of support and resources we can offer. ISV provides our students with a “challenging, globally relevant curriculum that meets the needs of individual learners”.<sup>3</sup>

### **Support of Special Educational Need within ISV**

ISV is only equipped to offer limited support for students with Individual Special Educational Need. At admission, each student’s individual need is assessed in both the interview process and placement testing process. Where it is regarded that the need of the student is beyond that which ISV can suitably accommodate then that students would not be able to enter the school.

During the admissions process, ISV works with parents where there may be a case to suggest additional support in the classroom would allow a student to access the curriculum without

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<sup>3</sup> ISV Mission Statement

disadvantage. In this case, individual agreements are developed between the school, parents and students as to the most suitable access support.

#### *Identification of need following admission*

Where a need is identified following successful admission to the school, ISV will endeavour to work with the parents and student to make continued access possible, as outlined above. However, due to the limited resources, ISV may withdraw admission for a student if it is not possible to fully meet the needs of that student within the school and curriculum.

Through consultation with homeroom teachers, subject teachers, programme coordinators and the Academic Leadership Team, ISV will offer in-house testing for language needs or suggest alternative outside consultation for other needs.

Where a need has been identified and can be supported, regular pastoral meetings will guide faculty in supporting the individual student and allow for reflection and information exchange between faculty.

#### *English as an Additional Language support at ISV.*

ISV offers a support programme for all students in the development of English as an academic language throughout the school. For details, refer to the ISV Language policy.

### **Inclusivity within the taught curriculum**

- ISV uses student assessment to not only report on student attainment but also determine prior knowledge, identify gaps in knowledge and monitor development through formative assessment which can inform the teaching of each student.
- ISV supports students for whom English is an additional language through both formal EAL programmes and within the curriculum through differentiation.
- ISV builds progression for all students through differentiation of tasks to support students in meeting or exceeding grade level expectations.
- ISV, through cooperation with parents, helps develop wider educational support, if required, beyond the resources directly available in school.
- ISV supports and implements inclusive assessment arrangements for students identified as having assessment access requirements.  
ISV faculty create authentic opportunities for students to develop local connections and enrich the curriculum through regular field trips.
- ISV provides opportunity for students to make choices based on their strengths, needs, interests and possible future paths. This includes, but is not limited to, student ownership within UOIs in PYP and subject option processes in Grade 8 and 10 in Secondary School.

## **Inclusive Assessment Arrangements**

ISV follows the guidelines of both the Cambridge Assessment International Education and the International Baccalaureate Organisation with regard to assessing entitlement and arrangements for all formal external assessments and qualifications. Regulations around access for each are provided to parents and students during the process of identifying need. Where a student with access in one programme moves to another programme continued dialogue between school, parent and student ensures that all information is pertinent to the individual.

Where a student is identified as requiring Inclusive Assessment Arrangements (IAA), the Academic Leadership Team and examination officer/programme coordinator(s) work with the individual student and parents to understand the need, provision and implementation of the IAA. Programme coordinators also work with faculty as a whole to ensure that access arrangements are applied during the taught curriculum.

Supporting documentation as well as official access allowance documentation is recorded and held both by the relevant school section and examinations officer / programme coordinator.

Where a student is identified as requiring access arrangements prior to entering a programme, the programme coordinator will work with faculty to ensure the possibility for the student to practise use of any suggested access arrangements throughout the programme. This prior use of arrangements helps guide the programme coordinator in developing the specific request for each individual student within the specific requirements of each programme.

### *Access Arrangements in Formal Assessments*

It is the responsibility of the programme coordinator, in conjunction with the examinations officer, to ensure that provision of access arrangements in formal assessments meet the needs of the student and the requirements of the programme.

## **Inclusivity beyond the curriculum – supporting talent**

- ISV students have access to a range of extra-curricular activities throughout the week that allow individual students to build upon existing capabilities and interests or develop new one.
- ISV supports student leadership through the Student Councils, House Captains and Upper Secondary School Prefect system.
- ISV supports student access to the curriculum through consideration of wider talents in the Arts and Sport as Scholarship criteria
- ISV supports and encourages student interest and participation in sport beyond the classroom, via school teams and external competitions

### **Inclusive community**

- ISV provides language support for non-English speaking parents in all communications as well as at Parent information events and Parent-Teacher Conferences
- ISV has developed English-language learning programme for parents and local staff, which is delivered upon interest.
- ISV endeavours to support exchange and collaboration with Vietnamese schools and projects through our partnership schemes, including English-language support and teacher pedagogical training opportunities.

### **Inclusive Faculty**

- ISV supports the development of a “*challenging, globally relevant curriculum that meets the needs of individual learners*”<sup>4</sup> through continuing professional development opportunities.
- ISV supports faculty career development through mentoring and support of faculty working towards internationally-recognised higher level educational qualifications.
- ISV faculty incorporate researched-led pedagogical developments within their professional practice to promote access to the curriculum through differentiation and monitoring of student progress through formative and summative assessment.
- ISV faculty promote an environment where students’ self-esteem and positive well-being is central to individual student progress.

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<sup>4</sup> ISV Mission Statement