



Beanstalk International Bilingual School
青苗国际双语学校

Inclusion Policy

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IB Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

BIBS Mission Statement

BIBS seek to empower its learners to become bilingual, multi-cultural and global- minded citizens who are equipped with the knowledge and integrity to function successfully, responsibly and effectively in an ever-evolving global environment.

BIBS Motto

Love, Care & Support

Links to other policies

This document should be considered together with other policies:

- Assessment Policy
- Language Policy

Purpose of the Inclusion Policy

The purpose of this Inclusion Policy is to ensure that BIBS Kunming students with identified learning needs are supported in ways that allow for the actualisation of both BIBS and IB Mission Statements. In keeping with our school motto, BIBS Kunming is committed to providing an environment in which all our students feel loved, cared-for and supported.

Definitions

1. Inclusion - An ongoing process that aims to increase access and engagement in the learning for all students by identifying and removing barriers through collaboration, mutual respect, support and problem solving.
2. Multi-tiered Systems of Support (MTSS) – A tiered framework of instruction, intervention and support that aims to address academic as well as behavioural issues. At BIBS Kunming, our MTSS is based on a colour-coded screening system and is comprised of three primary tiers of support:
 - Tier 1 – Universal Instruction (Green Screening Flag)
 - Tier 2 – Targeted/Strategic Instruction (Yellow Screening Flag)
 - Tier 3 – Intensive Instruction/Intervention (Red Screening Flag)
3. Individual Education Plan (IEP) – Plan that is tailored to meet the individual needs of a learner through specific changes to pastoral care, instruction or assessment. Depending on the circumstance, the IEP could be considered either a Tier 2 or Tier 3 system of support.
4. Differentiation IEP (Tier 2) – Instruction in an inclusive setting that is tailored to the individual needs of the learner. Note: we understand that differentiated instruction i.e. Tier 1 support is good practice and we therefore do not confine differentiation exclusively to students identified via this policy
5. Modification IEP (Tier 3) – significant changes to the curriculum, content or assessment to ensure an individual is able to find success through a specific course. The Modification IEP requires parental consent, notification on school reports and notification on official school transcripts.

Admission of SEN students

1. BIBS Kunming aims to admit students who can benefit from the educational experience offered at the school without interfering with the learning or well-being of any members of its community.
2. BIBS Kunming is committed to the task of providing the best education possible for every student regardless of race, colour, national or ethnic origin and is non-discriminatory in all policies and school administered programmes.
3. Students are screened at admission and are offered a one to three-day trial at our school. Parents are expected to provide any assessments or reports that will help our Admissions Office, Principal and Learning Support staff decide how we can meet the individual needs of the student within the differentiated classroom setting.
4. The school seeks to admit those students who show the potential to grow significantly while at BIBS Kunming. Students must be academically on or above grade and/or language level. Students who require specialised instruction or are unable to function adequately in and/or out of the classroom are not considered for admission.
5. If, over time, it becomes clear that a student of the school will not be able to access our curriculum, we will assist the parents in trying to find another solution for this student by creating an Individual Education Plan (IEP) which may include, among other strategies, Tier 2 Differentiation and/or Tier 3 Modification of the programme (see definitions above)

Practices and Procedures

1. At BIBS Kunming, the Special Education Needs Committee (SENCO) is comprised of homeroom teachers, grade-level subject teachers, the SENCO Coordinator, the MYP Coordinator, the Head of School and the Director of School. SENCO meets collaboratively to address the holistic needs of students based on academics, behaviour and general barriers to learning. The committee is scheduled to meet a minimum of five times per year, once every unit during a formalised “Students of Concern” meeting but are also called to meet if and when students are identified outside of these scheduled meeting times.
2. Prior to these formalised meetings, students are “screened” by subject and homeroom teachers alike. Students are screened according to 1. Academic Performance, 2. Behaviour and 3. Barriers to Learning. Barriers to Learning include, but are not restricted to, factors such as social barriers, language barriers, absenteeism, emotional barriers, etc.
3. Informal day-to-day observations are also recorded by homeroom teachers, subject teachers and/or administrators on ManageBac under the students’ portfolios. Together with the formalised screening data, these portfolios are also used to inform discussions during the scheduled “Students of Concern” meetings.
4. Based on the SENCO’s discussions and decisions, Tier 2 or Tier 3 IEPs may be created for students of concern. SENCO Homeroom teachers offer pastoral care and are responsible for involving parents/guardians as appropriate. For Tier 3 IEPs, parents MUST sign consent in writing before the IEP can be implemented.
5. Based on SENCO’s decisions, referrals may be made for counselling or testing services. BIBS Kunming does not offer formal testing or diagnostic services. BIBS Kunming advises parents to seek external counselling and/or diagnostic services based on the observations of SENCO, subject and homeroom teachers, but parents/guardians are not obliged to seek professional assistance if they do not wish to do so.

Individual Education Plan Process

1. For entry into an IEP, BIBS Kunming screens students based on their:
 - a. Academic Performance
 - b. Behavioural Issues
 - c. General Barriers to learning

Based on this data, SENCO discusses appropriate Tiers of Support in the form of either Tier 2 or Tier 3 IEPs.

2. Tier 2 IEPs usually have short-term exit strategies while Tier 3 IEPs usually have long-term exit strategies e.g. EAL support and Coteaching can be considered a Tier 2 Academic IEP with a short-term exit strategy while modified assessments for a challenged student who is unable to access the curriculum can be considered a Tier 3 IEP with a long-term exit strategy.
3. For all types of IEPs, reviews are ongoing. Tier 2 IEPs are reviewed once per unit at the scheduled “Students of Concern” meetings. Tier 3 IEPs are formally reviewed in the first unit after implementation and then once per semester. All IEPs are open to modification and redesign based on the needs of the student and are also open for review as and when is necessary, if there arises an imminent need for review.
4. Tier 2 IEP strategies include, but are not restricted to, the following:

- a. Support for language learning in the form of EAL and Coteaching
 - b. Matching or improving academic progress over subsequent units/specific subjects
 - c. Improving social, emotional, affective, inter- and intrapersonal skills
 - d. Improving student behaviour
 - e. Assisting students who are experiencing bullying or alienation
5. Tier 3 IEP strategies include, but are not restricted to, the following:
- a. Modification of assessment procedures to accommodate students who are unable to access the curriculum
 - b. Modification of reporting and/or grading, with parental consent, and the appropriate display of information on formal documents

Policy Review

The Special Education Needs Committee, together with the MYP Coordinator, Head of School and Director of Schools, will continue to review, support, refine and build upon our Inclusion Policy once per year to ensure that we are meeting the needs of all of our students. This revision process is collaborative and is finalised only after it has been discussed and agreed upon by the MYP staff.