NEXUS INTERNATIONAL SCHOOL (SINGAPORE) PTE LTD
REGISTRATION NO. 201009668C
1 ALJUNIED WALK, SINGAPORE 387293
T +65 6536 6566
www.nexus.edu.sg

INCLUSION POLICY

AIMS

This policy has been created to aim to:

- Increase access to the curriculum and engagement in learning for all students
- Remove barriers to learning
- Detect and assess individual needs that may influence a Learner's access to educational opportunities and/or maintain wellbeing.
- Ensure that learning experiences are effectively differentiated in order to meet the individual needs of Learners identified.
- Guide the provision of additional support that enables Learners to access mainstream learning opportunities and supports their wellbeing.
- Achieve inclusion as a collaborative pursuit, incorporating staff, Learners and parents.
- Achieve fairness, consistency, and the absence of discrimination and prejudice for all Learners.

RATIONALE

We believe that all Learners in the Nexus community are unique, valued and talented individuals, who have the potential to thrive in the context of both formal and informal learning when their individual needs are met. Inclusion at Nexus means that while recognising that all Learners are different, to the fullest extent possible our mainstream provision satisfies the according array of individual needs, in order to achieve equitable educational opportunity and wellbeing. *Inclusion* is one of the four facets of *The Nexus Way*; which guides our practice:

> *"Nexus Learners develop a strong understanding of themselves and a true empathy for others. They benefit from a world-class, Learner-centred education that empowers them to discover their passions and achieve personal excellence."*

Furthermore, inclusion at Nexus is guided by IB philosophy:

> *"Teaching is inclusive and values diversity. It affirms students' identities, and aims to create learning opportunities that enable every student to develop and pursue appropriate personal goals."* (IB, 2020)

KEY DEFINITIONS

Tier is the Level in which Learners with identified inclusion needs are placed, to facilitate collaborative support. These only relate to English and an Additional Language (EAL) and Special Educational Needs (SEN) Learners.

Tier 1 Learners either

(a) Have individual needs identified that are met by support that is reasonably provided by mainstream classroom teachers, with a minimal amount of guidance from the inclusion team, or

(b) Have been identified as having potential individual learning needs that have not yet been fully assessed by a specialist member of the inclusion team or
(c) Have additional English language needs that can be accommodated by teachers in mainstream classes

Tier 2 Learners either:

(a) Have individual needs that have been assessed and identified as needing support over and above the provision that can reasonably be provided by mainstream classroom teachers. All additional support that these Learners receive from the inclusion team is given with the aim of ensuring that all Learners can equitably access all mainstream formal and informal learning opportunities or
(b) Have additional English language (EAL) needs and receive 6 hours of additional English language support per fortnightfortnight in Secondary and 2.5 hours per week per week in Primary

Tier 3 Learners either:

(a) Have individual needs that have been assessed and identified as needing support over and above the provision that can reasonably be provided by mainstream classrooms alongside the additional support provided at Tier 2. Tier 3 Learners require an intensive provision of support to access and or work towards accessing the mainstream curriculum.
(b) Have additional English language needs and receive up to 15 hours of additional English language support per fortnight in Secondary and up to 10 hour per week in Primary

Tier 4 Learners (EAL Only)

(a) Have EAL needs and receive up to 30 hours of additional English language support per fortnight in Secondary and 15 hours per week per week in Primary

RESPONSIBILITIES

School Leadership will:

- Provide an inclusive and safe physical, emotional and learning environment for all Learners and staff.
- Ensure that the school employs staff who possess sufficient qualifications and experience to meet the needs of its Learners.
- Provide ample professional learning opportunities to ensure that staff are able to improve their inclusive educational practices in line with the evolving needs of the Learners in the school.
- Ensure that the school is resourced adequately to meet the individual needs of Learners.
- Develop the strategic and operational plans in such a way that the individual needs of Learners are met.
- Monitor and evaluate the implementation of this policy and procedures, and oversee any according adaptations.

Classroom teachers will:

- Form positive and respectful learning-focussed relationships with Learners that inspire trust, and facilitate collaboration towards meeting individual needs.
- Make timely, valid and reliable curriculum assessments that identify individual needs in the context of their subject area(s).
- Provide broad enough differentiation during lessons that encompasses the range of individual needs in each class taught through an assets-based approach
- Attend to low-level individual needs of Learners by collaborating with Learners to develop individual strategies that meet these needs, and collaborating with Learners to apply these agreed strategies.
- Make ongoing formative assessments that evaluate learning, and the effectiveness of differentiation strategies applied, and individual learning strategies applied; furthermore, make adaptations as are appropriate, and in collaboration with Learners when appropriate.
- Make ongoing informal observations relating to the wellbeing of Learners, and the effectiveness of their strategies and routines; furthermore, guide Learners to make adaptations that better suit their individual needs.
- Share information relating to the individual needs of Learners with other members of staff
- Work in collaboration to develop strategies with other members of staff, as is appropriate in the context of the phase/department.
- Share information relating to the individual needs of Learners with parents, and work in collaboration to develop strategies with parents as is appropriate in the context of the phase/department.

Special Educational Need (SEN) Teachers and or English and an Additional Language (EAL) Teachers will:

- Evaluate the Learner's understanding of the material and their academic performance.
- Identify specific areas of challenge or barriers to learning for the Learner and offer targeted assistance.
- Help Learners set realistic and achievable academic goals.
- Provide access to additional learning resources, strategies, and/or accommodations.
- Offer encouragement and address any emotional or motivational challenges.
- Collaborate with educators to ensure a cohesive approach to the Learner’s support needs.
- Foster a transparent dialogue between Learners, educators, families and support staff to address concerns and celebrate progress.
- Deliver additional classes as needed/required

Learners will

- Give their full effort to all the learning opportunities they engage in.
- Communicate and collaborate with teachers and parents towards addressing issues pertaining to their individual needs.
- Be aware of, and attempt to apply, any agreed strategies aimed at fulfilling their individual needs.

- Be self-reflective, with specific regard to evaluating to what extent their personal needs are being met, by identifying aspects that could be improved upon, influence their wellbeing, or aspects that they feel uncomfortable about.
- Support other Learners to meet their individual needs where possible and appropriate.

Parents will:

- Communicate and collaborate with their children, and the appropriate teachers, in relation to issues pertaining to the individual needs of their children.
- Play active roles in support processes (e.g., creation of PLPs, additional language support at home etc.) through collaborative meetings.
- Provide information on their child's strengths and areas of challenge.
- Share background information on their child's history, school development, and any family circumstances that may affect their child's learning.
- Provide updated copies of all relevant support documents and assessments so the inclusion team can prepare and plan to meet the needs of the Learner.
- Support their children towards applying any agreed strategies, and achieving agreed goals, from home.

The Inclusion Team Departments

Three distinct inclusion team learning areas exist at Nexus with the aim of ensuring that Learners enjoy equitable access to mainstream learning opportunities and maintain wellbeing. Special Education Needs Learning Area (see Learning Support Handbook), Counselling Area (see Counselling Handbook) and English as an Additional Language Department Area (see Language Policy). These learning areas achieve this goal by means of applying a number of common strategies, within the context of their specific area of inclusion:

- Implement and support values of inclusion throughout the school community.
- Make formal and informal assessments of the nature and level of individual needs of Learners.
- Create, monitor, evaluate and adapt individual programmes that will support Learners develop skills and/or strategies that will enable them to access mainstream learning opportunities and maintain wellbeing, in collaboration with other staff members, Learners, and parents as appropriate.
- Support the application of such programmes by implementing evidence-based interventions that may involve periodic withdrawal of Learners from mainstream classes, and/or in-class support.
- Communicate and collaborate with mainstream teachers and classroom assistants, including the delivery of professional learning, modelling of good practice, and team-teaching.
- Ensure that Learner records are easily accessible and understandable for other staff members.
- Communicate and collaborate with parents as appropriate.

In addition to the general points listed above, each Inclusion team department provides specific elements of support that can be found in the relevant documents and/or appendixes.

Outside Agencies

When necessary, specialists may be recommended to families for private consultation, assessment or therapy. These specialists may collaborate with the school to ensure consistency for the learning and wellbeing of Learners. Such specialists may include Speech-Language Therapists, Occupational Therapists, Counsellors, Medical Practitioners, Psychologists or tutors. In most cases, the costs of these services are borne by the families.

REFERENCES

IBO (2019). *The IB guide to inclusive education: a resource for whole school development*. https://www.ibo.org
IBO (2020). *Learning diversity and inclusion in IB programmes: Removing barriers to learning*. https://www.ibo.org

SUPPORTING POLICIES/PROCEDURES/HANDBOOK

Learning Support Guidelines
Counselling Handbook
English as an Additional Language Handbook

REVIEW AND REVISION

This policy will be reviewed once every two (02) years or as required to reflect updates to the relevant legislations, TEG group policies or internal school governance standards where applicable.