



HKCA Po Leung Kuk School

保良局建造商會學校

Inclusion Policy

(Version 20.09.2018)

INCLUSION POLICY

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1. Guiding Statements

1.1 Vision

Our students will become creative, critical thinkers who are internationally minded lifelong learners

1.2 Mission

We will:

- Provide a transdisciplinary, challenging learning environment in a happy, safe and caring school
- Develop our students' confidence and desire to inquire, in order to expand their knowledge, skills and understanding
- Nurture individual interests, strengths and abilities
- Foster an inclusive language atmosphere where English, Chinese and other mother-tongue languages are valued and respected

2. What is Inclusion?

According to the IB document *Learning diversity and inclusion in IB programmes*¹, inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Inclusion and inclusive education refer to a broad understanding that embraces the diversity of all learners and all minority groups. Inclusion is facilitated through a culture of collaboration, mutual respect, support and problem-solving involving the whole school community.

As part of its commitment to inclusive education, the IB has moved away from the use of deficit labels such as Special Educational Needs (SEN) to identify students, and instead considers the areas of challenge that a student may experience: reading; writing, mathematics; social and emotional, learning and behaviour; mental health and psychological well-being; speech, language and communication; vision; hearing; giftedness; physical; medical/illness.

3. Inclusion Philosophy Statement

In line with *What is an IB education?*², we recognize that each student is a unique individual, coming to us with their own learning styles, strengths and challenges. Students come to school with combinations of unique and shared patterns of values, knowledge and experience of the world and their place in it. We acknowledge that difference and diversity are central components of the school population. Within the boundaries of our school organization, we believe that each student should receive meaningful and equitable access to the curriculum, from the student requiring accommodations and adjustments due to a recognized learning challenge, to the student who has an exceptional talent in a particular area.

4. Provision for Inclusion at HKCA Po Leung Kuk School

The School is unable to offer a full continuum of learning support programmes. However, teachers at the School have a commitment to practising differentiation through identifying a student's learning style, scaffolding their learning, and differentiating the curriculum in order to develop each student's true potential. Through collaborative planning and support from parents, teachers and specialists (school-based and community), an understanding is built regarding the student as a unique learner. Inclusion strategies are used to achieve agreed goals through, learner-centred practice, and interaction with cognitively rich materials and experiences.

Prior to admission, the Principal meets the family of any student with learning support needs to individually ascertain whether the school can address the student's specific needs with the available School resources, in accordance with relevant Hong Kong anti-discrimination ordinances.

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In addition to regular report cards, teachers will provide the parents of students with learning support needs an Individual Learning Plan (ILP), which is a record of the student's progress in meeting agreed goals. All ILP records are kept confidential, and are stored in the School Office.

5. Guiding Principles

- i. The School provides inclusive educational support within the boundaries of available resources and staff.
- ii. Teachers acknowledge that parents are partners in their children's education, and so parents are encouraged to take an active interest by supporting their children through close collaboration and partnership.
- iii. Education is enhanced by the creation of affirmative, responsive environments that promote a sense of belonging, safety, self-worth, and well-being for every student.
- iv. Students receive equal opportunities to participate in quality learning, and experience success as a key component of learning.
- v. Diverse assessment practices provide all students with opportunities to demonstrate their learning, which is rewarded and celebrated.
- vi. Teachers incorporate the IB's four principles of good practice in the learning cycle¹: Affirming identity and building self-esteem; Valuing prior knowledge; Scaffolding; and Extending learning.

6. Communication and Review Process

6.1 Communication of Policy to the School Community

The School disseminates this policy document to staff at the beginning of each academic year and makes it available to all members of the school community.

6.2 Policy Review

The School establishes a review committee to collaboratively evaluate and review this policy document on a bi-annual basis.

7. Sources

1. Learning diversity and inclusion in IB programmes. IBO 2016
2. What is an IB education? IBO 2015.
3. Meeting student learning diversity in the classroom. IBO 2013