

ST. JOHN'S INTERNATIONAL SCHOOL

INCLUSION POLICY

INTRODUCTION

The United Nations Educational, Scientific and Cultural Organization (UNESCO) declares:

“Schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions.”

(The Salamanca Statement and Framework for Action on Special Needs Education, para 3)

In line with the stated objectives of the International Baccalaureate Organization on inclusive education, we at St. John's International School aim to “increase access and engagement in learning for all students by identifying and removing barriers”. We strive to embody the articulated values of the school and of the IB Learner Profile in our teaching and learning for the benefit of all our students.

St. John's provides a caring environment where, in companionship, our students are inspired and encouraged to explore and celebrate their unique inner qualities, to participate without hindrance in all aspects of school life, to grow in confidence and responsibility, to develop resilience and self-advocacy, and to attain personal excellence in the different areas of school life: academics, sports, arts and service.

Students at St John's with inclusive learning and assessment needs are to the greatest extent possible helped to achieve their personal best by means of a respectful understanding of their strengths and challenges, differentiated teaching in the classrooms and, where required, specialist support and access arrangements.

We welcome children of all nationalities, faiths, cultures and learning styles, whose personal, academic, social, and emotional needs we consider can be met by the school.

ST. JOHN'S INCLUSION COMMITMENTS

At St John's we strive to encourage self-advocacy and independent lifelong learning in our children by providing guidance and a safe, nurturing environment in which they can develop self-acceptance, confidence and effective learning skills. In order to meet optimally the needs of those of our students who have inclusive access requirements, we

1. consider every application for admission with due professional care, in order to ensure both that each individual applicant's needs can be met and that the ability of the school to meet the learning needs of all our children is not compromised;
2. identify and describe the inclusive access needs of our students in a timely and effective manner, in full co-operation with the families and appropriate professionals;
3. maintain updated records concerning special learning profiles in a secure and professional manner;
4. distribute information essential to each child's development and learning in a timely manner, on a "need to know" basis, ensuring a professional level of sensitive data protection;
5. use a variety of teaching and assessment styles in our classrooms to cater for student learning diversity;
6. provide Learning Support at a level that as far as possible matches the needs of the student;
7. develop and use resources effectively to support children with different learning needs;
8. monitor and track progress of all students with their diverse learning needs;
9. establish and maintain trust through open and empathetic communication with parents for optimal home/school support of our students;
10. remain informed about and offer advice when appropriate to parents regarding external agencies for specialist testing and therapies;
11. ensure ongoing in-house and other professional development for staff regarding differentiation and inclusion.