



**SHINAGAWA  
INTERNATIONAL  
SCHOOL**

## **INCLUSION POLICY**

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### **SIS Vision**

Our vision is to foster passionate, independent, highly-motivated learners who actively contribute to world peace.

### **SIS Mission**

Our mission is to provide a multicultural learning community which nurtures passion for academic, social, and personal success.

### **SIS Educational Philosophy**

SIS aims at educating each of its students to be:

- inspired and independent life-long learners.
- academically, artistically, socially, and physically balanced.
- inquirers and problem-solvers.
- multilingual communicators.
- responsible and principled internationally-minded citizens.
- appreciative of our local community.

### **Inclusion Philosophy**

SIS strongly believes that all of its students, regardless of their differences, should be provided with authentic learning opportunities. The school will, at its best, utilize its resources and facilities to maximize student access for this provision. SIS promotes the IB principle to "encourage students across the world to become active, compassionate

and lifelong learners who understand that other people, with their differences, can also be right" (IB mission statement 2004). SIS implements the following policy inspired by the IB stance on candidates with inclusion needs.

### **Definition of Inclusion:**

The term inclusion refers to students who:

- Have academic competency below grade/age level
- Are physically, mentally or developmentally less able students with regards to their grade/age
- Have limited or no background in the English and Japanese languages

### **Admission of Students:**

In line with current admissions policy a place at Shinagawa International School is not available to a student with SEN if:

- a) The student's SEN cannot be met by the school.
- b) Enrollment is not open.

### **Identification and assessment**

Children with SEN are identified at the application stage through the initial application and the following screening procedure. Throughout the school we monitor and track the progress of all children by an ongoing process of planning, teaching and assessment. Students with SEN may be identified at any stage of this process during their school life.

For the EAL students, pull-out or in-class support is provided in the grades 1-6.

### **Involvement of outside agencies**

For those students who may not be helped adequately by the available school resources and staff, the school preserves the right to suggest agencies outside of the school, which may include:

- a specialist educator in the identified area of need
- medical service (e.g. Speech Therapist, Physiotherapist or Occupational Therapist)
- an Educational Psychologist

The relevant expenses of such services are to be met by the family of the student.

## **Monitoring the success of the SEN Policy**

The effectiveness of this policy on progress in academics or improved behavior will be attested by:

- in-class observations
- differentiated planning by the teachers
- student portfolios
- results of the standardized tests (ISA)
- behavior book
- student's self assessment
- parents' assessment
- the assessment of the out-of-school agencies

## **Policy Review**

This policy will be reviewed when needed by the representatives from school admission, teaching staff, students, parents and other stakeholders.