



**SHINAGAWA
INTERNATIONAL
SCHOOL**

Inclusion Policy



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

Students entering SIS have a wide range of abilities, backgrounds, interests and cultures. It is our intention that every one of these learners will reach his or her full potential.

We aim to help students develop appropriate levels of independence, responsibility and skills in their academic, emotional and social lives at the school, so that they may have full and equal access to all parts of the SIS curricular and extra-curricular programmes.

SIS strongly believes that all of its students, regardless of their differences, should be provided with authentic learning opportunities. The school will 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.

Inclusion and the IB

The specific IB standards and practices that relate to supporting learning diversity are:

- **A9** The school supports access for students to the IB programme(s) and philosophy.
- **B1:5** The school develops and implements policies and procedures that support the programme(s).
- **B2:8** The school provides support for its students with learning and/or special educational needs and support for their teachers.
- **C1:6** Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.
- **C3:10** Teaching and learning differentiates instruction to meet students' learning needs and styles.

Definition of additional needs

For the purposes of this document, the term 'additional needs' refers to students who:

- Have academic competency below grade/age level
- Have limited or no background in the English and/or Japanese languages
- Demonstrate an academic, social, emotional barrier to their learning

Aims

Our aim is to provide students with the opportunity to fulfill their potential through provision which:

- Promotes individual confidence, positive attitude and self-esteem in all learners
- Is guided by current and relevant research within the context our provision allows
- Provides opportunities for all students to meet standards of excellence
- Promotes early identification of any barriers to learning
- Enables every student access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs in order to remove barriers to learning and achievement
- Provides students with equality of opportunity to participate fully in school activities
- Provides effective assessment and monitoring of students' needs
- Informs all relevant staff of the students' needs in order to ensure effective provision and continuity of support
- Fosters positive cooperation with parents as well as close and effective partnerships with outside agencies and experts
- Involves the students, and gives them agency in their own learning
- Delivers appropriate staff development to ensure that staff have high expectations for students who need additional support

Admission of Students

In line with current admissions policy, a place at Shinagawa International School is not available to a student with significant additional needs if the student's needs cannot be met by the school.

This decision will be made collaboratively- on a case by case basis- by the Head of School, Head of Primary/Secondary (as applicable), Admissions Secretary and the Wellbeing & Inclusion Coordinator, as well as subject-specific staff (EAL, Maths etc) where appropriate.

SIS is neither staffed nor equipped to properly educate most students with moderate to significant social-emotional and mood/mental health disorders, intellectual disorders, communication disorders, or certain comorbidities of disorders or disabilities.

Identification and assessment

Children with additional needs may be identified at the application stage through the initial application, reference statements from previous schools and the use of MAP testing as a screening tool. They may also be identified at a later juncture through in-class observations should a new need begin to manifest.

Throughout the school we monitor and track the progress of all children by an ongoing process of planning, teaching and assessment. Students with additional needs may be identified at any stage of this process during their school life.

All students identified as having an additional need will have an Individual Learning Plan (ILP) created, and this will be shared with families. This document will be regularly reviewed through meetings between administration, classroom teachers and families, including the student. As a minimum, we aim to review ILPs once a term, with all stakeholders (student, parent(s), homeroom teacher, Head of Primary/Secondary and Wellbeing and Inclusion Coordinator) present in order to ensure that all voices are heard and considered.

For EAL students, pull-out or in-class support is provided in grades 1-8, as decided by the class/subject teacher and the EAL Coordinator.

Involvement of outside agencies

For those students who may not be helped adequately by the available school resources and staff, the school will discuss with the families the options with regards to agencies outside of the school. These external agencies may include:

- a specialist educator in the identified area of need
- medical services (e.g. Speech Therapist, Physiotherapist or Occupational Therapist)
- an Educational Psychologist
- mental health experts (e.g. counsellors or psychologists)

The decision to seek external support will be ultimately the responsibility of the family. However, the school reserves the right to call a meeting in which it will make recommendations based on the perceived need.

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

In addition, professional development funds may be available for faculty, staff, and administration to keep them updated on best practices and current research on all areas of inclusive practice.

Confidentiality

SIS considers confidentiality as an essential element of working together in an effective and supportive school community. Students in need are best supported when the adults working directly with the student have the most comprehensive information possible.

Sharing information is necessary and families are expected to share **all** information they have that will support teachers and administrators in meeting the needs of their children. All information received is regarded as confidential and is safeguarded in a number of ways.

From the time of admissions or when an additional need or learning difference is identified, there is every attempt to safeguard all communications. This includes exchanges between faculty, staff, parents, and the student. Digital files are only shared among staff and administration relevant to the student issue.

Differentiation

Differentiation does not only occur for students who are identified with a learning need; it occurs for all students at any time. As we strive to meet the needs of our diverse population, all students are provided with differentiated instruction in order to provide them with the tools to assist in their learning progress at school. This differentiation includes but is not limited to differentiated learning styles, multiple intelligences, appropriate scaffolding, student choice, and enrichment.

Monitoring the success of the Inclusion 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 (MAP)
- behavior logs
- student's self assessment
- parents' assessment
- ILP Reviews
- the assessment of the out-of-school agencies

Policy Review

This policy will be regularly reviewed by the representatives from school administration and teaching staff.