

**Tenby Schools, Tropicana Aman**

**Whole School Policy**

<b>Policy</b>	TTA Inclusive Learning Policy			
<b>Approval Date</b>	August 2024	<b>Next Review</b>	August 2025	
<b>Review Cycle</b>	12 months			
<b>Scope</b>	<b>Whole Group</b>	<input type="checkbox"/>	<b>Whole School</b>	<input checked="" type="checkbox"/>
	<b>International Primary</b>	<input type="checkbox"/>	<b>International Secondary</b>	<input type="checkbox"/>
<b>Ownership</b>	Tenby Schools, TTA		<b>Approved by</b>	TTA SLT

## **Group Inclusive Learning Policy**

**Policy Owner:** Group Head of Learning and Learning Improvement

**Revised:** July 2023

This policy is aligned with, and should be read alongside/used with reference to:

- Group Dignity at Work Policy
- Group Student Wellbeing Policy
- Group Curriculum Policy
- Group Admissions Policy
- Group Safeguarding Policy/ISP's Learning Improvement Process (LIP)
- Relevant regional, country or school policies

### **1. Rationale**

Inclusive Learning is rooted in the ISP principles, namely:

We treat everyone with care and respect, looking after one another, embracing similarities and differences and promoting the wellbeing of each other

It is also embedded into our Learning Improvement Process (LIP) and the 9 criteria that research tells us has the biggest positive impact on learning. In Criterion 1, Atmosphere, we state:

A good atmosphere is safe, open, caring, collaborative and inclusive. It removes barriers to enable all students to confidently engage in the learning process. A good atmosphere nurtures the wellbeing of its learning community, supporting each member to understand and action the values of the school through positive relationships.

Together, we are committed to creating and nurturing a safe, welcoming, inclusive, equitable and diverse learning community, representative of and responsive to different cultures and groups and where each of us has the chance to thrive, contribute and be appreciated for our strengths.

Inclusive Learning does this by putting learners and their learning first, ensuring they experience a 'good struggle' through personalisation and by identifying and removing any barriers to learning.

### **2. Diversity, Equity and Inclusion at ISP schools**

Each of us is responsible for upholding, promoting, implementing and enforcing our Inclusive Learning policy in a fair, transparent and equitable way.

Through this policy, we ensure that:

- Schools put learners and their learning first
- Students make progress through the personalisation of learning and the identification and removal of barriers to learning (Criterion 4 – Learning and Teaching - Indicator f).
- Schools create and nurture an atmosphere that is safe, open, caring, collaborative and inclusive (Criterion 1 – Atmosphere – Defining Statement)
- All students are treated fairly and with respect at all times, with consideration to their individual circumstances and needs
- All students have the chance to achieve their potential, and are able to access and experience amazing learning
- Students and their families are free from prejudice, harassment and bullying of any description, or any other form of unwanted behaviour

### 3. Key definitions

Inclusive Learning	Ensuring every student experiences a 'good struggle' through personalisation of learning, and by identifying and removing any barriers to learning (ISP)
Inclusion	A process that helps to overcome barriers limiting the presence, participation and achievement of learner (UN, 2017)
Inclusive Education	The process of strengthening the capacity of the education system to reach out to all learners (UN, 2017)
Diversity	People's differences, which may relate to their race, ethnicity, gender, sexual orientation, language, culture, religion, mental and physical ability, class, and immigration status (UN, 2017)
Equity	Ensuring that there is a concern with fairness, such that the education of all learners is seen as being of equal importance (UN, 2017)
Universal Design for Learning (UDL)	The intentional design of learning which offers students multiple options for engagement, representation, action and expression ( <a href="http://www.cast.org">www.cast.org</a> )

### 4. Equity in learning

Our focus is on equity rather than equality.

With equality, the emphasis is on treating everyone the same. Equity, however, recognises that each student is an individual. It acknowledges that differences exist and that each student will require support in different ways, and at different times lives, depending on their individual circumstances.

It recognises that we do not start from the same place and that we will all face enablers and barriers to learning, and that learning needs to be personalised according to these varying needs.

Focusing on equity means exploring ways to identify and understand the imbalances caused by any barriers to learning. It requires commitment to identifying and removing these barriers to ensure every student has access to the same opportunities. In doing so, it creates opportunities for innovation, problem solving and new ways of thinking.

### 5. Diversity

Diversity refers to the visible and invisible differences amongst the range of students in a school or class. Having a diverse school community is not enough. What is important is how welcome, engaged and empowered students feel. This is where 'inclusion' comes in. Diversity is often described as the what, and inclusion as the how.

### 6. Inclusion and Inclusive Learning

An inclusive approach to learning and teaching improves the learning experience for all students. Inclusive learning happens when students' differences and diversity are valued and harnessed to enable everyone to thrive. In an inclusive learning atmosphere, students are recognised for their strengths and feel they belong without having to conform. They can see that their contribution matters and are able to reach their full potential, irrespective of their backgrounds, identities or circumstances.

Inclusion is the quality of the human experience within a school. We need to work together to ensure that students and their families feel included. We do this by engaging with them, empowering them and removing barriers to learning.

There are many ways we can do this including:

- Ensuring learners and their specific learning needs are central to the design and facilitation of learning outcomes, content and experiences
- Personalising learning and removing barriers to ensure learning is a good struggle for all students
- Anticipating and planning for any internal and external factors affecting student learning and taking steps to rethink, remove or improve these
- Providing multiple means of engagement and expression
- Helping students to understand their learning process so they can lead their own learning

Schools will find support in designing and planning for the above in ISP's [Leading the Learning](#) course available through the Learning Hub, using the Learning Design prompts and template in Module 2.

Many schools use [Universal Design for Learning](#) from CAST (Center for Applied Special Technology) as a powerful framework for identifying and removing barriers to learning through providing multiple means of Engagement, Representation, Action and Expression for all students.

## **7. Challenging behaviour**

Challenging behaviour exhibited by students is usually the result of sensory, internal and or external stressors. It is important to understand any psychological and, or neurological triggers that may be causing distress and posing barriers to learning and social relationships. It may be the case that the challenging behaviour is a result of the school not effectively identifying and removing these barriers. Research shows that focusing on inclusion through student access to, and engagement with, learning significantly reduces the risk of unwanted and/or unacceptable behaviour, and hopefully eradicates the need to consider any sort of exclusion. More information about unwanted and/or unacceptable behaviour can be found in Appendix 4.

## **8. Developing an Inclusive Learning Policy for your School**

A school policy for Inclusive Learning should contain specific content, but this content is likely to differ according to the unique country and context of the school and its learning community. Regions and/or schools are encouraged to develop their own inclusive learning policy, aligned with the principles contained in this Group policy. We have provided a set of questions to frame and guide policy development which will ensure the policy is aimed at:

- Removing barriers to learning
- Celebrating and sharing existing successful practices
- Detailing available supporting resources (human and material)
- Referring to learning targets and action steps for building capacity to improve Inclusive Learning
- Fulfilling the needs of the unique context of the school, any local or national legislation, and ISP requirements.

### **a) Questions to guide your school's Inclusive Learning Policy development**

- How does your school policy describe the successful practices already in place?
- How does the policy address local legislation (if any) with regard to removing barriers to learning?
- How does your policy align with the ISP principles and with our Group Inclusive Learning policy?
- How does the policy link with other school policies?

- How does the policy link with the LIP process, detailing the criterion, and collection, analysis and triangulation of evidence to remove barriers to learning?
- How does the policy address any external accreditation, quality assurance etc. requirements?

### **9. Inclusive Learning Roadmap**

Schools will be familiar with the set of 'roadmaps' designed to help evaluate alignment against criteria and indicators which support the overarching objective for:

- EAL and Multilingualism
- Life Competencies
- International Learning Opportunities for Students
- Future Pathways

In addition, schools can access and use ISP's Inclusive Learning Roadmap, available on Cezanne in English, Spanish, French and Italian. This optional resource is designed to help schools identify their alignment against ISP's objective for inclusive learning, and orient them towards the steps they can take to improve.

**For additional support and guidance with this roadmap, and any of the information contained in the Group Inclusive Learning Policy, please reach out to your Regional Director of Learning.**

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### **References**

- UNESCO, 1960. [Convention against discrimination in education](#). Paris, France, UNESCO.
- UNESCO, 2017. [A guide for ensuring inclusion and equity in education](#). Paris, France, UNESCO.
- UNESCO, 2016. [Education 2030: Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all](#). Paris, France, UNESCO.

### **Appendix 1: ISP Resources**

- [ISP's Learning Improvement Process](#) – available on the Learning Hub - outlines the 9 criteria that research tells us help to improve student learning.
- [ISP's Leading the Learning course](#) – available on the Learning Hub - Module 2: Learning Design – includes a template for planning to personalise learning and remove barriers.
- [ISP's Learning Glossary](#) - available on the Learning Hub – helpful definitions to support students and teachers in identifying, talking about and leading their learning.
- [ISP's Let's Talk About Learning course](#) - available on the Learning Hub – an exploration of the process of learning, to empower students and teachers to learn their own learning.

**Mindsets and Habits for Differentiation** – a centrally-funded online course for teachers and leaders, developing and practising the skills of differentiation. Please contact your Regional Director of Learning for more information and to find out about the next available cohort.

## **Appendix 2: General resources to support inclusive learning**

Please note that this list is not exhaustive and many of the national associations listed below are also represented in other countries with content and language specific to that context. ISP does not formally endorse these resources, and does not have any control over their accuracy, legality or completeness of information.

### **Asperger and Autism**

- [Asperger/Autism Network](#) (AANE) provides individuals, families, and professionals with information, education, community and support, with [essential resources for educators](#) ranging from primary to high school.
- [Autism Education Trust](#) is a not for profit programme led by two national autism charities – the [National Autistic Society](#) (NAS) and [Ambitious about Autism](#) (AaA). The AET is a partnership of autistic young people, parents/carers, academics and professionals.
- [Autism Education Trust](#) provides resources for educators supporting autistic children and young people.

### **Attention Deficit Hyperactivity Disorder**

- [ADDISS](#) ADHD information services UK provides information, training and support for parents, sufferers and professionals in the fields of ADHD and related learning and behavioural difficulties. Information and resources:
- [Children and Adults with Attention-Deficit/Hyperactivity Disorder \(CHADD\)](#) provides a teacher training programme and free video series for educators.

### **Diversity, Equity and Anti-racism**

- [The BAMEed Network](#) is a movement initiated in response to the continual call for intersectionality and diversity in the education sector. The support network provides research, resources and support for anti-racism, diversity and decolonising the curriculum.
- [Council of International Schools \(CIS\)](#) has released a briefing note outlining their support and development in the area of I-DEA (Inclusion via Diversity, Equity and Anti-Racism), and offer an [online workshop](#) for leaders and the wider learning community to help them reflect on their commitment to I-DEA and how diverse relationships shape their learning culture and inform decision making.
- [The Education People](#) offer a wealth of advice and resources to help schools embed Identify Diversity and Equity into both policy and practice, with dedicated support for EAL, SEN, refugees, gender diverse, trans and non-binary students, Black Lives Matter, anti-racism and more.
- [BLM At School](#) is a US, school-based movement campaigning for racial justice in education. Their resources include lesson plans and classroom resources for every age, free of charge, to challenge racism and oppression and provide students with the vocabulary and tools to take action.
- [Leading Educators](#) provides a free downloadable framework for integrating academics, wellbeing and anti-racism in student experiences. This resource – designed by teachers, for teachers – describes 5 strands of teacher beliefs, practices and resources alongside school and system resources, looking specifically at curriculum and standards, inclusive relationships and communities, and equitable instructional practices.

## Dyslexia and Dyscalculia

- [British Dyslexia Association](#) are a membership organisation working to achieve a dyslexia-friendly society for all. Resources for educators include [creating a dyslexia-friendly school and teaching for Neurodiversity](#).
- [Dyslexia Action](#) is the largest online accredited dyslexia training provider offering a range of courses and qualifications, and a [library of resources for members](#).
- [Australia Dyslexia Association](#) is concerned with the wellbeing, identification and educational intervention of all who struggle with aspects of spoken and written language and offer a range of information about dyslexia and dyscalculia.
- [The Reading Well](#) helps parents and teachers understand dyslexia through connecting them with resources such as dyslexia assessments and reading programmes, and includes [teaching resources for general reading, cognitive skill building and phonemic awareness](#).
- [The Dyslexia-SpLD Trust](#) is part of the UK Department for Education and includes resources for parents, schools, young people and practitioners.
- [Steve Chinn](#) is a teacher and researcher in the field of dyscalculia, offering books, articles, training and video tutorials.

## Gifted and Talented

- [National Association for Gifted Children](#) aims to support the growth and development of gifted and talented students through education, advocacy, community building and research. They offer professional learning, micro-credentials and [resources for educators](#).
- [Renzulli Center for Creativity, Gifted Education and Talent Development](#) provides a [school-wide enrichment model](#), associated resources and a free online course.

## Hearing Impairment

- [RNID](#) is a UK-based hearing loss charity providing information, support and resources for people facing communication challenges through loss of hearing.

## Inclusion Networks

- [The International Forums of Inclusion Practitioners](#) connects inclusion practitioners from around the world to learn and share the latest in inclusion resources, events, training and ideas.

## Inclusive Education

- [This education brief from Cambridge](#) takes a look at inclusive education – what it means, and how schools can adopt this approach. [Also [available in Spanish](#)]

## LGBTQ+

- [Educate and Celebrate](#) provide resources, training and coaching to equip international schools with the knowledge, skills and confidence to embed gender, gender identity and sexual orientation into their culture and context.
- [Stonewall](#) provides a comprehensive guide to LGBTQ+ education.
- [Council of International Schools](#) provides articles and webinars for member schools on LGBTQ+ students and faculty.
- [Ambitious about Autism](#) provides resources to support LGBTQ+ students and young people with autism, including a glossary, blogs, downloadable resources and more.
- [The National Association of Independent Schools](#) offers resources for supporting transgender students, including a webinar series for member schools.
- [The International School Counselor Association](#) provides a (paid for) course for counsellors and educators aimed at cultivating a deeper understanding of



gender diversity and establishing practical structures and skills to support transgender students and making your international school safer and more inclusive.

- [GLSEN](#) provide advice on how to create LGBTQ+ inclusive classroom resources, with information on learning environments, inclusive language, planning, advocacy, curriculum links and more.

### **Mental Health**

- [Child Mind Institute](#) is dedicated to transforming the lives of children and families struggling with mental health and learning through empowering students, families and educators. [Their resources include information and support for anxiety, depression, ADHD, LGBTQ+ and more.](#)
- [Papyrus](#) is a UK-based charity aimed at reducing the number of young people who take their own lives by shattering the stigma surrounding suicide and equipping young people and their communities with the skills to recognise and respond to emotional distress. Their resources include [a guide to suicide prevention, intervention and postvention in schools and colleges.](#)

### **Neurodiversity**

- [The National Autistic Society](#) offers advice on supporting neurodiversity in schools.
- Christy Hutton talks about [Neurodiversity and Education in this TEDx Talk](#). [ISP students have talked about this topic themselves at the TEDx Youth Event at the International School of Andalucia in 2022]
- [The Neurodiverse Classroom](#) by Victoria Honeybourne is a practical guide for teachers wishing to create inclusive and successful learning environments in diverse classrooms.

### **Provision Mapping**

- [Provision Map Writer](#) from Blue Hills helps to capture data on students with additional needs, log interventions, assign resources and helps to track impact.
- [Provision Map by TES](#) (Times Educational Supplement) is recommended by Nasan for the way it helps to map provision effectively and efficiently. They also offer provision mapping webinars for inclusion leads and leadership.
- [Key Support](#) provide a free provision map template with guidance on how to develop your own and examples from other schools.

### **Quality Assurance / Awards**

- [The British Dyslexia Association](#) offers information and advice on dyslexia and dyscalculia, as well as awards for organisations and schools including the [Dyslexia-Friendly Quality Mark](#) and [BDA Smart Award](#).
- [The ISC Research Awards](#) recognise best practice in international schools in a number of categories including wellbeing and diversity, equity, inclusion and justice.
- [Educate and Celebrate](#) offer a 12-month programme to coach schools towards their equity, diversity and inclusion goals culminating in their Pride in Equity, Diversity and Inclusion Award.

### **Special Educational Needs and Disability (SEND)**

*For further guidance on SEND, please refer to Appendix 3*

- [SEND courses and professional learning](#) with Dr Sarah Moseley including: Inclusive Reading Frameworks, Sensory Processing Disorder, Speech and Language, Developing the role of SENCo and more.

- [Hirstwood Training](#) – breaking down the barriers to learning for all students with SEND – offering online courses, INSET and coaching and consultancy for schools.
- [Diversity Curriculum Resources - Crossing Borders Education](#) creates resources that are designed to serve society by strengthening vital skills and character through engaging media and peer-led intergroup dialogues.
- [Teaching About Disability - Educators 4 Social Change](#) offers curated resources including disability awareness lesson plans, articles and websites.

### **Speech and Language**

- [American Speech-Language-Hearing Association | ASHA](#) aims to make effective communication - a human right - accessible and achievable for all. [They offer resources for practitioners](#) including advice on classroom acoustics, audiology assistants and documentation in schools.

### **Technology**

- [Center on Inclusive Technology and Education Systems](#) empowers school districts in the US to create and sustain inclusive technology systems that serve all students, including students who require assistive technology or accessible educational materials. Their resources include communities of practice, teaching stories and webinars.

### **Universal Design for Learning (UDL)**

- [CAST: Until learning has no limits®](#) CAST is a multifaceted organization with a singular ambition: Bust the barriers to learning that millions of people experience every day. They do this by helping educators and organizations apply insights from the learning sciences and leading-edge practices to educational design and implementation.
- [UDL: The UDL Guidelines \(cast.org\)](#) The UDL Guidelines are a tool used in the implementation of Universal Design for Learning, a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.
- [John Spencer's animated video What is Universal Design for Learning?](#) shares the basics of UDL with some practical ideas for implementing it with your students.
- [Learning modules – UDL: Design for Each and Every Learner](#) These goal of these open source modules is to learn more about Universal Design for Learning (UDL), and how to support educators to design learning experiences that are inclusive for each and every learner.
- [AEM Center: The National Center on Accessible Educational Materials for Learning at CAST](#) provides technical assistance, coaching and resources to increase the availability and use of accessible educational materials and technologies for learners with disabilities across the lifespan.
- [Nasen](#) offers information, training and resources ensure that community members in the UK and across the globe are provided with the most up-to-date knowledge and support required to become effective, inclusive practitioners.

## Visual Impairment

- [American Foundation for the Blind](#) aims to create a world of no limits for people who are blind or visually impaired. Their resources include [tutorials and case studies to support digital inclusion and accessibility](#).
- [Royal National Institute of Blind People \(RNIB\)](#) is one of the UK's leading sight loss charities and the largest community of blind and partially sighted people. Their resources for educators include [information on curriculum resources and exam accessibility](#).

## Appendix 3: Special Educational Needs and Disability (SEND)

All Schools must have in place their own SEND policy which is compliant with local laws, consistent with our Group Inclusive Learning Policy, and adheres to the following principles:

- Schools will meet any legal or regulatory requirements as apply to independent schools in their Region in terms of making provision for children with Special Educational Needs and/or Disabilities.
- In cases where a school is a specialist school set up primarily for children with SEND, any enhanced legal or regulatory requirements relating to such specialist provision must be met.
- Schools will consider their admissions information available to parents and prospective parents is consistent with any legal or regulatory requirements relating to SEND.
- Schools should operate a whole school approach to the management and provision of support for students with SEN and/or Disabilities.
- So far as reasonably practicable, Schools should provide students with SEN and/or Disabilities with additional support and remove any barriers to learning to enable them to reach their potential.
- Schools should make appropriate reasonable adjustments for students with a disability, as required by the laws and regulations of the region.
- Appropriate training, support and advice should be provided for relevant staff working with students with SEN and/or Disabilities.
- Schools will make appropriate links with other agencies to support students with SEN and/or Disabilities and their families.
- Schools will put procedures in place to ensure that students with SEN and/or Disabilities can access exams and other assessments wherever reasonably practicable.
- Save if required by applicable laws or regulation, Schools will make clear that they will not be able to, or be responsible for, diagnosing SEN and/or Disabilities of students. Assessments can be arranged at the parents'/carers' expense where appropriate.
- Schools will ensure that relevant staff are aware that students with SEN and/or Disabilities may be more vulnerable to bullying.

For additional support and guidance regarding SEND, please reach out to your Regional Director of Learning.

#### **Appendix 4: Unwanted and/or unacceptable behaviour**

Research shows that focusing on inclusion through student access to, and engagement with, learning significantly reduces the risk of unwanted and/or unacceptable behaviour, and hopefully eradicates the need to consider any sort of exclusion. Early intervention is key, using a Pastoral Support Plan (PSP) - developed in partnership with the student and their family - to capture any issues, additional support needs, targets, actions and reviews.

However, there may be occasions where students demonstrate unwanted and/or unacceptable behaviour, for example, breaches of ISP's Dignity at Work Policy. In such cases, Schools should take the following guidance should be taken into consideration:

- Effective procedures for dealing with malicious accusations against relevant staff and appropriate sanctions will be put in place.
- Appropriate support will be provided for students who breach the behaviour policy in a way which gives relevant staff reason to believe there may be an underlying safeguarding reason. In such cases, the matter will be referred to the Designated Safeguarding Leader at the school, in line with the school's Safeguarding Policy and procedures.
- Where behavioural issues relate to bullying (including cyber-bullying), regard shall be had to ISP's Dignity At Work Policy and Learning about Social Media Usage in ISP Schools Guidance (both available on Cezanne).
- Schools will set out restrictions on the use of social media, in line with the Learning about Social Media Usage in ISP Schools Guidance and behavioural sanctions will include breaches of that policy.
- Schools will set a zero-tolerance policy standard on the use or handling of drugs and any form of weapons in respect of all school and school related activities whether on or off site. Students should be supported in their understanding of drugs, violence and weapons as part of the curriculum and be signposted to support mechanisms both in and out of school.
- To the extent that this accords with the applicable laws and regulations of the region, to provide for the power of relevant staff to use reasonable force or make other physical contact in order to prevent students from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline.
- To provide, in accordance with all applicable laws and regulations, for relevant staff to have the right in certain circumstances to search students and to confiscate any prohibited item found as a result of a search. Where this is provided for clear procedures should be set out to manage the risks to relevant staff and students.
- Policies will take account of whether it is appropriate to extend the scope of the behaviour policy to activities outside the school day and off school premises in certain specified circumstances.

For additional support and guidance regarding unwanted and/or unacceptable behaviour, please reach out to your Regional Director of Learning.