



Nanchang International School
南昌国际学校

IB Learning diversity & Inclusion Education
Policy (SEN)
2021-2022

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1. NCIS Vision Statement

Our students will become internationally minded, lifelong learners.

2. NCIS Mission Statement

We will achieve our Vision by:

- Using an integrated, inquiry-based approach to learning
- Providing opportunities for students to grow beyond their own culture(s) by studying in English, learning Chinese and other cultures, and promoting mother-tongue languages
- Nurturing reflective individuals who are responsible, curious and respectful
- Developing individual strengths and interests
- Instilling a spirit of innovation, experimentation and collaboration
- Challenging students to be compassionate, with the courage to act on their beliefs
- Encouraging a balanced approach to life

3. Definition of SEN

As stated in the IBO document Learning diversity in the International Baccalaureate programmes: Special education needs within the IB programmes, *“the generic term ‘special education needs’ (SEN) has been adopted since it caters for the wide spectrum of need along a continuum that encompasses cognitive, social, emotional and physical development.”*¹

This IBO document specifically addresses the following areas of special need, although these are not the only parameters under which students are identified and provided for:

- Specific learning difficulties (Dyscalculia/Dyslexia/Dyspraxia)
- Gifted and talented
- Autism spectrum
- Attention disorders
- Physical disabilities
- Sensory impairment (Hearing/Visual/Speech Language Communication Needs)
- Mental health
- Chronic illness

4. SEN Philosophy Statement at NCIS

We at the NCIS:

- Believe all children should have an equal opportunity to attend our school, and this of course includes pupils with disabilities. There are limitations however, to the structure of the building, which limit the range of disabilities the school can cater for. (E.g. Wheel chair access is limited only to the ground floor).
- Will make reasonable adjustments to ensure that pupils and members of staff and members of the public are not disadvantaged.
- Will do our best to anticipate the needs of a pupil or member of staff with disabilities before he or she joins the school.
- Ensure that pupils with a disability will not be treated less favorably than others because of the nature

- of their disability
- Value individuals and celebrate their achievements.
- Ensure policies and systems are in place to promote inclusive provision and practice.
- Identify and respond to individual needs
- Identify and overcome barriers to learning for groups and individuals.
- Set suitable learning challenges for pupils.

5. Provision for SEN at NCIS

NCIS is unable to offer a full continuum of Special Educational Needs (SEN) programmes. However, teachers at NCIS have a commitment to “practicing differentiation through identifying a student’s learning style, scaffolding their learning, and differentiating the curriculum in order to develop the 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.”*²

6. Guiding Principles

- I. Classroom teachers provide inclusive educational support within the boundaries of resources and staff.
- II. All teachers involved with SEN students acknowledge that parents are partners in their children’s education, and parents are encouraged to take an active interest and support their children through close collaboration and partnership.
- III. NCIS teachers and staff recognize and value the uniqueness of each student – the differing needs, learning styles, strengths and challenges. To this end, each student is supported accordingly.
- IV. Prior to admission, the Principal and classroom teacher meet the family of any student with special needs to individually ascertain whether the school can address the student’s specific needs given the available school resources.
- V. All teachers involved with SEN students include the four principles of good practice as defined by the IBO to support SEN students in the classroom:
 - a. Affirming identity and building self esteem
 - b. Valuing prior knowledge
 - c. Scaffolding
 - d. Extending learning
- VI. In addition to regular report cards, teachers may provide the parents of SEN students with an Individual Educational Plan (IEP), which is a record of the student’s progress in meeting agreed goals. All IEP records are kept confidential, and are stored in the School Office. To obtain an Individual Educational Plan (IEP) parents, or legal guardians, must have recommendations from state approved medical establishment, psychologist and speech therapist. Only in this case teachers and school administrative staff are able to adjust the curriculum towards the student’s needs.

7. Communication and Review Process

7.1 Communication of Policy to the NCIS Community

NCIS will disseminate this policy document to staff at the beginning of each academic year and will make it available to all members of the school community.

7.2 Policy Review

NCIS will collaboratively evaluate and review this policy document on an annual basis.

8. References

1. Learning diversity in the International Baccalaureate programmes: Special education needs within the IB programmes. IBO 2010
2. Meeting student learning diversity in the classroom. IBO 2013