Nanchang International Schoo
南昌国际学校

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Learning Diversity and Inclusion Policy

2025-2026

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1. Vision Statement

At NCIS, we are committed to providing an inclusive learning environment where all students are encouraged to reach their full potential. Our students will become internationally minded, lifelong learners who demonstrate empathy, resilience, and a commitment to inclusivity. We strive to nurture individuals who are not only academically proficient but also compassionate, reflective, and able to adapt to a diverse, interconnected world.

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2. Mission Statement

We will achieve our vision by:

- **Creating an inclusive, inquiry-based learning environment** that values diversity, encourages reflection, and fosters curiosity.
- **Offering opportunities** for students to explore different cultures and languages, promoting a balanced approach to life and well-being.
- **Nurturing reflective, responsible, curious, and respectful individuals** who embrace their unique strengths and talents.
- **Encouraging innovation, collaboration, and the courage to act on their beliefs**, while instilling a sense of responsibility and social justice.
- **Supporting all students, including those with additional learning needs**, within our available resources and through differentiated instruction tailored to individual needs.

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3. Definition of Special Educational Needs (SEN)

As per the International Baccalaureate Organization (IBO), Special Educational Needs (SEN) encompass a wide range of learning challenges, including cognitive, social, emotional, and physical development difficulties. While NCIS does not offer a full continuum of SEN

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services, we recognize that students with various needs require tailored approaches to support their academic and personal growth.

These needs include but are not limited to:

- **Specific learning difficulties** (e.g., dyslexia, dyscalculia, dyspraxia)
- **Autism spectrum disorders**
- **Attention disorders**
- **Physical disabilities**
- **Sensory impairments** (e.g., hearing, visual, speech and language communication needs)
- **Mental health challenges**
- **Chronic illnesses**

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4. SEN Philosophy Statement

At NCIS, we believe that every student has the right to a quality education that is both inclusive and supportive. We are committed to:

- **Providing reasonable adjustments** to ensure students with disabilities have equal access to learning within the limits of our resources.
- **Creating an inclusive learning environment** where all students, regardless of their needs, are supported, valued, and empowered to succeed.
- **Differentiating instruction** to accommodate diverse learning styles, ensuring that all students can thrive academically, socially, and emotionally.
- **Fostering a culture of collaboration** between parents, teachers, and specialists to ensure the best possible support for students with additional learning needs.

We are also mindful of our physical infrastructure and the limitations it may impose, such as restricted wheelchair access to certain areas of the building. However, we will strive to accommodate the needs of all students as much as possible, in alignment with the latest IB principles of universal design and accessibility.

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5. Provision for SEN at NCIS

While NCIS cannot offer a full spectrum of SEN services, we are committed to supporting students through:

- **Differentiated instruction** that accommodates various learning styles and challenges, ensuring that all students are given the opportunity to succeed.

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- **Collaborative support** between classroom teachers, learning support specialists, and parents to tailor approaches to individual student needs.
- **The use of Individual Education Plans (IEPs)** for students identified with specific needs. IEPs will be developed in collaboration with parents, specialists, and support staff. These plans will track students' progress toward specific learning goals, ensuring that students' needs are met appropriately.
- **Inclusive teaching practices** that reflect the principles of the IB Learner Profile, including:
    - Affirming student identity and building self-esteem.
    - Valuing prior knowledge.
    - Scaffolding learning and extending beyond students' current capabilities.

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6. Guiding Principles

The following principles guide our inclusive educational practices at NCIS:

1. **Differentiation:** Classroom teachers will differentiate instruction to ensure that all students, including those with special educational needs, can access the curriculum and demonstrate progress.
2. **Parental Collaboration:** Parents are vital partners in supporting their children's education. We encourage close collaboration and active involvement in the development of learning support plans.
3. **Tailored Learning Support:** All teachers recognize the unique strengths and challenges of each student, providing tailored support through collaborative planning and regular progress monitoring.
4. **Early Identification:** Prior to admission, we will meet with parents of any student with identified needs to assess whether the school can accommodate the student's specific needs, given available resources.
5. **Professional Development:** Teachers will receive regular training in **differentiated instruction**, **inclusive teaching practices**, and **IB guidelines for supporting diverse learners**, ensuring that the staff is well-equipped to support all students.
6. **Reasonable Accommodations:** NCIS will offer reasonable accommodations for students with SEN, including adjustments to teaching methods, assessment approaches, and classroom resources.

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7. Communication and Review Process

- **Communication:** This policy will be shared with all staff at the beginning of each academic year. We will also make it available to all members of the NCIS community, including parents and guardians, through our school website and other communication channels.

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- **Policy Review:** The policy will be reviewed annually by school leadership, teachers, support staff, and parents to ensure its effectiveness, alignment with IB standards, compliance with legal obligations, and relevance to our school community. This review will take into account any new IB guidance, national or local educational policy updates, research on inclusive practices, and feedback from all stakeholders.

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8. Special Educational Needs (SEN) Documentation

- **Individual Education Plans (IEPs):** IEPs will be developed for students with identified SEN, based on recommendations from external specialists (e.g., psychologists, speech therapists) and in collaboration with parents. These plans will outline specific goals, accommodations, and the support required to help the student succeed.
- **Confidentiality:** All IEPs and related documentation will be treated with the highest confidentiality and stored securely in the school's records.
- **Access to Support:** To ensure appropriate adjustments and accommodations are made, students may be required to provide medical or psychological assessments to support their learning needs. This documentation will help tailor our approach to each student's unique needs.

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9. Legal and Regulatory Compliance

NCIS is committed to adhering to all relevant legal and regulatory requirements related to inclusive education applicable to international schools operating in Jiangxi Province, China. This includes compliance with national and local laws concerning students with disabilities, equal access to education, data protection, and confidentiality.

The school aligns its inclusion practices with the International Baccalaureate's policies and guidelines on inclusion and access. NCIS ensures that reasonable accommodations are provided and that all documentation related to student support is managed securely and confidentially.

Policy Review 政策审议信息

Published	August 2020
Last Review Date	August 2025
This policy will be reviewed and revised annually.	

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学习多样性与包容性政策
2025-2026 学年

1. 愿景宣言

南昌国际学校致力于营造包容性学习环境，激励所有学生充分发挥潜能。我们的学生将成长为具有国际视野的终身学习者，展现出同理心、适应力及对包容精神的坚定承诺。我们着力培养不仅学术卓越，更兼具仁爱之心、反思能力，并善于适应多元互联世界的未来公民。

2. 使命宣言

为实现这一愿景，我们将：

• 打造包容性、以探究为导向的学习环境，珍视多元价值，鼓励反思精神，激发求知热情；

• 提供探索多元文化与语言的机会，倡导平衡的生活方式与身心健康理念；

• 培养善于反思、勇于负责、充满好奇、懂得尊重的个体，助力其发掘独特优势与潜能；

• 鼓励创新思维与协作精神，支持学生秉持信念勇敢行动，同时培养社会责任感与公平正义意识；

• 通过差异化教学策略，在现有资源范围内为包括特殊学习需求在内的全体学生提供个性化支持。

3. 特殊教育需求定义

根据国际文凭组织的界定，特殊教育需求涵盖广泛的学习挑战，包括认知、社交、情感及身体发育方面的困难。尽管南昌国际学校暂不提供全方位的特殊教育服务，我们充分认识到具有不同需求的学生需要个性化支持方案，以促进其学业进步与人格成长。

此类需求包括但不限于：

- 特定学习困难（如阅读障碍、计算障碍、发展性协调障碍）
- 自闭谱系障碍
- 注意力障碍
- 肢体残疾
- 感知觉损伤（如听觉、视觉及言语语言沟通需求）
- 心理健康挑战

慢性疾病

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4. 特殊教育需求理念声明

南昌国际学校坚信每位学生均有权获得包容且支持性的优质教育。我们郑重承诺：

• 在现有资源范围内提供合理调整，确保有障碍学生平等获取学习机会
• 营造全纳式学习环境，让所有学生无论需求差异皆能获得支持、珍视与成长赋能
• 实施差异化教学，适配多元学习风格，保障每位学生在学术、社交与情感领域的全面发展
• 建立家长、教师与专业人员的协作文化，为特殊学习需求学生提供最优支持体系

我们同时关注到校园物理环境的现存局限，例如部分建筑区域的轮椅通行限制。但我们将遵循国际文凭组织最新的通用设计与无障碍原则，竭尽所能满足所有学生的成长需求。

5. 特殊教育支持机制

南昌国际学校虽无法提供全方位的特殊教育服务，但我们通过以下方式全力支持学生发展：

• **差异化教学**：针对不同学习风格与挑战调整教学策略，确保所有学生获得成功机会
• **协同支持体系**：建立班主任、学习支持专员与家长的三方协作机制，定制个性化支持方案
• **个别化教育计划**：为有特定需求的学生制定个人教育计划。该计划由家长、专业人员及支持团队共同制定，通过追踪阶段性学习目标达成情况，确保学生需求得到有效落实
• **包容性教学实践**：秉承 IB 学习者培养目标理念，具体包括：

- 尊重学生个体特质，建立自我认同感
- 重视学生前置知识经验
- 搭建学习支架，推动能力持续拓展

6. 指导原则

南昌国际学校秉持以下原则推动包容性教育实践：

1. **差异化教学**
   教师将通过差异化教学策略，确保包括特殊教育需求学生在内的全体学生均能参与课程并展现成长轨迹。
2. **家校协同**
   家长是支持学生教育的重要合作伙伴。我们鼓励家长深度参与学习支持计划的制定过程，建立紧密的家校协作关系。
3. **个性化支持**
   全体教师关注每位学生的独特优势与发展需求，通过协同规划与定期进度监测，提供定制化学习支持。
4. **早期识别机制**
   在入学前，我们将与特殊需求学生的家长进行面谈，结合学校现有资源评估能否满足学生的个性化教育需求。

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5. **专业成长体系**
   教师将持续接受差异化教学、包容性教育实践及 IB 多元学习者支持指南等专业培训，确保具备支持所有学生的专业能力。
6. **合理调整措施**
   学校将为特殊需求学生提供合理调整，包括教学方法、评估方式及课堂资源的适应性优化。

7.沟通与审议机制

- **政策传达：**本政策将于每学年伊始向全体教职工发布，并通过学校官网及多元沟通渠道向包括家长与监护人在内的全校社群公开。
- **政策审议：**本政策将由学校领导层、教师团队、支持人员及家长代表共同进行年度审议，以确保政策有效性、符合 IB 标准、履行法定义务并契合学校发展需求。审议将综合考量国际文凭组织最新指南、国内外教育政策更新、包容性实践研究成果以及各方反馈意见。

8.特殊教育需求文档管理

- **个别化教育计划：**将为经评估确认为特殊教育需求的学生制定个别化教育计划。该计划将依据外部专家建议，并与家长共同拟定，明确列出学生的发展目标、适应性调整方案及所需支持措施。
- **保密性原则：**所有个别化教育计划及相关文件均严格保密，存档于学校安全管理系统。
- **支持准入机制：**为制定精准的适应性方案，学生需提供医学或心理学评估报告。相关文档将作为定制个性化支持方案的重要依据。

9.法律法规合规性声明

南昌国际学校严格遵守适用于中国江西省内国际学校的包容性教育相关法律法规，包括涉及障碍学生权益、教育机会均等、数据安全与信息保密的全国性及地方法规。
本校的包容性教育实践全面对接国际文凭组织关于教育准入的政策框架，确保提供合理调整措施，并对所有学生支持文档实施安全保密管理。

政策审议信息

发布时间：	2020年8月
最后审议日期：	2025年8月
本政策将保持年度审议与修订机制。	