



REPTON

DUBAI



International Baccalaureate®
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IB INCLUSION POLICY

INCLUSION IN THE IB DIPLOMA PROGRAMME AND THE IB CAREER-RELATED PROGRAMME AT REPTON SCHOOL DUBAI.

Special educational needs/Inclusive education policy (MYP/DP/CP only) Includes: • clearly stated references to the programme • indication of a school-wide culture of collaboration that encourages and supports inquiry and problemsolving • explanation of how it accords with local legislation and school policy • description of how all IB students have meaningful and equitable access to the curriculum.

(Taken from <https://pypatpwe.files.wordpress.com/2016/09/guide-to-programme-eval.pdf>)



Repton School Dubai Mission and Values

Mission statement: The rigorous pursuit of excellence, inside and outside the classroom, combined with a passionate concern for the wellbeing of each individual.'

Values: Alongside the pursuit of academic excellence, Repton Dubai is proud of the outstanding pastoral care provided for all students and proud too of the traditions and core values that underpin all that goes on at the school. Combining the culture, energy and dynamism of the UAE, with the rich heritage and traditions derived from our close partnership with Repton School in the UK, standards and traditions that have stood the test of time, we are determined to remain a world class school and a beacon of excellence where people matter, and the whole Repton community, pupils, staff and parents, work together to develop young people who are confident yet compassionate, courageous and curious.

Repton Dubai aims to develop open-minded, knowledgeable and nurturing young people who help to create a more peaceful world through international-mindedness and respect.

Introduction

The IBO aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect, which encourages students to become lifelong learners who understand that other people, with their differences, can also be right.ⁱ

Revised thinking has led to a re conceptualisation of 'special needs'. Repton School supports the belief that student diversity of all kinds can be included as a resource and as opportunities for enriched learning within the IB Programmes.

1. Aims

1.1 Repton Dubai supports the Learner Profile where students are encouraged to be Inquirers, Knowledgeable, Caring, Communicators, Open minded, Reflective, Risk-takers, Balanced, Principled and Thinkers.

1.2 Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This is achieved through differential teaching and learning; scaffolding of topics, multidisciplinary and multisensory approach among others.

1.3 It aims to provide multiple means of Representation, Action and Expression and Engagement for the learner, while developing the Learner Profile within the curriculum based requirements.

1.4 It aims to safeguard the interests of all the students.



1.5. It aims to provide the right skills training, support and strategies the majority of the learning support students can be successfully included into mainstream education.

1.6 The inclusive environment at Repton School aims to be effective, friendly, welcoming, healthy, protective and gender sensitive to all learners. It aims to have a culture of collaboration and encourages problem solving.

2. Responsibility

2.1 The Headmaster has overall responsibility for inclusive education needs at Repton Dubai. This is delegated to the IB DP Coordinator, The IB CP Coordinator, Senior Management Team and the Head of Inclusion at Repton Senior School.

2.2 The role of the IB DP and CP Coordinators includes liaison and knowledge of the requirements of inclusive education needs at the time of access arrangements and providing accommodations to facilitate learning and development of the learner profile.

2.3 The role of the Head of Inclusion in Repton Senior School is to liaise with teachers, HODs, SMT and the IB Coordinators to provide support for differentiated learning, access arrangements and individual learning needs. To this end an Individual Learning Plan is prepared for the student in consultation with him/her/parents and provided to the teachers.

3. Differentiation

Differentiated opportunities present themselves throughout the curriculum for the learner identified with a learning difference. All students are supported by teachers to understand themselves as learners to advocate learning skills within the IB program.

3.1 The Learning Support helps to accommodate curriculum requirements for the learner with different needs by identifying effective strategies for achieving agreed goals for each learner.

3.2 The ILP of the student facilitates the teacher's response to the diverse learning needs of the student. It helps the teacher to teach with the individual student's learning style in mind and adapt a multisensory approach.

3.3 A range of strategies, flexibility of timing and approach with greater understanding on the teacher's part and an active and more responsible role on the learner's part is supported and implemented.



3.4 This promotes the understanding of 'who' we teach, 'what' we teach in order to facilitate the learning process within an international community having different cultures and mind sets. This especially in regard to students having learning needs on the Inclusion register.

4. Inclusive assessment arrangements

4.1 Repton supports the IB belief that all candidates must be allowed to take examinations under conditions that are as fair as possible.

4.2 Where standard examination conditions and assessment procedures may put candidates at a disadvantage and may prevent them from being able to demonstrate their learning and skills adequately, reasonable forms of access arrangements are authorised. Any reasonable adjustment for a particular candidate pertaining to his or her unique needs will be considered.

4.3 Candidates eligible for inclusive assessment arrangements are those with individual learning needs such as:

- Learning disabilities and/or Specific learning difficulties
- Communication and speech difficulties
- Autism spectrum disorders
- Social, emotional and behavioural challenges
- Physical, sensory, medical or mental health issues

4.4 Supporting evidence in the form of an Educational Psychologist's report, Medical report or standardised testing is provided to IBIS online, when requesting for access arrangement approval 6 months before the written examination of that session.

4.5 Teacher observations, sample of student's work along with evidence of previous school/year group/grades also help to establish the 'history of need' and 'the evidence of the need for access.'

5. Principles of Good Practice

5.1 Repton Dubai follows the 4 principles of IB that promotes equal access to the curriculum across both programmes which applies to the whole person.

5.2 Affirming identity and building self-esteem of the learner by promoting a class and school environment that welcomes the diversity of learners and liaising with parents to achieve shared goals and learning targets.

5.3 Valuing prior knowledge by constructing on a comprehensible input so that new information can be accessed and retained.

5.4 Scaffolding as a temporary strategy to enable learners to accomplish tasks which would be difficult for them to accomplish as a whole.

5.5 Extended learning is facilitated by higher expectations with opportunities for learner centred practice and interaction.

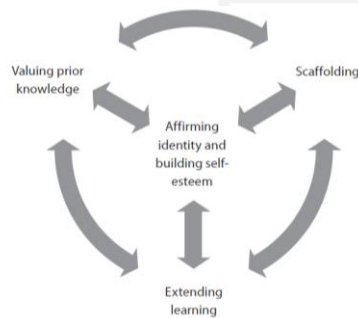


Figure 1
Visual representation of the four principles of good practice in an IB SEN learning cycle

Embedding the Policy into Practice

This policy will be introduced to the Repton community through multiple pathways including staff meetings, CPD sessions and Heads of Department meetings. The policy will also be featured on the Repton Website. New staff will be familiarised with the document during induction.

This policy will be reviewed annually as part of the whole school improvement plan and the IB Action plan.

The Leadership team will review the implementation of this policy in classrooms and throughout the school on a regular basis as part of the performance management process.

Reviewed by Assistant Head (IB Development) Lisa Hollis / September 2020

Due for review: September 2021



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