



Suzhou Innovation Academy

希雅国际学校

SIA Inclusion Policy

"Celebrating diversity and embracing inclusion is not simply a moral obligation; it is an investment in a richer, more vibrant, and equitable future for all."

Version	Revision Date (Document Review Date)	Authors (Who revised it?)	Any significant changes / editing to the original policy.
Sept 2018	March 2018	Pankaj Loomba	Updated- from the last policies- May-2018
		Senior Leadership	Mr. George vice principal
		DP staff	Ms. Alice – pastoral leader
		DP students	
		Parents	

IBO Programme standards and practices 2020

Culture 2: The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)

Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)

Culture 2.2: The school identifies in its inclusion policy all of its legal requirements and outlines the school's structures and processes for compliance. (0301-02-0200)

Culture (03)Culture: Creating positive school cultures

Culture 2.3: The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes. (0301-02-0300)

This policy applies to and should be read by:

- ❖ This policy of inclusion applies to and should be read by:
- ❖ Students: We encourage all students to familiarize themselves with our policy of inclusion to understand their rights, responsibilities, and the support available to them. It serves as a guide for fostering a respectful and inclusive learning environment.
- ❖ Parents/Guardians: We invite parents and guardians to read and understand our policy of inclusion to actively support their child's education and well-being. By aligning with our inclusive principles, they can collaborate with us to create an inclusive home-school partnership.
- ❖ Teachers and Staff: It is crucial for our educators and staff members to be well-versed in our policy of inclusion. They play a pivotal role in implementing inclusive practices, creating accessible learning experiences, and providing necessary support to students with diverse needs.
- ❖ School Administrators/ Programme coordinator: Our school administrators should thoroughly understand and champion our policy of inclusion. They are responsible for creating an inclusive school culture, allocating resources, and facilitating professional development opportunities for staff members.
- ❖ Support Services Staff: Professionals such as counselors, learning support coordinators, and inclusion specialists should familiarize themselves with our policy of inclusion. They play an essential role in providing targeted support and accommodations to students requiring additional assistance.
- ❖ School Board Members: Our policy of inclusion is crucial for school board members to understand as they are responsible for making decisions that promote equity, access, and inclusive practices within our educational institution.
- ❖ Community Members: The policy of inclusion should be made accessible to members of the wider community who interact with our school. This includes volunteers, external service providers, and stakeholders, who contribute to fostering an inclusive environment beyond the school's boundaries.

This policy document explains:

- ❖ A statement of the philosophy
- ❖ Inclusion within classroom
- ❖ Addressing student needs in accordance with IB assessments.
- ❖ Learning Diversity and Inclusion
- ❖ Links between the assessment policy and other documents, articulated in full (for example,

the school's language and admissions policies)

- ❖ Roles and responsibilities for implementing, evaluating and reviewing the assessment policy and for training new teachers.

Statement of Philosophy

At Suzhou Innovation Academy, we are driven by a profound philosophy of inclusion, firmly believing that every individual has the right to be valued, respected, and included in our vibrant learning community. We embrace diversity in all its forms and recognize that it is the cornerstone of a truly enriching educational experience.

Our philosophy of inclusion is rooted in the belief that every student possesses unique talents, abilities, and perspectives, which contribute to the collective tapestry of our school community. We celebrate these differences and foster an environment that encourages collaboration, empathy, and understanding.

In line with this philosophy, we are committed to:

Respect and Dignity: We believe in treating every individual with respect, dignity, and fairness. We reject all forms of discrimination, prejudice, and bias, creating a safe and nurturing environment where every student feels valued for who they are.

Equal Opportunities: We are dedicated to providing equal opportunities for all students, regardless of their background, culture, language, abilities, or any other characteristic. We strive to eliminate barriers and ensure that every student has access to high-quality education and resources to support their individual learning journey.

Personalized Support: We recognize that each student has unique learning needs. We are committed to providing personalized support and accommodations to foster their academic, social, and emotional growth. We promote an inclusive curriculum that embraces different learning styles and allows students to thrive at their own pace.

Collaboration and Engagement: We foster a collaborative and inclusive learning environment that encourages active participation, open dialogue, and the exchange of ideas. We value the diverse perspectives and experiences of our students, empowering them to contribute their voices and actively engage in their own learning.

Community Partnerships: We believe that inclusivity extends beyond the walls of our school. We actively seek partnerships with families, community organizations, and external stakeholders to create a network of support for our students. Together, we work towards breaking down barriers and creating a more inclusive society.

Continuous Reflection and Growth: We are committed to ongoing reflection, evaluation, and growth in our inclusive practices. We continuously strive to enhance our understanding of diversity, equity, and inclusion, integrating new knowledge and research into our educational approach.

Our philosophy of inclusion at Suzhou Innovation Academy is not just a statement; it is the foundation of our school's culture, practices, and interactions. We aim to create a nurturing and inclusive environment where every student feels a sense of belonging and is empowered to reach their fullest potential. By embracing diversity and promoting inclusion, we prepare our students to become compassionate, globally minded citizens who will contribute positively to an ever-evolving world.

Inclusion within the Classroom

The IB Coordinator and Academic Principal proactively identify students who may benefit from special needs support or assistance. They initiate meetings with students, parents, and/or teachers to discuss the required accommodations. Collaboratively, teachers, parents, and support staff devise tailored approaches to meet the student's needs within their specific classrooms, while also determining effective channels of communication for monitoring the student's progress. It is expected that teachers promptly notify the IB Coordinator of any challenges or concerns that may arise.

Addressing student needs in accordance with IB assessments

The collaboration between the International Baccalaureate Office/Coordinator and the academic Principal involves utilizing the relevant forms and providing the required documentation for inclusive education or special needs of students who require accommodations, such as extended time on examination papers. Upon receiving the decision from the IB, the IB Coordinator will promptly inform the student, parents, and involved teachers.

Learning Diversity and Inclusion

In IB World Schools, ensuring meaningful and equitable access to the curriculum is essential for all students participating in the IB programmes. The principles and practices of the IB emphasize the organization of schools in a manner that values student diversity and respects individual differences. Valuing diversity and differences not only foster an international mindset but is also a fundamental objective of all IB programmes.

The educational term "inclusion" has gained prominence among educators as an ongoing process that aims to enhance access and engagement for all learners in their educational journey. Inclusive education entails embracing and responding positively to the unique learning profiles of each student, including those with diverse learning needs. A crucial indicator of inclusion in schools is a shift away from relying solely on specialist teachers for students with learning differences, towards collaborative planning involving all teachers who contribute to a student's education along the learning continuum.

Implementing, evaluating, and reviewing the inclusion policy as well as providing training for new teachers in alignment with the Suzhou Innovation Academy's Inclusion Policy involve a range of roles and responsibilities. These include:

School Leadership:

Establishing a culture that values and prioritizes inclusive assessment practices.

Providing clear guidance and support to teachers in implementing the assessment policy.

Monitoring the effectiveness of the policy and making adjustments as needed.

Ensuring that professional development opportunities are available for new and existing teachers to enhance their understanding and implementation of inclusive assessment practices.

Teachers: Familiarizing themselves with the assessment policy and ensuring its alignment with inclusive practices.

Implementing inclusive assessment strategies and techniques to accommodate students with diverse learning needs.

Providing timely and constructive feedback to students that supports their individual progress and growth.

Participating in professional development opportunities to continually enhance their assessment skills and knowledge.

New Teacher Mentors:

Providing guidance and support to new teachers in understanding and implementing the inclusion policy.

Modeling inclusive assessment practices and sharing strategies for effectively assessing students with diverse needs.

Offering ongoing feedback and mentorship to new teachers regarding their assessment approaches.

Students and Parents:

Actively engaging in the assessment process and providing input on their individual needs and preferences. Seeking clarification and guidance on assessment expectations and accommodation when needed. Providing feedback on the effectiveness of inclusive assessment practices.

Regular evaluation and review of the inclusion policy, including input from all stakeholders, should be conducted to ensure its ongoing effectiveness and alignment with the Suzhou Innovation Academy's Inclusion Policy. Adjustments and improvements should be made based on feedback and evolving best practices in inclusive assessment.

Linked Policies

- Admission Policy
- Assessment Policy
- Language Policy
- Academic Honesty Policy

References

IBO. (2022). *Access and Inclusion Policy*.

IBO. (2023) *Assessment principles and practices—Quality assessments in a digital age*