Inclusion Policy

1. Alignment to Guiding Statements **3**
1.1 General Approach 3
1.2 Inclusion and Our Values 3

2. Scope **4**

3. Relationship to Other Policies **4**
3.1 External Guidance 4
3.2 Superordinate Policies 4
3.3 Parallel Policies 4
3.4 Subordinate Procedures 4
3.5 Subordinate Guidelines 4

4. Roles and Responsibilities **4**
4.1 All staff 4
4.2 Key Workers, Classroom Teachers and Advisors 5
4.3 Teachers 5
4.4 Learning Support Teachers 5
4.5 The IB Primary Years Programme Coordinator 5
4.6 The IB Middle Years Programme Coordinator 5
4.7 The IB Diploma Coordinator 5
4.8 The School Counsellor and Nurse 6
4.9 The University and Careers Counsellor 6
4.10 The Data and Testing Coordinator 6
4.11 The Leadership Team 6

5. Universal Design for Learning and Specialist Intervention **6**
5.1 Approach to Inclusion 6
5.2 Identifying Needs Prior to Enrollment 7
5.3 Identifying Ongoing and Emerging Needs while at ISA 7
5.4 Documenting Progress 7
5.5 Specialist Interventions 8
5.6 Models of Support 8
5.6.1 Early Intervention 8
5.6.2 Modified Programmes, Accommodations, and Access Arrangements 9
5.6.3 Out of Class Support 9
5.6.4 Parallel Programmes 9

6. Record Keeping and Confidentiality **9**

1. Alignment to Guiding Statements

1.1 General Approach

ISA is a kind and inclusive community. It nurtures both academic skills and the competencies of the IB learner profile to strengthen students' voice and agency to enable students to contribute positively to their communities.

ISA challenges every student to continually grow academically and personally through all aspects of the curriculum and the life of the school. Teachers, working with colleagues, are responsible for designing a broadly accessible curriculum which allows every student to feel a sense of achievement and progress, and able to express their own perspective on knowledge. ISA also supports students who, over the course of their academic progression, have been found to need additional support to access the curriculum.

It is the responsibility of the school as a whole to support teachers to ensure inclusion for all of our students. Part of this is through specialist learning support teachers. It is also through training to improve pedagogy, and developing inclusive programmes and curriculum content.

ISA's approach benefits those students who, in another context might not be included; more generally, it benefits all students who learn to be part of a positive diverse community.

1.2 Inclusion and Our Values

ISA is "kind and inclusive." An inclusive environment is not one that merely tolerates and copes with difference, it is one that understands that we are all enriched by it. ISA values are expressed through the IB Learner Profile. In our delivery of programmes we are 'caring' - showing "empathy, compassion and respect." We are also open-minded, "critically appreciating our own cultures and personal histories, as well as the values and traditions of others." We encourage all students to "learn with enthusiasm."

We are aligned to the IB mission statement in encouraging "students … to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right."

2. Scope

This policy covers all students enrolled at ISA, preschool to Grade 12. Inclusion is the responsibility of all teachers, staff and community members; it is not something delegated to a specialist team.

3. Relationship to Other Policies

3.1 External Guidance

This policy is consistent with the Equality Act 2010 and the Children and Young People (Scotland) Act 2014 . In addition, this policy as a whole and specific practice in middle and high school should align with the IB's access and inclusion policy. Please also see Getting it Right for Every Child (GIRFEC): Scotland's national approach to improving outcomes and supporting the wellbeing of all children and young people.

3.2 Superordinate Policies

This policy is subordinate to Board Policy 5: Students and Study (Updated May 2024) . Data issues are subordinate to Board Policy 8: Data Protection (Updated March 2025)

3.3 Parallel Policies

This policy sits alongside and support: Admissions Policy (Updated November 2023) and Assessment Policy (Updated June 2024)

3.4 Subordinate Procedures

Learning Support Procedures

3.5 Subordinate Guidelines

ISA follows a whole school wellbeing approach with response to intervention Multi-Tiered Systems of Support

4. Roles and Responsibilities

4.1 All staff

All staff are responsible for making students feel included and valued in the ISA community.

4.2 Key Workers, Classroom Teachers and Advisors

Key workers (preschool), classroom teachers (elementary) and advisors (middle and high school) are the main point of contact between home and school. They gain an

understanding of the whole child at both home and school. They help make all students feel included at ISA and are able to advocate on behalf of those students who need extra support or consideration.

4.3 Teachers

Teachers enable inclusive learning experiences, engaging with all relevant data about each student they work collaboratively with colleagues and learning support to make reasonable adjustments to meet the needs of the distinct learning profiles of their students, including those with learning variabilities.

4.4 Learning Support Teachers

Learning Support staff supports teachers in enabling inclusion, either in the planning and delivery of lessons or by working directly with students. They work with admissions and counsellors to facilitate a smooth transition of new students and to advise on applicants to ISA. They also work with the Diploma Coordinator and the Strategic Lead for Assessment and Data regarding accommodations and access arrangements for external examinations. They create data through testing and qualitative observations, assisting teachers in interpreting it to create strategies which support learning.

4.5 The IB Primary Years Programme Coordinator

The PYP coordinator oversees the development and implementation of an inclusive curriculum in the elementary school that acknowledges both neurodiversity and diversity of heritage.

4.6 The IB Middle Years Programme Coordinator

The MYP coordinator oversees the development and implementation of an inclusive curriculum in the middle school that acknowledges both neurodiversity and diversity of heritage.

4.7 The IB Diploma Coordinator

The DP Coordinator plays a central role in maintaining the integrity of our educational standards. The coordinator collaborates closely with learning support teachers to identify and implement essential accommodations for students pursuing the International Baccalaureate (IB) Diploma or alternative flexible high school pathways. By liaising with subject teachers, the DP Coordinator ensures these supports become a student's "usual way of working" and effectively translates these classroom strategies into formal accommodations for external examinations, ensuring every student has an equitable route toward their high school diploma.

4.8 The School Counsellor and Nurse

The school counsellor and school nurse overseas students' holistic development, working with student support teams and the designated child protection team to ensure that all students are fully included. The counsellor and the nurse may liaise with external agencies

for additional support and referrals. The counsellor and nurse assist students as they enter ISA to ensure they have the right approaches to meet their needs.

4.9 The University and Careers Counsellor

The University and Careers Counsellor assists students in course choices, ensuring that each student has the best pathway through high school for success on their own terms in post-secondary education and their career beyond.

4.10 The Strategic Lead for Assessment and Data

The strategic Lead for Assessment and Data oversees the gathering of formal diagnostic information and works in conjunction with learning support teachers and the DP Coordinator on access arrangements and accommodations for external exams.

4.11 The Leadership Team

The leadership team is responsible for the effective implementation of this policy, and in supporting regular review.

5. Universal Design for Learning and Specialist Intervention

5.1 Approach to Inclusion

There is not just diversity within a classroom, there is diversity within students. Each student is unique, and responds differently in different subjects, times and environments. One day they are ready for study; another day it is a struggle.

The school promotes pedagogic practice which is widely engaging, recognising that any student may find it difficult to, for example, focus from time to time; all students benefit from choice in how they express their learning.

The school encourages students to become self-aware of how they learn best to enable them to choose the best way to support their learning. These tools and practices should be intrinsic to the classroom. Teachers should ask if an adjustment one student needs may be an adjustment that helps all students, changing it from an accommodation to a standard approach. If a student needs support which takes them from mainstream lessons it should be specific and time bound with regular reviews. The expectation is always that students are working towards independence with a mainstream setting; that if they continue to need interventions they will be able to use them independently.

Our approach is anchored by the Multi-Tiered Systems of Support (MTSS) framework. Rather than a one-size-fits-all model, MTSS allows us to provide a continuum of care that is based on each student's unique academic, social, and emotional needs. By utilising continuous data and teacher observations, we can identify challenges early and provide the necessary scaffolding with early intervention.

This systematic approach begins with Tier 1, where all students receive high-quality, inclusive instruction and universal behavioural support within the general classroom. For students who require additional focus, Tier 2 offers individual or small-group interventions to bridge specific gaps. Tier 3 provides support for referrals with outside agencies or more intensive coordinated support within the school. This tiered structure ensures that ISA remains an inclusive environment where every learner is met exactly where they are.

5.2 Identifying Needs Prior to Enrollment

It is the responsibility of each principal to identify if a student will need specialist intervention prior to their enrollment. In the first instance by looking at prior school records and also may include contacting the previous school and carrying out diagnostic assessments. The principals then coordinate with learning support staff, the counsellor, or nurse to assist with developing proper interventions when they transition to ISA.

5.3 Identifying Ongoing and Emerging Needs while at ISA

A student who has not been receiving specialist intervention at ISA may need to start receiving it because of a change within themselves, their circumstances, the school context (for example greater demands) or something else. Staff is responsible for raising concerns in the school's relevant online and in person forums. The school provides meeting time to discuss student progress.

The school may reference standing yearly diagnostic tests, provide specialist diagnostics or refer to an outside agency.

5.4 Documenting Progress

The most common examples include:

Log Entries (chronology): Most commonly, teachers document progress through regular log entries which are reviewed regularly in student support meetings to allow for early intervention and care.

Care Plans. These are generally created by the school nurse to track health and physical care.

Learner Pathways: Learner Pathways serve as a dynamic roadmap for academic and personal growth. They record specific goals, interventions and capture student voice. As the student progresses through the school, Learner Pathways document a student's normal way of working for access arrangements and accommodations.

5.5 Specialist Interventions

ISA employs specialist staff to support inclusion. Services include:

Learning Support. Learning support teachers work collaboratively with teachers to ensure inclusion for learning variabilities. Learning support teachers also support students in developing self-management and access to curriculum.

Nurse. The nurse ensures access to the school's educational services in case of illness or disability, and works with the student support teams and outside agencies such as community child health and CAMHS.

Counselling. This may be for individuals, in small groups or whole class presentations. It includes transition in and out of ISA, parent liaison, liaison with outside agencies and student support teams, ensuring a holistic approach to student care.

University and Careers Advice. This includes individual and group advice on high school course selection, university applications and career goals. The UCC works with families and liaisons with external agencies, especially colleges and universities.

LIAM trained staff. LIAM is a programme to help students with anxiety delivered by qualified teachers in conjunction with the Aberdeen Psychology department.

5.6 Models of Support

5.6.1 Early Intervention

Our early intervention approach proactively supports students as soon as a need is identified or logged in a log entry, providing responsive classroom strategies. By partnering with teachers to enhance inclusive planning, our learning support specialists ensure timely care.

5.6.2 In Class Support

In class support may be temporary or ongoing depending on the needs of the student in the context of the class that they are in. Although a single student may be a particular focus, the learning support teacher may well support them in the context of a small group.

5.6.3 Modified Programmes, Accommodations, and Access Arrangements

Some exam boards will require educational psychology and other assessments for access arrangements, and the student support team will assist when this is needed, either through internal testing or by recommending external providers.

Accommodations for the IB programme should be given in accordance with the requirements of that programme, and in line with the IB's access and inclusion policy. An educational psychology report, internal assessments, or other relevant reports are required for IB accommodations, and accommodations used should be the student's usual way of working.

5.6.4 Out of Class Support

The learning support teacher will often work with small groups on developing specific skills, especially in literacy, numeracy and self management that will enable them to access the mainstream curriculum when they are back in the classroom

5.6.6 Parallel Programmes

ISA will not admit students it believes will not be able to access our mainstream curriculums. However, from time to time, a student may be admitted in lower elementary with the expectation that, with support, they may develop into accessing the mainstream curriculum. If we have the resources and expertise we may offer parallel courses so that they remain included in the wider ISA community.

6. Record Keeping and Confidentiality

Please refer to our data protection policy. The school handles data in accordance with relevant UK and Scottish legislation, especially the Data Protection Act 2018. All student information is securely stored in Powerschool, and is only shared with staff who have a professional reason to see it.