ISA Inclusion Policy

(Updated October 2024)

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, in line with the modern-day workplace.

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 [Aberdeenshire's Guidance for IEPs](#)

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 7 - Data Protection (Updated March 2024)

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 multi-tiered systems of support using the response to intervention model - ▢ RTI - Whole School Wellbeing

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 most important 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, making reasonable adjustments for learning variabilities and to meet the needs of the distinct learning profiles of their students. They work proactively with student services to enhance their effectiveness with inclusion.

4.4 Learning Support Teachers

Learning Support teachers support teachers in enabling inclusion, either in the planning and delivery of lessons or by working directly with students. They work with admissions to facilitate a smooth transition of new students and to advise on applicants to ISA. They also work with the IB programme leader and the Data and Testing Coordinator on accommodations and access arrangements for external examinations.

4.5 The Professional Learning Coordinator

The professional learning 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 MYP 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 Data and Testing Coordinator

The data and testing coordinator oversees the gathering of formal diagnostic information and works in conjunction with learning support teachers on access arrangements and accommodations for all public examinations other than IB.

4.8 The School Counsellor and Nurse

The school counsellor oversees students' holistic wellbeing, working with the nurse, student support teams and the designated child protection team to ensure that all students are fully included. The nurse oversees students' physical wellbeing ensuring that all students can access the curriculum safely. The counsellor and the nurse may create plans for individual students or liaise with external agencies for additional support. The counsellor assists

students as they enter ISA to ensure they have the right approaches to meet their holistic needs academically, socially, physically, and emotionally.

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 IB Programme Leader

The IB programme leader is responsible for ensuring that this policy is regularly reviewed. The IB programme lead works with the learning support teachers to determine appropriate accommodations for individual IB students, ensuring that these accommodations become their usual way of working and liaising with subject teachers to evaluate effectiveness and suggest adaptations. The IB programme leader is responsible for ensuring this policy is regularly reviewed and working with learning support on accommodations to external examinations for IB.

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 - and so on.

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.

The School recognises that this is something we are working towards, and in the meantime some students will best thrive with specific interventions up to and including pull-out support.

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 Written Plans and Documenting Progress

Specialist intervention over a period of time will be supported by a written plan. The most common examples include:

Targeted Intervention and Action Plans (TIAPs): Less formal plans, especially when concerns are first raised and there is not yet a formal diagnosis; they record interventions and reviews and track progress.

Individual Education Plans (IEPs). Each student's IEP outlines the testing and in-class accommodations that have been recommended for them. Learning support teachers work in conjunction with teachers to ensure an understanding of individual needs, learning variabilities and any accommodations required, and these will be utilised in their day-to-day classroom experience.

Care Plans. These are generally created by the school nurse and track health and wellbeing issues.

Teachers document progress through log entries. The school further documents progress through the minutes of support and wellbeing meetings.

5.5 Specialist Interventions

ISA employs specialist staff to support inclusion. Services include:

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 social, emotional, physical, and academic needs. ISA follows a [response to intervention](#) model of whole school wellbeing.

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.

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.

Learning Support. Learning support teachers work collaboratively with elementary class and specialist teachers and middle/high school subject teachers to ensure inclusion for learning variabilities. There is a particular focus on core academic skills. Learning support teachers also support students in developing self-management, executive function skills, and access to curriculum.

English as an Additional Language. This is part of our learning support provision, with specific expertise within that department.

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

Early Intervention is for students teachers have identified as struggling but have not yet had specific testing that may lead to a more formal diagnosis. The learning support teacher may assist teachers in planning for greater inclusion. Some of these interventions may be recorded in a Targeted Intervention and Access Plan (TIAP) so that they can be reviewed in terms of success and to consider whether further intervention is required.

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 exams 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.

Middle School and High School students are encouraged to use their access arrangements. The Learning Support room is equipped for testing and staffed as required to provide testing and access arrangements to students. Students can also finish class tests during their Learning Support lesson if they have accommodations for additional time.

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, 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. In some cases, this will not happen. If we have the resources and expertise we may offer parallel courses so that they remain included in the wider ISA community.

6. Recording 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.