

INCLUSION POLICY

International School
of Ticino

2020 2021

Inspiring the Extraordinary



INTERNATIONAL
SCHOOL
OF
TICINO®





IST EDUCATIONAL VISION

To further develop the best IB inquiry-oriented, holistic, education grounded in Inspired and the IB, the International School of Ticino has the educational vision to; 'Inspire the Extraordinary'. This vision is at the heart of the planning and development of the school during the academic year and beyond, to truly ensure it comes to life.

IST MISSION STATEMENT

The International School of Ticino is committed to providing an **excellent international education**. We value the potential, character and unique talent of every individual. Through an inquiry-based approach our students become **life-long learners and creative thinkers**. Our **innovative pedagogy** encourages our students to **respect each other, respect the environment**, communicate through **active dialogue** and to create the foundations of a **collaborative society**. We achieve this within a safe, nurturing environment with a **strong sense of community** at its heart.

IB MISSION STATEMENT

The International Baccalaureate® aims to develop **inquiring, knowledgeable and caring** young people who help to create a better and more **peaceful world** through **intercultural understanding** and **respect**.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become **active, compassionate and lifelong learners** who understand that other people, with their differences, can also be right.

INSPIRED APPROACH TO EDUCATION

Inspired sets a new standard in private education with a dedication to excellence permeating every aspect of the school. Integrating innovative, challenging and enriching academic, performing arts and sports programmes, Inspired's students leave with outstanding academic results, a love of learning, confidence and a firm value system that arms them to embrace the challenges life throws at them in their future endeavours.

Lateral thinking, comprehension and innovative application of skills and concepts form the three pillars of the Inspired approach to education.

A child's education is the single most important consideration for any parent
At Inspired we believe that it is an individual's total educational experience that instils the knowledge, attitudes, beliefs and values that they will carry with them for life.

We believe that this set of knowledge, attitudes, beliefs and values, instilled by education, will form the basis of how we approach the future. These are the foundations on which we build and plan our lives. The effects are long-term and the consequences far-reaching.

At Inspired we instil a sense of pride, responsibility, honesty and integrity in our students
We believe education is the catalyst for personal growth, development and achievement.

THE INTERNATIONAL BACCALAUREATE

The International School of Ticino follows the guidelines of the International Baccalaureate Organization. Its emphasis on different areas of personal development allows children to reach their full potential intellectually, emotionally and socially.

The IB was founded 52 years ago in Geneva to provide an internationally recognized school qualification for mobile families and to develop an educational programme that fosters the knowledge, skills and understandings that underpin international awareness and mindedness. Its Diploma programme is widely recognized as the world's premier High School curriculum and it is accepted by universities all over the globe. For more information please consult their website: www.ibo.org.

COMMUNICATORS

We express ourselves creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

BALANCED

We understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional-to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.



PURPOSE AND GENERAL PRINCIPLES

The purpose of this document is to outline the Inclusion Program at the International School of Ticino (IST). The Inclusion Program illustrates how classroom best practice, as well as formative and summative assessments, should be diversified and differentiated based on students' individual needs.

Our aim is to provide each student with the best chance to meet his/her maximum learning potential across the entire spectrum of learning ability. In order to do that, we must address the short-term and long-term needs of each individual student and provide support in the most appropriate setting with the available resources.

RATIONALE

In order to effectively implement these aims we will set out the rationale and guidance around teaching and learning to enable effective implementation.

Teachers aim to give every pupil the chance to experience success and to achieve as high a standard as possible. All teachers are aware of, and have had training about, the impact of different teaching and learning styles. A variety of teaching styles are planned for throughout the IB curriculum and activities set that are appropriate. Proper differentiation is every child's entitlement. Our teachers will guide the learning of knowledge, skills and understanding in ways that suit their pupils' abilities and that are led by their interests. When planning, teachers have high expectations and provide opportunities for all pupils to achieve, with support if required. The planning takes into account any resources that will need to be provided to enable all children to access the activities fully. Teachers are aware that pupils bring to school different experiences, interests and strengths that will influence the way in which they learn. They plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively. Students can vary in their levels of understanding and physical ability, and they should be enabled to achieve to their very best.

TEACHING AND LEARNING PROCEDURE

Our aim is to ensure that all students in the school are given the opportunity to access the complete curriculum. We aim to achieve this by:

- setting suitable learning challenges for all pupils and ensuring that every pupil has the chance to experience success and to achieve as high a standard as possible
- promoting pupils' moral, social and cultural development and preparing all pupils for the opportunities, responsibilities and experiences of life
- responding to the diverse needs that pupils bring to their learning
- creating effective learning environments in which the contributions of all pupils are valued and pupils can feel secure and are able to contribute appropriately
- stereotypical views are challenged and pupils learn to appreciate and view positively differences in others. Positive images of race, gender and disability will be used wherever possible
- securing motivation and concentration through a variety of teaching approaches and taking into account different learning styles
- using appropriate assessment approaches which are used consistently across the school and are familiar to the children. They should provide clear feedback to pupils to aid further learning
- overcoming potential barriers to learning and assessment for individuals or groups of pupils



by providing appropriate resources, visual aids and information technology (e.g. iPads, programming or coding software, 3D printers) as required

- helping pupils to manage their behaviour effectively and safely by using positive behaviour management but including a clear structure of sanctions
- identifying key aspects of the IB Curriculum which may present specific difficulties for individuals and taking action to adapt activities

REFERRAL PROCEDURE

If a student requires additional support to that which is provided by the teaching and learning procedure put in place at IST, the school will aim to achieve this by:

- Identifying students with additional inclusion needs at the earliest opportunity, either within school, or from external diagnosis before arriving at the International School of Ticino
- collaboration with, and use information from relevant teachers, the Inclusion Coordinator, external agencies, parents and the student themselves to develop an appropriate and supportive Individual Learning Plan (ILP) or plan of action to help the student to achieve appropriately and access the curriculum
- reviewing and evaluating the effectiveness of support on a regular basis and a meeting with parents concerning the student's specific ILP approximately every six weeks, with progress recorded by the Inclusion Coordinator
- Teachers who are concerned about particular students will follow the procedure detailed in the Inclusion Procedure document section under Case B

Please refer to the IST Inclusion Procedure document for specific details.

INCLUSIVE ASSESSMENT ARRANGEMENTS

All students must be allowed to take their assessments under conditions that are as fair as possible. Where standard assessment conditions and procedures would put candidates at a disadvantage and prevent them from being able to demonstrate their skills and knowledge adequately, reasonable forms of access arrangements may be authorised. Candidates eligible for inclusive assessment arrangements are those with individual needs such as:

- learning disabilities
- specific learning difficulties
- communication and speech difficulties
- autism spectrum disorders
- social, emotional and behaviour challenges
- multiple disabilities and/or physical, sensory, medical or mental health issues.

PRIMARY YEARS PROGRAMME

The PYP Coordinator and Inclusion Coordinator must be informed of students who may require inclusive assessment arrangements.



MIDDLE YEARS PROGRAMME

The MYP Coordinator and Inclusion Coordinator must be informed of students who may require inclusive assessment arrangements.

In order for a student to be granted inclusive assessment arrangements, detailed documentation from an educational psychologist and/or doctor must be taken into account. School Leadership will then make a decision on the basis of that documentation.

Depending on the nature of the learning support requirement, inclusive assessment arrangements can include, but are not limited to: extra time in written assessments, the use of a word processor and a reader, use of a calculator, mind maps or step-wise instructions.

DIPLOMA PROGRAMME

The IB Diploma Coordinator and Inclusion Coordinator must be informed of students who may require inclusive assessment arrangements before May 1st of Grade 12.

In order for a student to be granted inclusive assessment arrangements, detailed documentation from an educational psychologist and/or doctor must be sent to the IB by the school. The IB will then make their decision on the basis of that documentation.

Depending on the nature of the learning support requirement, inclusive assessment arrangements can include, but are not limited to, extra time in written examinations, the use of a word processor and a reader.

REVIEW PROCESS

This policy document will be constantly monitored, particularly if children with different needs join the school. It will be reviewed as and when Programme coordinators deem it to be necessary, but certainly no later than 5 years from the date of publication. Programme coordinators will ensure its implementation through planning meetings, classroom visits and appraisals. It is shared with all stakeholders.

Date of acceptance:

20th October 2020

Date of next review:

1st July 2021



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