

Southbank International School: Inclusion Policy

Introduction

Southbank is dedicated to creating a learning environment that values and celebrates diversity, and is committed to providing an inclusive education for all students in accordance with the principles of the International Baccalaureate Primary Years Programme (IBPYP), the Equality Act 2010, and the Independent School Standards. This Inclusion Policy outlines our commitment to meeting the diverse needs of all learners and fostering a culture of respect, understanding, and collaboration within our school community.

IBPYP Principles and Inclusion

Southbank aligns its inclusion practices with the IBPYP principles, recognizing the programme's commitment to developing internationally-minded students who are open-minded, caring, and reflective thinkers.

Legislation and Regulation

The Inclusion Policy complies with related host country laws, specifically:

- The General Data Protection Regulation 2016 (GDPR)
- Independent Schools Standards
- The Equality Act 2010
- The Children and Families Act 2014
- SEN and Disability Code of Practice, 0-25 years 2014 (Learning Support Needs Code 2015) (DFE)

We adhere to, encourage, respect and actively promote the protected characteristics, according to the Independent Schools Standards, Paragraph 5(b)(vi). The characteristics that are protected by the Equality Act 2010 are:

- age
- disability
- gender reassignment
- marriage or civil partnership (in employment only)
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Mission and Vision

We are committed to challenging our students academically, establishing a liberal ethos and the values of the International Baccalaureate. Our vision for an inclusive programme is one which:

- Provides opportunities for students to study other languages, as well as their own, and become good communicators
- Celebrates intellectual scepticism and stresses the importance of remaining open-minded and reflective
- Supports individual needs and develops individual strengths, so everyone can fulfil their potential
- Offers a safe, caring and supportive environment
- Treats every individual with fairness and respect
- Celebrates diversity and welcomes new students and parents to the school community
- Encourages dialogue, and listens to and considers other people's points of view
- Encourages a culture in which creativity and imagination are celebrated

Defining Inclusion

At Southbank inclusion is a culture embedded in the school that appreciates the diversity and differences of each community member. We work to overcome barriers to facilitate the growth of all school community members. The aim is to create a supportive environment. Our

objective is to support the IB belief that “Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community.”¹

Inclusion Philosophy

Inclusion of all enrolled students means to respond adequately and positively to each individual student's unique needs (in line with the above legislation and regulation), whether this means differentiating to provide enrichment opportunities, accommodating individual learning needs or creating and delivering a curriculum that actively celebrates and teaches all aspects of diversity. Following IB curriculum guidelines, the school supports teaching and learning in order to ensure equitable access to the curriculum across the whole school for all students. A curriculum challenging students at their individual level is provided within a community promoting care for each other. In line with the Southbank International School's policies, we support students in developing strategies to meet their learning and social and emotional needs, develop self-advocacy, strengthen behavioural skills, foster self-confidence and help them to understand how they learn.

Teachers proactively and collaboratively plan for a curriculum that ensures that all students are encouraged to learn about different cultures, religions, identities and perspectives. They also ensure that in its written and taught form, the curriculum supports learning for all through differentiation. Assessments are designed and delivered to intentionally consider all areas of inclusion, from diversity and equality to supporting practical accommodations based on student need.

All students at Southbank International School, no matter what their needs are, have the right to a learning environment where they feel accepted for who they are, where they are able to access learning and assessments, and where they are able to meet their potential. The school is committed to removing or reducing barriers to learning include, where possible the physical environment.

Responsibilities, Structures and Processes

The school, including leadership teams:

- Ensure consistent implementation of the Inclusion, Admissions, Learning Support, Equality & Diversity, and Accessibility Policies and other school policies, by promoting them
- Ensure sufficient resources are provided based on the needs of enrolled students
- Provide opportunities for the community to model, develop and demonstrate aspects of inclusion
- Support the Learning Support and English as an Additional Language (EAL) departments and pastoral leads with all students
- Ensure that eligible students receive accommodations in teaching and learning activities, including external assessment
- Regularly review and monitor policies and processes to ensure that aspects of inclusion are paramount in students' education

¹ <https://www.ibo.org/programmes/equity-and-inclusive-education-in-the-ib>

- Invests in ongoing professional development opportunities for educators to enhance their understanding of inclusive practices and strategies

Teachers:

- Effectively educate all students, no matter what their learning needs, backgrounds and identities are
- Create a learning environment where all students feel accepted for who they are
- Inform themselves about students' learning and social and emotional needs, by understanding related information and utilising it
- Differentiate appropriately for the student, seeking support where necessary
- Collaborate with any specialist support colleagues
- Maintain regular communication with parents as necessary
- Ensure any required accommodations/modifications are provided for the students in all teaching and learning activities including assessments.
- Refer students who may have a suspected learning or emotional need to the school's support services, eg Learning/EAL/Pastoral Leads
- Are fully involved in the development, implementation and review of Student Support Plans (SSP) for students receiving learning support
- Collaborate in the review of related policies and procedures to ensure inclusion
- Is committed to early identification of students with diverse learning needs through a collaborative and comprehensive assessment process, including those with English as an Additional Language (EAL)
- Has teachers, parents, and specialists who work together to gather information, assess student needs, and develop appropriate strategies to support individual learning requirements, with particular attention to EAL support
- Ensures that the physical environment is accessible to all students, including those with physical disabilities and those requiring EAL support

Support specialists

Colleagues are employed across the schools to offer additional support to students. The Learning Support and EAL teachers, along with Pastoral staff have specified time within the working week to administer the school's support arrangements. The responsibility of these staff on each campus includes:

- Overseeing the day-to-day operation of the school's policies
- Coordinating, delivering and evaluating provision for children with learning support, EAL and pastoral needs
- Liaising with and advising staff
- Overseeing the records of all children with support needs
- Liaising with parents of children with support needs
- Contributing to the in-service training of staff
- Liaising with external specialists and agencies
- Maintain a list of external contacts including educational psychologists, speech and language therapists, etc., at the request of and in collaboration with support teams
- Contact outside agencies for advice and further information, at the request of and in collaboration with support teams

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Date for next review: September 2025

- Collaborate in the review of related policies and procedures to ensure inclusion

Parents/carers:

- Provide the school with relevant information regarding their child's needs
- Adhere to the Southbank International School admissions expectations
- Support their child at home with their studies and social and emotional needs, considering any recommendations from the school
- Maintain regular contact with the school, in particular their child's Learning Support teacher and pastoral staff, as relevant

Communication

All staff understand the importance of communication, while maintaining confidentiality. Communication follows internal communication procedures. Learning and Pastoral Support documentation for students transitioning out of the Southbank International School are stored at the School, aligning with the legal requirements and remains to be confidential.

By working in partnership with parents we hope that we can achieve the best possible outcomes for students. We have an open door policy so that parents/carers can ask for an appointment with staff to discuss their child.

For further detail about the school's specific application of this policy please see related documentation below.

Ownership and consultation	
Document Author / Reviewer	PYP Coordinators Principals
Version control	
Current Review Date	January 2024
Next Review Date	January 2025
Related documentation	
Related documentation	Equality and Diversity Policy Language and EAL Policy Behaviour Policy Exclusion Policy Learning Support Policy Accessibility Plans Admissions Policy Curriculum Policy, including PSHEE

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