



Inclusion Policy

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I.Rationale

In its Educational Project (PEI), Wenlock School states that it provides a “comprehensive education: We aim for each student to achieve their fullest potential based on their individual characteristics, so that they develop into coherent and integral individuals. To achieve this, we provide personal attention to each student, ensuring they are active participants in their own learning.”

Similarly, the International Baccalaureate (IB) states, “IB programmes aim to increase access to the curriculum and participation in learning for all students. Learning communities become more inclusive as they identify and eliminate barriers to learning and participation” (What is IB Education?, 2015, p.3).

Likewise, the Chilean Ministry of Education (MINEDUC) promotes and mandates (decree 83, 2015, p.) the implementation of “inclusive education,” which it defines as: “a system that must provide flexible educational responses of equivalent quality that favour access, retention, and progress for all students” (Mineduc, decree 83, 2015, p.14).

Therefore, it is essential to establish appropriate policies to accommodate and address the needs of each and every one of our students. These policies will be implemented primarily through Universal Design for Learning (UDL), which is a vision of teaching and learning that responds to the diversity present among students, thus removing any existing barriers to learning in the national curriculum.

This is carried out across all educational stages of the school (Infant, Junior, and Senior), each with its own special characteristics. In the case of Senior School students, particularly those in 3EM and 4EM, who are following the IB Diploma Programme, they will be governed by both national regulations and the current IB guidelines, as outlined in the documents “Access and Inclusion Policies, 2021,” “Diversity in Learning and Inclusion in IB Programmes, 2021,” and “IB Guide to Inclusive Education: A Resource for Whole School Development.”

II. Best practice principles

The principles of the IB in teaching for diversity in learning, the IB has identified four teaching principles that contribute to promoting equitable access to the curriculum for all students in the IB learning continuum." The four principles of good practices in the IB learning cycle:

- a) Affirmation of identity to develop self-esteem:

The educational project (PEI) states that among the 'Educational Pillars of the school's are :

- **Comprehensive Education:** We aim for each student to achieve their fullest potential based on their individual characteristics, so that they develop into coherent and integral individuals. To achieve this, we provide personal attention to each student, ensuring they are active participants in their own learning.
- **Caring Environment:** We promote a kind, affectionate, and respectful interaction among all members of the educational community, characterized by joy, understanding, and optimism, within a framework of good school coexistence where everyone respects the regular communication channels among members of the educational community. This project also includes among the "values promoted at Wenlock School.":
- **Tolerance:** An attribute of a person who respects the opinions, ideas, attitudes, characteristics, beliefs, personal situations, and cultures of others in a cordial and inclusive manner, even when they do not align with their own
- **Perseverance:** The ability to face life by consistently confronting challenges, even when circumstances are adverse, putting in continuous effort and doing one's best to achieve the full development of one's own capabilities and those of others (resilience).
- **Solidarity:** Behavior that reflects an empathetic, sensitive, and respectful person, committed to helping others and acting with the purpose of positively influencing the lives of people and the world around them.

The aforementioned reflects how the school is mindful of identity and the development of self-esteem. Our teachers consistently maintain within the classroom:

- Promote cultural diversity as a reflection of the principles of the IB, as well as a reference to our current society.
- Instil in student respect and understanding for diversity

- Work as a team, with the aim of developing the ability to actively and positively integrate into a group of people in order to design strategies, procedures, and methodologies to achieve the proposed goals.

b) Valuing Prior Knowledge:

"Prior knowledge constitutes the foundation upon which new learning is developed. It cannot be assumed that students will necessarily have the same prior learning or that they will be able to demonstrate what they have learned in the same way." (Diversity in Learning and Inclusion in IB Programmes) .

Por consiguiente, los profesores deben:

- " Evaluate students' prior knowledge, strengths, and interests in a meaningful way.
- At the beginning of each year, an assessment is conducted to gather knowledge from previous years (diagnostic test).
- In some subjects, students are divided into groups with the purpose of leveling and narrowing learning gaps.
- Planning is done based on the knowledge and skills identified in the assessment of prior knowledge.

c) Scaffolding: "Scaffolding is a temporary strategy that allows students to carry out a task that would otherwise be impossible or much more difficult to accomplish. Scaffolding should promote the increasing independence of the student in taking responsibility for developing strategies for their personal learning, thereby continually expanding the ZPD (Zone of Proximal Development). (Special Educational Needs in IB Programmes.) Some scaffolding strategies that the teacher can employ include:

d) Demonstrations

e) Graphic organisers

f) Fragmentation of information

g) Visual aids

h) Dramatizations.

The goal is for the student to gradually decrease reliance on support and foster independence over time.

d) Expansion of Learning: “Expanding learning for all.” “The creation of effective inclusive schools depends on establishing common understandings throughout the school community. Moreover, schools must consider how to involve all community members in planning professional development to expand learning.” (“Diversity in Learning and Inclusion in IB Programmes”)

In order to achieve the stated objective, we must take into account:

- Creation of optimal learning environments.
- Technology
- Collaboration.
- IB learning approaches.
- Assessment.
- Teaching for variability

As student progress from one year to the next, they must read and write increasingly complex texts in the various subject areas of the curriculum. The academic language of these texts is characterized by:

- The complexity and abstraction of the concepts that students need to understand.
- A higher density of technical and low-frequency vocabulary, much of which comes from Latin or Greek sources (e.g., photosynthesis, revolution).
- Increasingly complex grammatical constructions (e.g., the passive voice).

Teachers should expand students' learning using different methodologies, teaching them to use technology responsibly, and above all considering that:

- Students should be accepted as they are.
- Their strengths should be valued.

- Their opinions should be listened to and valued.
- High, yet realistic expectations should be instilled.
- Inculcar expectativas altas, pero realistas.

III. Definition of Special Educational Needs (SEN)

Special Educational Needs

These are the additional supports and resources that a student requires to facilitate their development and learning towards achieving educational goals. These resources or supports can be human, material, or pedagogical. Such needs may be permanent or temporary.

a) Permanent Special Educational Needs

These are needs that a student presents throughout their entire schooling and require the educational system to provide additional supports and resources to ensure educational learning.

b) Temporary Special Educational Needs

These are needs that a student presents during a specific period of their schooling and require the educational system to provide additional supports and resources for a designated time to ensure educational learning.

IV. Educational Inclusion and Valuing Diversity

“Educational inclusion in the Chilean educational system is inspired by the political constitution and the legal framework of the nation; the General Education Law, and the general learning objectives.

The principles guiding decision-making for curricular adaptation are as follows:

- a) Equality of opportunities
- b) Quality education with equity
- c) Educational inclusion and valuing diversity
- d) Flexibility in educational responses” (Decree No. 83, 2015).

These principles are implemented through curricular adaptation, which “is the response to the individual needs and characteristics of students when classroom planning fails to address the special

educational needs presented by some students who require more significant adjustments to progress in their learning and to avoid marginalization from the school system.”

V. Responsibilities

Inclusive and quality support for students with SEN is a responsibility of the entire community. Therefore, each member has specific duties to fulfil according to the role they play, collectively enabling the holistic development of each student.

5.1 Management Team

The Management Team, composed of the Head, Cycle Directors, Director of Studies, IB Coordinator, General Coordinator, and School Well-being Officer/Psychologists, has the responsibility of ensuring the well-being and holistic development of all students, promoting the identification of different needs, learning styles, and the best strategies to address them, coordinating work with external

5.2 Department of Psychological and Psychoeducational Support and Guidance (DAPP)

The DAPP consists of three psychologists and three psychoeducators who aim to provide support to the entire community, particularly to students with diverse needs. This team’s objective is to offer support and guidance to students, parents, guardians, teachers, and the management team to seek the harmonious and holistic development of each student. Their main functions are:

1. Prevention through preventive programmes for socio-emotional development and cognitive and instrumental learning stimulation, such as classes, workshops, classroom observations, advice, and teamwork with teachers and management.
2. Detection and Referral: through timely pre-diagnoses or diagnoses and direct communication and coordination with parents, teachers, and external specialists.
3. Case Monitoring: through support, supervision, and reevaluation of each student’s progress according to their specific needs
4. Training: through the organization or coordination of training sessions for community members on methodologies and detection when necessary.
5. Support Strategies for Students with SEN through:

a) Diagnostic Assessment

The application of a diagnostic instrument in a group setting for all classes, aimed at identifying the learning styles and paces of each student, in order to plan appropriate strategies for each class.

If the teacher detects more specific difficulties, they can refer the student to the school's specialist team. The teacher must complete the school's Internal Referral Form, which must be reviewed, authorized, and signed by the Cycle Director.

The internal psychoeducators will conduct individual and specific evaluations using psychometric tests, issuing a report with the results and recommendations, which will be presented in a meeting with the Guardian, Head Teacher, Director of Studies, and Cycle Director.

This diagnostic assessment will be carried out through a process of gathering and analyzing relevant information from all dimensions and factors that influence the educational context.

b) Curricular Adaptations

Curricular adaptations must respond to the special educational needs of students, allowing, facilitating, and ensuring access to quality learning with the aim of fulfilling the principles of equality of opportunities, quality education with equity, educational inclusion, valuing diversity, and flexibility in educational responses. Within these curricular adaptations, it is important to distinguish between adaptations for **access** and those **for learning objectives**.

- Curricular adaptations for access: These are those adaptations that aim to reduce or eliminate barriers to access to information, expression, and communication, without lowering learning expectations. Criteria to consider include: presentation of information; forms of response; environment; organization; and time.
- Curricular adaptations for learning objectives: The objectives may be adjusted as a result of a comprehensive and interdisciplinary evaluation process, avoiding the elimination of the learning that is considered essential and indispensable for the holistic development of the student, which are also prerequisites for continuing learning at other levels.

Criteria to consider: graduation of the level of complexity; timing; curriculum enrichment; elimination of learning objectives.

Curricular adaptation protocol:

- Presentation of information by the external or internal specialist.
- Assessment by the DAPP.
- Preparation of the Curriculum Adaptation Plan (PACI).
- The school implements an official document containing the Individual Curriculum Adaptation Plan (PACI form).
- Acknowledgement and signature of the entire educational community working with the student.
- Transfer of information to teachers working with the student.
- Evidence to be archived in the student's tracking file (copies of the assessment instrument).
- Evaluation of the individual curriculum adaptation programme on a semi-annual basis.

Steps for Developing the Senior Curriculum Adaptation (in cases of prioritizing objectives):

1. Receipt of reports or certificates by the head teacher or the DAPP department.
2. The head teacher and/or specialists consult with subject teachers regarding the content that can be prioritized according to IB programmes and Mineduc.
3. Inform the IB Coordinator and the Director of Studies about the proposed priorities.
4. Preparation of the PACI Form and special calendar by the Psychoeducational area.
5. Delivery of documents to the head teacher, who is responsible for informing the subject teachers about the information.
6. The head teacher and the psychoeducator meet with the student to provide information about their curriculum adaptation.

c) Requests from external specialists. Upon the request or submission of a certificate and/or report from external specialists regarding a student, it should be received by the DAPP, which will analyze the requested suggestions. Those that can be implemented and benefit the student will be carried out, all in accordance with the means and resources available to the school and aligned with our Institutional Educational Project (PEI).

Students in the Diploma Programme, in 3EM and 4EM, who require Curriculum Adaptation will

follow the same protocol, which, depending on the case, will be referred to the IB for the purpose of adjusting the exam as required.

d) Follow-up evaluation

It constitutes an evaluation of the progress that a student with special educational needs (SEN) may have through specific assessments resulting from the outcomes obtained with the curriculum adaptation plan and evaluations conducted using psychometric tests, among others carried out by the school specialists.

5.3 Head teachers responsibilities

The Head Teachers are the first and primary support for students and their parents or guardians. They fulfil a leadership and protective role for their class, which they are responsible for directing. Additionally, they must coordinate with various internal professionals according to the specific needs of the students (academic, socio-emotional, behavioral, and physical). The Head Teacher must:

- Be attentive and report any suspicions of special educational needs (SEN) in students.
- Understand the special needs of each student.
- Monitor the progress of students.
- Meet once a month with psychologists and psychoeducators to inform them about the students' progress and discuss strategies and work plans.
- Keep subject teachers informed about the special needs, support strategies for students, work plans, and the status of the process.
- Meet with guardians to inform them about the students' progress and discuss strategies and work plans

5.4 Subject teachers responsibilities

Subject teachers play a fundamental role in the primary detection of special educational needs (SEN) and the implementation of support strategies for students, in agreement with the internal specialist team. The subject teacher must:

- Be attentive and report any suspicions of SEN in students.
- Understand the special needs of each student.
- Plan their classes and assessments considering the special needs, learning styles, and suggested guidelines in the curriculum adaptations.
- Monitor progress through the evaluation of the support strategies for students.
- Keep the Head Teacher informed about the progress of the students.

5.5 Family responsibilities

Parents and/or guardians are primarily responsible for the education, well-being, and health of their children, which is why they must be attentive to any special needs that may arise. They should consult external specialists, provide necessary treatments, inform the school, and commit to the recommendations given to them. Parents and/or guardians must:

- Inform the school through a certificate or report from external specialists, outlining the diagnosis, treatment, and suggestions; this must be issued by a qualified professional.
- Facilitate communication between the school and external professionals.
- Provide the school with the documentation, evaluation reports, and any required professional follow-up to ensure specific support is provided. Clear and detailed indications of the proposed measures for implementation at the school should be included.

5.6 Student responsibilities

The student plays a fundamental role in taking responsibility and autonomy in their learning and holistic development, which is why they must be an active participant in their education. The student must:

- Commit to and responsibly carry out the treatments and instructions given by specialists and professionals.
- Maintain a positive and persevering attitude towards their academic obligations and the progress of their treatment.
- Attend a meeting with the level specialist, the Psychopedagogue in charge of the PACI forms, who will inform the student about their individualized curriculum adjustments as outlined in the PACI form.

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