

IB Middle Years Programme Inclusion Policy

Updated in Mar. 2024

MYP Office

Beijing Royal Experimental School's Mission Statement

The vision of Beijing Royal Experimental School is to cultivate global citizens who have both an international perspective and a great appreciation and love of Chinese culture.

The school strives to best utilize both local and international resources to include all students and staff in the MYP learning community. We encourage teachers and students to explore global issues so that they will become lifelong learners who are eager to inquire and also eager to take proactive action.

Teaching and learning enable students to build diverse subject knowledge and higher-order thinking skills. Learners innovatively apply knowledge in practice and experience diverse cultures, thereby bringing the society closer to individuals, and the world closer to the school. It is believed and expected that empowered students will have the opportunity and capacity to serve their community, and further contribute to the creation of a better and more peaceful world.

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I.Inclusion Policy Aim

Beijing Royal Experimental School (BRES) believes that all enrolled students should be able to fully participate in the MYP education we provide. This policy aims to clearly articulate our specific approach to inclusion education, learning, teaching, and assessment, based on the relevant standards and practices required by IB.

II.Inclusion Policy Definitions

1.Learning Barrier: A challenge or obstacle which can prevent a student from fully participating in their learning, or assessment. These barriers can be visible or hidden and vary between short-term and long-term challenges.

2.Access Arrangements: Alterations to the learning, teaching and assessment for students who need additional support to address a learning barrier.

3.Universal Design for Learning (UDL): A proactive framework which supports teachers to plan effective lessons that enable all learners to access and participate in meaningful and challenging learning opportunities. [see:[UDL:The UDL Guidelines \(cast.org\)](http://udl.cast.org)]

4.Differentiated Instruction: Differentiation offers tailored instruction or supports based on identified individual needs or learning barriers of a student.

III.Inclusion Philosophy

“Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers”. (International Baccalaureate, 2016) Additionally, inclusion education seeks to provide organizational structures and resources, which “respect diverse needs, abilities and characteristics and that eliminate all forms of discrimination in the learning environment” (UNESCO, 2017).

As a private school commit to " developing internationally minded individuals through the integration of quality teaching strategies and philosophies from Chinese and foreign education styles, we reserve the right to select students from applicants. However, in keeping with our philosophy, mission and vision, which are aligned with that of the International Baccalaureate Organization, we always promote a culture of mutual respect, support and positive problem-solving, and we recognize the right of all learners that will ensure that the widest possible range of students are exposed to an IB education. We are willing to provide equitable learning opportunities for learners of all backgrounds, including: local students, foreign students, students of all nationalities, Chinese students, and students from other countries. We welcome they contribute to our learning community and endeavour to build a lively learning community.

By implementing our “MYP Inclusion Policy and Procedures”, the school is also in compliance with Article 23 of the 2008 *Law of the People’s Republic of China on Protection of Disabled Persons*; “Education for disabled persons shall be based on their physical and psychological features and needs” (Standing Committee of the Eleventh National People's Congress, 2008).

IV. Inclusion Policy Introduction

The school will provide support such as individualized learning plans, assessment plans, regular psychological counselling for students with special educational needs to remove barriers to learning, and provide opportunities for intellectually gifted students to extend their learning.

In terms of teacher support, our goal is to continually create a better education system. Therefore, BRES is committed to assisting teachers with ongoing professional growth and a wide range of resources related to inclusion education. This information is described in the Teacher Handbook and presented at teacher conferences and trainings. These include: practice in inclusion education teaching; training on relevant national and local policies; and an accessible database of resources with information on students with special educational needs, e.g. mental health, specific behaviors.

In terms of learning support for learners, we will provide all students with supporting facilities, a coherent curriculum, student activities such as clubs and learning pathway planning.

V. Inclusion Policy Limitations

As we have developed and implemented our inclusion policy and procedures, BRES acknowledges that there remain areas for further development and the scope of implementation is limited in some areas due to our local context.

The use of Personalized Learning Plans (PLPs) is still relatively new at BRES, but the school remains committed to supporting students with learning disabilities as well as gifted and talented students. However, BRES recognizes that there are still limitations to the amount and level of relevant support that can be provided for students with a range of needs. For example, staff understanding of inclusion education and implementation skills need to be strengthened. The school has plans in place to strengthen the understanding and implementation of inclusion education in terms of staffing and resources to support students of more diverse abilities and backgrounds.

VI. Implementation and Organization of Inclusion Policy

1. Roles and Responsibilities of BRES School Departments
 - 1.1 Teaching Affairs Office (TAO) and Subject teachers

BRES is committed to a high-quality educational program for all students. The creation of ongoing development of school policy and learning opportunities is an expected component of our program and the direct responsibility of all members of the teaching and administrative staff.

Teachers need to fully understand and respect students' individual learning needs in organizing inquiry, action and reflection activities, and continuously create and adapt learning plans, teaching strategies, and assessment plans according to students' diverse needs to ensure that students are better able to learn concepts, knowledge and skills.

1.2 Student Affairs Office (SAO)

The Student Support Team in the Student Affairs Office is another key element in the full implementation of our inclusion policy. Members of the support team consist of grade level directors, homeroom teachers, instructors, and other moral education administrators. They have a special role in the development and implementation of our school's inclusion policy.

In addition, they will provide teachers with information about students with special needs and provide support, advice, and guidance to students including and not limited to: physical and mental health interventions, and behavioral guidance.

At the same time, Student Support Team members will also be required to play a coordinating role in communicating with teachers, administrators, and parents or guardians. Depending on the learning needs of the student, the Student Support Team will provide appropriate support to the student in accordance with the processes established by the school.

1.3 School Councillor

The school's School Councillor currently includes two types of staff. One type of staff provides support for students with special needs in terms of mental state adjustment and intervention. One group of staff provides training and real-time guidance in the area of high school readiness for students with the needs at specific grade. Both groups also provide counseling and support to teachers, administrators, and parents/guardians.

1.4 School Leadership

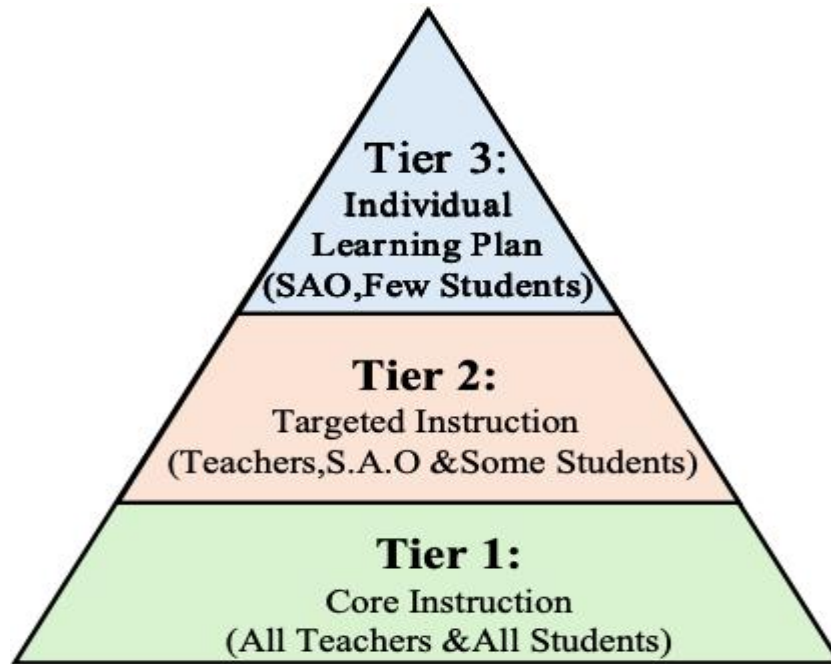
The principal, MYP Coordinator, department leaders, SAO and Teaching Affairs Office (TAO), develop and oversee the delivery of a multi-faceted education program to accommodate the diverse student body at BRES. Educational policies, including inclusion education, are reviewed annually at the completion of each semester by school leaders and selected teachers.

1.5 School Parents or Guardians

School parents or guardians are an important part of the learning community. Therefore, the school will use a variety of ways to ensure that parents or guardians are aware of the school's inclusion policy and receive support.

2. Multi-tiered System of Supports (MTSS)

BRES implements a multi-tiered system of support (MTSS) to help organize the provision of our inclusion education practices and resources. MTSS is a framework which supports students by allocating resources and reasonable access arrangements based on the diversity and complexity of their needs. The MTSS system used in BRES is as follows:



Tier 1: Core Instruction-Core instruction.Organized and managed by TAO.This part is planned by all teaching staff using the UDL framework and principles to proactively plan for effective lessons which enable all learners to access and fully participate in meaningful and challenging learning activities. Learning experiences provide multiple means of engagement, representation, action, and expression.

Tier 2: Targeted Instruction-Targeted instruction is planned for some students who require more support, in addition to UDL. Based on the principles of differentiated instruction, targeted instruction and access arrangements will be planned for by classroom teachers, with the support of homeroom teachers, year leaders and SAO.

Tier 3: Individual Learning Plan-An individual learning plan with reasonable adjustments to support individual students with multiple learning barriers to access the curriculum and achieve their learning goals. The ILP will be created, monitored, and evaluated by SAO, and shared with all relevant teaching staff.

3. Identifying Barriers

After student enrolment, it is the responsibility of BRES to meet the learning needs of all students. This requires careful monitoring of student progress, identification of any potential learning barriers, and implementation of reasonable access arrangements, if required. Identifying learning barriers is the first step in organizing access arrangements and requires careful observation and communication of information related to identified challenges with teachers, parents, school leadership and medical professionals, if required. Learning barriers are diverse and complex, including both primary and secondary barriers. The following table can help to identify barriers to learning. This is not an exhaustive list, though.

If challenges or learning barriers have been observed in the classroom, or at home, and require tier 2 and tier 3 support, then it is the responsibility for these challenges to be communicated to class teachers, homeroom teachers, grade team and SAO and support team will conduct discussions to decide on an appropriate course of action. Students can be referred by teachers, parents, or administrators for review by the team.

The referral process for learning support is as follows:

Learning Barriers	Sub-area(s)
Additional Language	First language (L1) is not the language of classroom instruction.
Loss of Senses	Hearing loss, blindness, or partial vision.
Intellectual Exceptions	Cognitive delays or gifted and talented individuals
Movement	Physical injury, Fine motor skills, Neurological (Cerebral Palsy)
Mental Health	Anxiety, Extreme stress, Depression, Eating disorder
Processing	Executive processing, Long-term retrieval, language processing
Social-emotional	Neurodevelopmental (Asperger's), withdrawal/isolation
Writing	Handwriting speed, spelling, fluency

(Adapted from *Access and inclusion policy*, International Bachelorette 2023)

(1) The referrer contacts homeroom teachers without delay and completes the “Confidential School Counsellor Referral Form”.

(2) The Resource team conducts classroom observations and gathers additional information about the student's difficulties, preparing for an initial meeting regarding the referral.

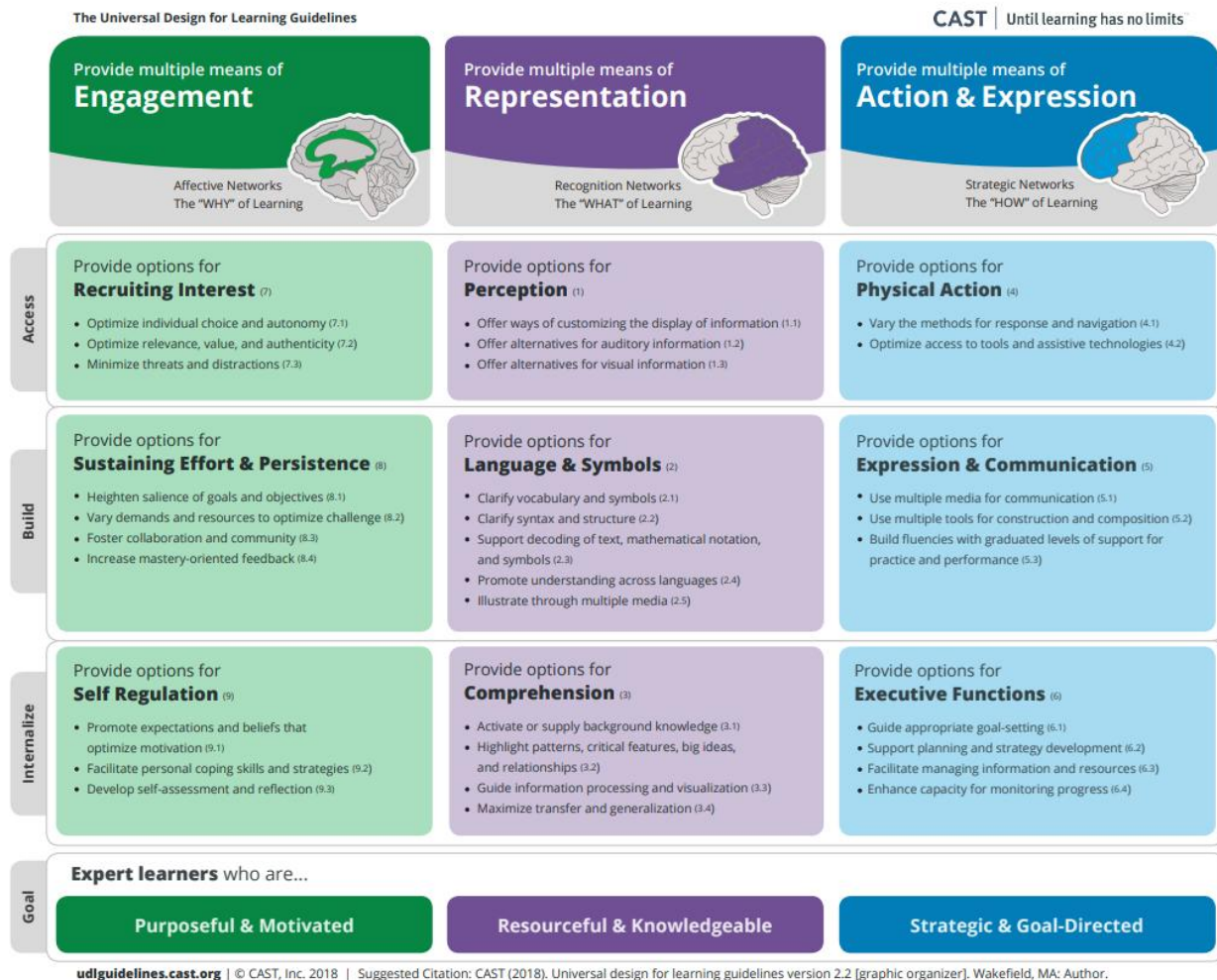
(3) As part of the Initial Meeting, the Resource Team defines the top concerns and learning barriers and completes a ‘statement of needs’ to be shared with the teaching staff and other relevant parties.

(4) Once the ‘statement of needs’ has been completed, the resource team will identify appropriate access arrangements to reduce and remove learning barriers.

4. Access Arrangements

4.1 Tier 1 Access Arrangements: Core Instruction (UDL)

According to the inclusion policy of BRES, all students are offered tier 1 support through the proactive planning of learning and teaching by classroom teachers using the UDL framework and principles. The UDL framework allows teachers to plan learning experiences and materials which meet the widest possible range of learner needs. The central idea is to plan with learner variability in mind, reducing the need



for tier 2 and tier 3 interventions.

(UDL Guidelines Graphic Organiser, Version 2.2 - [UDL: Downloads \(cast.org\)](https://www.cast.org/udl-downloads))

UDL framework training forms part of the BRES initial teacher induction for all new staff and is further developed in ongoing professional development opportunities and relevant materials and resources are shared with staff in the staff resource database.

4.2 Tier 2 Access Arrangements: Targeted Instruction

Target Instruction access arrangements should be planned for the individual learning needs of a referred student who needs additional support. These access arrangements must be implemented by all teaching staff across all departments and subject groups. The resource team will determine the actual situation of students to

identify appropriate access arrangements and these are outlined in the ‘Access arrangements plan’. A student’s needs may change over the course of their study, and therefore the access arrangements plan must be monitored, evaluated, and altered, if needed, to provide the most optimum level of support. The follow-up meeting to evaluate the effectiveness of access arrangements is approximately 6 teaching weeks.

Typical access arrangements at tier 2 may include:

- Pacing-adjustments to time needed to complete assignments, or use of breaks, for example.
- Environment-placement in a classroom where learning should take place.
- Presentation of Subject Matter-these could emphasize auditory or visual presentations, individual or small group instruction, use of manipulatives, study guides or use of visual cues.
- Assignments-modification of homework, reduction of reading level, change in length or format of assignments, or use of audio taped text materials.
- Reinforcement and Modifications–use of positive or corrective reinforcers, peer tutoring, or repeated review at times outside of class.
- Testing Adaptions–oral or taped tests, modified test formats, adjusted times for testing.

After the review and monitoring period by the resource team, a student can be given a specialized tier 3 support with the creation of an Individualized Learning Plan (ILP) and the principal and SAO will decide if the need for off-campus medical services or other intervention is required.

4.3 Tier 3 Access Arrangements: Individual Learning Plans

An Individualized Learning Plan (ILP) is a written plan for a child with a specialized need that requires tier 3 support. The ILP is developed and implemented according to applicable law and school policy. The plan will include:

- (1)A description of the student’s current strengths and needs
- (2)Annual goals and short-term instructional objectives
- (3)Criteria and evaluation procedures linked to the goals

Statements of specific special education and related services that will be provided, and the extent to which the student will not be part of the general education curriculum; When these services will start, their anticipated duration, and the frequency of the services.

- (4)A transition plan for students continuing the BRS High School

The Individualized Learning Plan (ILP) meeting will be held at a mutually agreed time and place. The school is responsible for documenting these meetings and for inviting parents to attend. The school may conduct the meeting if parents choose not to attend.

The school will invite the following people to the meeting:

- Parents
- Classroom teachers
- Homeroom teachers
- School administration, including the principal
- Additional individuals at the invitation of the parents or the school district;
- A member of the Resource Team knowledgeable about the case.

Special education teachers should provide interventions in the classroom in the regular academic curriculum whenever possible. Learning Center classes provide an option for students who require a modified curriculum in order to be successful. Learning center classes are limited to no more than twelve students at any one time. Intervention in small group settings may take place in core academic classes and during the small group instructional support period as appropriate for specific students. Small group intervention is designed to support regular classroom instruction for students who may need a more individualized approach.

5. School-wide Additional Supports

5.1 K-12 Guidance Counseling

All counseling has prevention as its primary function. Addressing fundamental issues of self-esteem, peer pressure, short and long-term planning, decision-making and interpersonal skills is the main focus of counseling at BRES. These issues can become acutely important at boarding schools such as BRES, since students are separated from family at least 5 days per week (A few students 7 days per week).

At the middle school level small group and individual counseling is provided to meet needs in both academic and personal skills. Students participate in various activities throughout the Middle Year program, which are designed for exploration of study, vocational, and personal interests which are of concern to middle school students.

5.2 Health Services

All students on campus have access to healthcare professionals at all times. Strict confidentiality of health records is to be maintained in accordance with national and local law.

6. Supporting Documents

PRIORITY: ___ Low (schedule when available) ___ High (schedule as soon as possible) ___ Emergency (see now)

CONFIDENTIAL SCHOOL COUNSELOR REFERRAL FORM

Student's Name _____ Date: _____

Grade & HmRm Teacher _____ Parent/Guardian Name _____

Phone #: _____ Referred by: ___ Teacher ___ Parent ___ Self ___ Other

DOB _____ Student lives with: _____

Reason(s) for Referral- Problems/Concerns related to: (Please check all that apply.)

- | | | |
|--|---|---|
| <input type="checkbox"/> Dramatic change in behavior | <input type="checkbox"/> Swearing | <input type="checkbox"/> Social Skills |
| <input type="checkbox"/> Worries | <input type="checkbox"/> Fighting | <input type="checkbox"/> Personal Hygiene |
| <input type="checkbox"/> Daydream/fantasizes | <input type="checkbox"/> Lying | <input type="checkbox"/> Family Concerns |
| <input type="checkbox"/> Grief | <input type="checkbox"/> Bullying | <input type="checkbox"/> Academics |
| <input type="checkbox"/> Fears | <input type="checkbox"/> Disrespectful | <input type="checkbox"/> Absences |
| <input type="checkbox"/> Sadness | <input type="checkbox"/> Defiant | <input type="checkbox"/> Tardy |
| <input type="checkbox"/> Always tired | <input type="checkbox"/> Hurts self | <input type="checkbox"/> Wk habits/organization |
| <input type="checkbox"/> Motivation | <input type="checkbox"/> Impulsive | <input type="checkbox"/> Completion of |
| <input type="checkbox"/> Inattentive | <input type="checkbox"/> Over Active | Assignments/Homework |
| <input type="checkbox"/> Withdrawn | <input type="checkbox"/> Easily distracted | <input type="checkbox"/> Drop out risk |
| <input type="checkbox"/> Cries easily for age | <input type="checkbox"/> Chews (paper/clothes/hair) | <input type="checkbox"/> Other |
| <input type="checkbox"/> Self image/confidence | <input type="checkbox"/> Makes Odd Sounds | _____ |
| <input type="checkbox"/> Non-touchable/pulls away | <input type="checkbox"/> Stealing | _____ |
| <input type="checkbox"/> Nervous/anxious | <input type="checkbox"/> Destruction of Property | _____ |
| <input type="checkbox"/> Perfectionist | <input type="checkbox"/> Sexual Acting Out | _____ |
| <input type="checkbox"/> Aggression/Anger | <input type="checkbox"/> Peer Relationships | _____ |

Clarify Referral Problem / History:

ACTIONS taken by the person referring this student, if applicable: (Please attach copies of any interventions attempted)

Have you contacted parent/guardian about your concern? Y/N Date: _____

Explain below the outcome of parent contact:

What other services is student receiving (e.g. out of school counseling)?

Signature of Person Making Referral

Date of Referral

PRIORITY: ___ Low (schedule when available) ___ High (schedule as soon as possible) ___ Emergency (see now)

Below is for the School Counseling office use only:

Initial date seen by Counselor: _____ Counselor: _____

Best time to counsel with student: _____

Follow-up session Date: _____

Outcome:

Follow-up session Date: _____

Outcome:

Follow-up session Date: _____

Outcome:

Follow-up session Date: _____

Outcome:

Follow-up session Date: _____

Outcome:

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