



Brookes Moscow School Policy

INCLUSION POLICY

1.0 PURPOSE

The purpose of this policy is to give clear guidelines for the creation of an inclusive environment that meets the special educational needs of each child, and the identification of the roles and responsibilities of staff in providing for children's special educational needs.

2.0 SCOPE

The policy applies to all students from nursery to Year 13.

3.0 POLICY STATEMENT

All students play a full part in the life of the school. They have entitlement to all curricular and extracurricular activities carried out at school.

Arrangements for coordinating the SEN provision

The Key Centre manager coordinates the school's special educational needs provision.

Educational access

Additional support is provided in class through the use of Learning Assistants.

Identification of pupils with SEN

The school uses the information provided by parents, teachers' observations, baseline assessment results and standardized screening tools to identify students with special educational needs.

School Action

The Key Centre manager and the child's teacher will decide on the action needed to help the child to progress in the light of their earlier assessment.

Special Educational Needs and Accommodation for Assessment

For major tests and IB external and internal assessment, the IB authorises schools, under certain conditions, to proceed to "Special Arrangements" regarding testing.

Parent Responsibilities

Parents of children with special educational needs are treated as partners.

4.0 RESPONSIBILITIES

4.1 Compliance, monitoring and review



Provision for children with special educational needs is a matter for the school as a whole. In addition to the Board of Directors, the Head of School, the Key Centre Manager and all other members of staff have important day-to-day responsibilities.

4.2 Reporting

- The policy is available to the school community on the school's website.
- The Key Centre manager is responsible for receiving and collating all correspondence pertaining to inclusion.

5.0 DEFINITIONS

1) Learning difficulty: Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age;
- have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

2) Special educational needs: Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

6.0 RELATED LEGISLATION AND DOCUMENTS

The inclusion policy at Brookes Moscow reflects IB philosophy, as per the IB Programme [Practice B2.8](#).

7.0 APPROVAL AND REVIEW DETAILS

The Head of School approves the Inclusion policy.

The policy is administered by the Key centre manager.

Review date: May 2019

8.0 APPENDIX

- Brookes Moscow's Key Centre policy
- *Assessment principles and practices – Quality assessment in a digital age*
- *Assessment in the PYP: Annotated samples*
- *Middle Years Programme Assessment procedures*
- *Diploma Programme Assessment procedures*