



Inclusion Policy

Beijing Enlighten School (BES) Mission, Vision, and Values

Mission: Committed to the development of thoughtful learners and caring global stewards, within a community that is a model for the future in which we all live and grow in harmony.

Vision: a vibrant learning community, blending and balancing the wisdom, beauty, and culture of the East and West

Values: Cultivate oneself and others; unity of thought and action; be honest with oneself and others

The 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.

Inclusion Philosophy & Aims

BES endeavors to create an environment in which all students feel accepted and successful. Our school fosters a mindset that not only accepts individual differences but welcomes learning diversity as an opportunity to enrich the learning experience for everyone. We believe that all students deserve an education that will enable them to develop their full potential – academically, physically, intellectually, emotionally, socially, and creatively. The school strives to do this through the admissions process, advisory system, valuing cultural and linguistic differences, and offering many academic choices and after-school or enrichment programs.

BES considers specific, proactive inclusion practices for students if they have significant difficulties in learning compared to most students in their age group. This may be due to a cognitive or learning difficulty, emotional or behavioral difficulty, or physical or sensory difficulty.



The aims of this policy are to:

- recognize students' individual learning needs
- support all learners in accessing the full curriculum
- help students to feel, and be, successful
- encourage each student to reach their potential
- find ways to overcome barriers to learning
- meet the learning needs of each student
- take reasonable steps to include all students in all aspects of school life

Procedures

BES uses the following procedures to fulfil the aims of this policy.

Students of concern – program entrance

The school uses the following procedures to identify and take appropriate action for students of concern.

1. Subject teachers or homeroom teachers identify students who may require learning support. These teachers inform the Social-Emotional Learning (SEL) Coach, their line managers, and the relevant program coordinator (i.e., the PYP, MYP, or DP Coordinators).
2. The SEL Coach investigates whether a student is experiencing difficulties in their classes. When appropriate, a meeting is held between the parents, teachers, and the SEL Coach.
3. Subsequently, the SEL Coach meets with the principals and relevant program coordinators, who may recommend specific actions and update the faculty on these actions where appropriate.
4. If needed, the SEL Coach recommends that the student meet with the school psychologist or an outside educational psychologist for testing.
5. Once the test results are available, the SEL Coach, principals, and program coordinators meet with the relevant teachers about the accommodations, modifications, or learning supports needed for the student. This team develops an individualized education plan (IEP).
6. The SEL Coach meets with the parents to discuss the IEP before implementation and agree upon the final details of the plan.



7. The teachers, SEL Coach, and program coordinators implement the IEP according to the final plan. The principals approve any required resources or materials needed for implementation of the plan.
8. The SEL Coach, parents, and relevant teachers review the IEP every six months. The timing of this review may be adjusted to less or more often to meet the needs of the individual student. The IEP may be adapted depending on needs of the student and their specific goals.

Students of concern – program exit

The school uses the following procedures to transition students from an IEP to the standard learning practices.

1. After one year, if a student no longer requires accommodations, modifications, or learning support, then the student and/or parents can apply to have the IEP reviewed.
2. The principals, SEL Coach, relevant program coordinators, parents, and teachers will meet to review the needs the student and whether continuation or modification of the IEP is necessary.
3. If all parties agree that the IEP is no longer required, the IEP is discontinued. During this meeting the length of time for the post-IEP monitoring process is decided.
4. The SEL Coach periodically meets with the student and monitors their progress after the IEP is discontinued to ensure that the student is adjusting well to the standard learning practices.

Staffing

BES provides several services within the school's organizational structure to meet the needs of the student population, support the teachers and parents, and fulfil the aims of this policy.

SEL Coach

The SEL Coach provides a key service within the school community. Their responsibilities include:

- providing support to students in identifying strategies to deal with academic and emotional needs
- guiding teachers and program coordinators in finding the relevant ways to communicate to parents and students about the learning needs of children



- organizing and leading workshops on emotional intelligence, social-emotional learning, and learning support strategies
- leading individual meetings with parents about topics relevant to the families' needs
- creating a space for parents, students, and teachers to openly discuss matters related to diversity and inclusion
- developing IEPs for students to be specifically supported in the classroom

Teachers

Teachers at BES provide the daily learning support and care for students. Teachers work with the SEL Coach, program coordinators, administrators, and parents to support learning diversity within the school. Teachers implement the IEP with support from the SEL Coach and program coordinators. The school provides IEP specific training, such as learning support strategies, social-emotional learning, and inclusions strategies. Please see the “Training” section of this document for more information.

Program Coordinators

The SEL Coach works with the PYP, MYP, and DP Coordinators to advise them on appropriate strategies to help students that need extra support. The SEL Coach and/or programs coordinators provide additional support to teachers, both inside and outside of the classroom, when necessary. During the elementary school or secondary school weekly meetings, program coordinators and/or the SEL coach provide coaching on learning support strategies for the teachers, as well as making provisions for planning time allocation.

Schoolwide Enrichment Model Committee

The Schoolwide Enrichment Model (SEM) Committee monitors the SEM program within the school. The SEM program supports talent development of all students, regardless of academic performance or learning diversity, by allowing students time to engage in student-led enrichment activities. The responsibilities of the SEM Committee include:

- organizing and monitoring services to support the development of interest-based learning for all students in the school
- collecting data and making decisions to support engagement, enjoyment, and enthusiasm during the enrichment activities
- fostering a mentality of talent development across the school based on research and data analysis



Training

BES provides opportunities to teachers and staff to attend both internal and external professional development (PD) training related to a variety of areas. Training may include, but is not limited to:

- social-emotional learning through the RULER's platform
- inclusion strategies
- communication strategies
- International Baccalaureate official PD (virtual, online, or face-to-face)
- child protection & safeguarding
- giftedness & talent development

Resources

BES provides physical structures to support students with physical access needs. The south and north wings of the connected campus buildings have elevators and/or ramps that assist student mobility throughout the entire facility. Students who require access to elevators can get an electronic key code added to their student cards.

While developing an IEP, certain materials or resources may be required for learning support, or separate areas for individual coaching and instruction. These resources will be determined based on the needs of the student and allocated accordingly. The office of the SEL Coach can also be used to provide a separate area for students that require any specialized interventions, such as a testing location for students who experience test anxiety.

First Review by All Faculty on the 18th of August 2021

Final Review by Policy Committee on the 23rd of Sept 2021