



BEACONHOUSE
NEWLANDS
Lahore



Beaconhouse Newlands

Access and Inclusion Policy

Developed in: Academic Year 2019-20

Reviewed in: Academic Year 2021-22

Note: There is a centralized policy on Personalized Learning in the Beaconhouse Schooling System which is developed for all schools under the umbrella. In order to align this policy with the IB curriculum framework the same has been reviewed and a policy under the title 'Access and Inclusion' has been developed in collaboration with 'The Personalized Learning Program Department' at Beaconhouse Newlands. This version was developed a year ago and reviewed this year.

Beaconhouse Newlands Mission Statement

Beaconhouse Newlands nurtures culturally diverse, responsible global citizens, contributing to a safer planet in an inclusive learning community combining core values with inquiry based curricula

Beaconhouse Newlands péiyǎng duōyuán wénhuà, fù zérèn de quánqiú gōngmín, zài bāoróng xìng xuéxí shèqū zhōng

wèi gèng ānquán dì dìqiú zuò chūle gòngxiàn-jīāng héxīn jiàzhí yǔ jīyú cháxún de kèchéng xiāng jiéhé.

Beaconhouse Newlands 培养多元文化，负责任的全球公民，在包容性学习社区中为更安全的地球做出了贡献-将核心价值与基于查询的课程相结合。

بیکن ہاؤس نیو لینڈز کا مقصد اپنے متعلمین کو ایسے تحقیقی نصاب سے روشناس کروانا ہے جو ثقافتی وسعت کی نشوونما کرتے ہوئے طلبہ کو ذمہ دار عالمی شہری بنائے۔ جس کی بدولت یہ متعلمین عالمی سطح پر مثبت کردار سے اس کرہ ارض کی حفاظت کے لئے عملی کردار اقدامات کر سکیں۔

MYP This policy applies to all inclusive access arrangements for the on-screen examinations and e-Portfolio summative tasks as well.

A. Philosophy and Rationale

At Beaconhouse Newlands, we strive to provide an inclusive learning community where we combine core values with inquiry based curricula. We aim to provide a holistic education with equal opportunities when it comes to academic, social, emotional and physical needs of all learners.

Furthermore, we are committed to involve our learners in every aspect of school life. The Personalized Learning Programme (PLP) Department is designed to inspire and engage learners with special rights with all other learners in the same learning environment. We ensure to highlight and recognize our learners' strengths, ensuring that all are given the equal opportunity to contribute to the academic, social and cultural activities of the school. We implement a mix of curriculum areas suitable for the learners, creative approaches and essential life skills.

Additionally, we aim to closely monitor, assess and actively support learners who we see or feel are not making adequate progress in their academic, emotional, behavioral, social or sensory and physical development. Overall, our aim as an inclusive school is to create a welcoming and nurturing environment where all our learners feel safe, secure and supported.

In addition to reviewing the academic progress of the learners with personalized learning needs, Beaconhouse Newlands strives to create a sense of community and belonging for all its learners, where the progress of both the personalized needs learners, as well as the attitudes of the classroom learners towards their peer group is carefully monitored.

To conclude, with a strong bond and communicative relationship between the children, parents, school and other related personnel, we can achieve all we set out to do. We can provide an appropriate and stimulating environment, where all learners enjoy a sense of belonging, safety and independence with their classmates and school community, hence, ensuring inclusion. It enables us to empower our learners to become the best they can be and celebrate diversity.

Inclusion in e-assessment in the Middle Years Programme (MYP):

“Using this policy for learning and teaching the purpose of access arrangements is to remove or reduce barriers that students may face in teaching, learning and assessment. When the school recognizes that a student has access requirements, this policy will be used in conjunction with teacher observations to plan the necessary access arrangements for the student.

This IB policy is based on the principle of optimal support, which means that the access arrangements are accurately planned to remove or reduce barriers; they are neither more nor less than what the student requires. The access arrangements for a student are used for learning and teaching; this means that they are used during classroom instruction, classwork and related activities and tests. Access arrangements are continuously monitored to ensure that they remain the optimal support for that student.” (Source: IB Access and Inclusion)

B. Function of Personalized Learning Department

Personalized Learning Register:

A recognized learner with personalized needs/ special educational rights is offered admission at school depending upon the availability of facilities and support systems in place which can be used to cater to specific needs. This is determined at the time of admission by the PL Coordinator. If the school feels a learner will not benefit from the environment due to any lack of facilities, the learner will not be offered admission.

Learning needs:

- Autism spectrum disorder (including Asperger's)
- Down Syndrome
- Specific learning disability (dyslexia, dyscalculia, dysgraphia)
- Speech and communication disorders
- Physical or sensory challenges (hearing or visual impairment)
- Other medical or mental health issues such as ADHD or ADD

C. Classroom curricula

- Classroom curricula at Newlands is designed to cater to all learning needs and styles
- Learners on Personalized Learning register who approach curriculum can usually be included in all learning activities and will be provided with an Individual Learning Map. This will be suitable for their social, emotional and cognitive developmental needs.
- The school ensures all learners have a positive learning environment
- Pull out interventions to reinforce learning is included in the teaching plan where necessary
- Technological aids are used to support learning needs

Learning environment

- Once a student is enrolled the school takes full responsibility to meet the student's learning needs, including provision of access to learning and teaching with suitable inclusive access arrangements
- The inclusive access arrangements provided to a student are planned at the start or early on during the course of study and are incorporated as the usual way to access classroom work and assessments
- The inclusive access arrangements provided for a student are
 1. carefully individualized, evaluated and monitored
 2. reflect the optimal support that the student requires
 3. based on current, not past, requirements
 4. drawn upon teacher and Personalized Learning Assistant/s (PLA) observations in and outside the classroom
 5. considered in line with the eligibility criteria for inclusive access arrangements in this policy
 6. strictly based on individual requirements (and not provided as a standard to all students with learning support requirements in the school/classroom)
- The purpose of inclusive access arrangements is to remove or reduce, as far as possible, any disadvantage that may occur due to the student's learning support requirements. Under no circumstances should it give the student an advantage.

- Careful consideration is given to a student's choice of subjects. The subjects chosen allow them to demonstrate their strengths and empower them as learners.
- As a school we consult the IB for advice before the student sits for their e-assessments.

Reasonable adjustment is applied to e-Portfolio summative assessment tasks and the personal project. (MYP)

A candidate with moderate to severe learning challenges requires a longer time frame to work on the personal project, which is usually introduced at the end of year 4, with the majority of work carried out in year 5.

After discussions with the school, a reasonable adjustment is authorized whereby the candidate is supported with the scaffolding needed to commence the personal project in year 4.

Investigation and planning commence in year 4 and taking action, reflecting and reporting are completed in year 5.

D. Roles and provisions of the Personalized Learning Department

PLP-CO – Personalized Learning Coordinator

Personalized Learning within Beaconhouse Newlands is managed by Regional Personalized Learning Coordinators (PLP-CO) accessible to schools within the School Groups.

Other Personalized Learning staff responsibilities

- PL Resource Room Teacher
The resource teacher is responsible for providing curriculum support systems for learner, teachers and administrators.
- Personalized Learning Assistants (PLA):
Learners who are only able to participate in part of the regular curriculum spend as much time as possible in regular classroom settings supervised by a PLA
- Collaboration amongst the PLA and the regular classroom teacher
Teachers also receive one-on-one instruction from the PLA who develops lesson plans in conjunction with the PLP CO and resource teacher.

School counsellor: Role

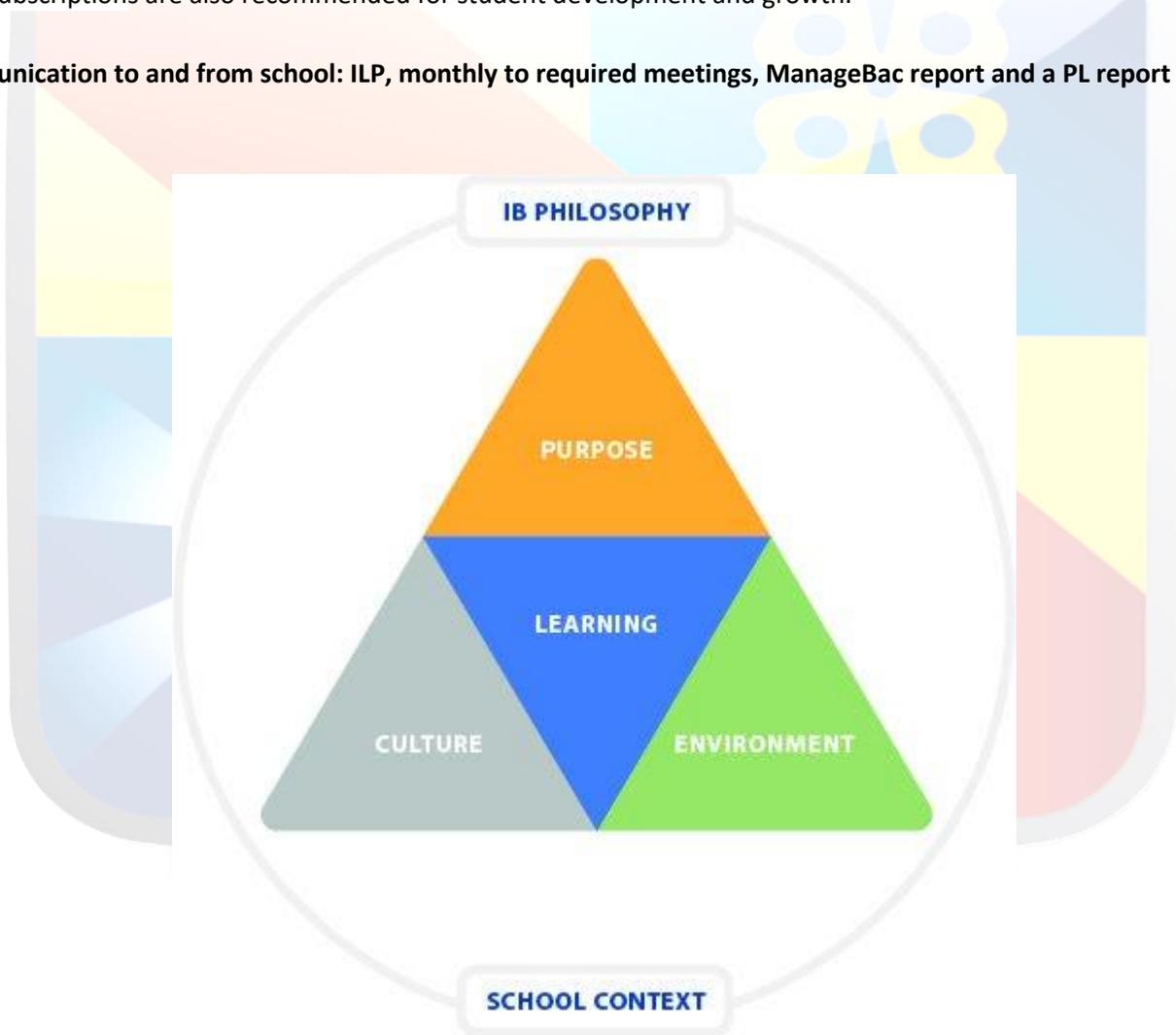
- Provide counseling and support for academics, behavioral, emotional and social problems
- Provide short-term counseling to students
- Give referrals for long-term support
- Working with students in individual setting, small groups or classroom setting
- Collaboration with teachers, families, administrators for student success
- Advocacy for students' well-being and providing assistance to teachers and families in this regard wherever needed
- Assistance in making Individualized Education Plan when needed

- Support all students, including those with special needs, to reach their full potential. Ensuring equitable academic and social/emotional development opportunities for all students through the school counseling program
- Ensuring and upholding ethical standards for counseling during work

PD Opportunities Relating to Special and Inclusionary Education

The school staff, PLP CO and/or members of the Personalized Learning Department attend in-house, on-line and/or other relevant workshops for training and to keep themselves updated on current trends and developments in personalized learning and inclusion practice. The school facilitators and PLP CO also remain informed about such developments through the means of regularly reading current educational articles and visiting dedicated websites. PSHE subscriptions are also recommended for student development and growth.

Communication to and from school: ILP, monthly to required meetings, ManageBac report and a PL report



<https://twitter.com/ibpyp/s>

References:

Middle Years Programme: From Principles into practice (2014)

IB Coordinator Resource (March 2011)

Access and Inclusion Policy (Updated February 2011)

Learning diversity and inclusion in IB programmes (Updated May 2020)

<https://twitter.com/ibpyp/s>

