



THE CODRINGTON SCHOOL
THE INTERNATIONAL SCHOOL OF BARBADOS

Inclusive Education Policy

Mission and Philosophy of the school

The mission of The Codrington School is to empower all children and adults within the community to become internationally-minded learners who embrace and respect academic excellence and a love of life-long learning and who exemplify the traits of the IB learner profile.

We believe that The Codrington School is a community of internationally-minded learners, both Barbadian and foreign and both children and adults, which is committed to the success of each individual child, according to that child's age, aptitudes and abilities, whilst developing in each person the qualities outlined in the International Baccalaureate learner profile.

We further believe that all students at the school should be offered the opportunity to learn in an atmosphere of trust, security and high educational standards, without either the threat of or recourse to corporal punishment, which will enable them to be well educated in all disciplines offered by the school, whether curricular or enrichment activities.

Philosophy with regards to Learning Support

At Codrington, learner support is offered at several levels for those children experiencing barriers to learning. The first tier of support is to meet the needs and learning styles of all students through the classroom with differentiated instruction and accommodations. Student success or lack of it is monitored through informal and formal classroom assessment. Parent conferences and report cards are summative opportunities for the child, teacher and parent to review student progress.

At the next level of support, additional learner strategies are utilized to facilitate the development of skills and concepts for individuals needing extra experience, practice or general support to meet the challenge of the curriculum. These are collaborative efforts that involve all stakeholders - parents, students, and teachers.

Lastly, for the students who continue to struggle and who have outside psycho-educational assessments, the school is prepared to accommodate the realistic classroom recommendations and if needed support students with a minimal pullout program. A learner support plan may be created at this point, with specific targets set by the parents, teachers and if appropriate the child. In the rare case that we feel school resources are unable to adequately meet the specific needs of a child, we would meet to discuss other options available (these may include outside assistance, a full time aid and/or suggest an alternate, more appropriate school).

In summary, the goal of the learning support at The Codrington School is to ensure that all students are able to achieve their academic potential. By meeting individual academic and social emotional needs in a timely manner, we are hopeful that all students will experience success through these collaborative efforts.

Guiding principles

At The Codrington School our approach to learning support is guided by the following

- ✚ To ensure that all students have access to our broad and balanced curriculum
- ✚ To provide differentiated curriculum appropriate to the student's needs and abilities
- ✚ To ensure that all students take as full a part as possible in all school activities
- ✚ To encourage each student to reach his/her full potential intellectually, socially, emotionally and physically
- ✚ To provide a caring environment in which our students become inquirers, independent thinkers and problem solvers
- ✚ To create a school in which all students feel happy, secure and valued
- ✚ To provide, given our limited resources, appropriate support and strategies to encourage success.
- ✚ To ensure that parents of our students are kept fully informed of their child's progress and are encouraged to share in playing a vital role in supporting their child's education
- ✚ To ensure that our students are involved, where practicable, in decisions affecting their future
- ✚ Promote close and supportive links between the home, school and community.
- ✚ Provide effective instruction and accommodations to ensure participation for all students, regardless of disability.
- ✚ We respect confidentiality
- ✚ We work towards students knowing their own learning profile and developing their ability to self-advocate given this knowledge.

Learning Support by Programme

The Codrington School believes that ALL teachers are teachers of ALL students including those with disabilities. Teaching students with disabilities is a whole-school responsibility, requiring a whole-school response. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of our students will learn and progress within these arrangements. However, for our students with disabilities, along with other students that experience a difficulty in learning, additional supports and interventions are provided as needed to accommodate learning needs. Where learning difficulties require more involvement additional teaching support will need to be provided at the cost of the parent.

Primary Years Programme (PYP)

1. Monitor and in class/pull out Support

The Learning Support teacher will monitor students for academic and/or behavioural reasons. If it is deemed, through observations or documentation that a student needs additional support, then

- ✚ In-class support may occur as needed
- ✚ One-to-one or small group support may occur as needed
- ✚ The Learning support teacher will liaise with the class teachers to best support students
- ✚ Students may be recommended to after-school academic tutoring sessions
- ✚ The Learning support teacher may develop a monitor/support plan with the student, parent and teacher input. The results of any assessments will be incorporated into the support plan.
- ✚ Accommodations will be given as deemed necessary

Middle Years Programme (MYP)

1. Resource

Students who attend Resource require a psycho-educational assessment to guide us in providing the best possible support. It is offered 4 times a week in and focuses upon core student needs:

- ✚ Resource offers individualized and small group instruction in skill building and organization, as well as an opportunity to strengthen the student's ability to take charge of his or her learning.
- ✚ Support for maths and literacy
- ✚ In-class support as needed.
- ✚ The Learning Support team liaise with subject teachers to best support students in all subjects.
- ✚ Access to the after-school academic tutoring sessions
- ✚ The Learning support teacher develops an educational plan with the student, parent and teacher input, and incorporates the results and recommendations of the psycho-educational and educational assessments.

2. Monitoring and Support

The Learning Support team will monitor students who do not attend Resource, but need Academic Support. This could be for academic and/or behavioural reasons.

- ✚ May have access to in-class support as needed.
- ✚ The Learning support teacher liaise with the subject teachers to best support students in all subjects.
- ✚ Students have access to after-school academic tutoring sessions
- ✚ The Learning support teacher develops a monitor/support plan with the student, parent and teacher input. The results of any assessments are incorporated into the support plan.
- ✚ Accommodations are given as deemed necessary

3. After-School Academic Support Sessions

All academic support students with educational plans, receiving support or being monitored have access to after-school academic tutoring sessions. This is a time for students to receive extra help and complete assignments.

Diploma Programme (DP)

Given the nature of the Diploma Programme, the approach to students who may need support with their learning is slightly different. We, as a school, believe that all students should work towards and can achieve a full IB Diploma. In saying that, we also appreciate that this may not be possible for some students, in which case these students will enroll in the course program.

1. Accommodations

In school

The school is responsible for establishing an individual educational programme (IEP) for those students who have been identified with special needs. The information will be only shared with appropriate teachers and members of staff who will be instructed to treat such information as confidential. DP teachers will develop strategies to help the student with special needs to prepare for everyday classroom activities and assignments and meet the final IBDP requirements.

Examinations

The IB and we believe that all candidates must be allowed to take their examinations under conditions that are as fair as possible. Where normal examination conditions and assessment procedures would put candidates at a disadvantage and prevent them from being able to demonstrate their skills and knowledge adequately, special arrangements are required. Consultation with the IB will be made and reasonable adjustments may be authorized:

- ✚ additional time
- ✚ rest periods
- ✚ ICT use for written examinations
- ✚ voice activated technology
- ✚ augmentative speech equipment
- ✚ modification to examination papers for candidates with visual or hearing issues
- ✚ audio recordings of examination papers
- ✚ Candidates may be allowed a scribe or a reader, a communicator or a prompter.

Assessment arrangement not requiring authorization:

- ✚ Examination taken in a separate room if it is in the best interest of the candidate or other candidates in the group.
- ✚ Appropriate seating to meet the needs of individual candidates

- ✚ A candidate may take medication and / or refreshments to alleviate a medical condition such as diabetes
- ✚ A care assistant may be in attendance if this is necessary for the welfare or safety of a candidate.
- ✚ A candidate who uses an aid is allowed to use the aid in examinations

For more details, refer to *Candidates with special assessment needs – Diploma programme – May 2011* and *Handbook of Procedures for the Diploma programme sections A9.1, and A11.9*

2. Monitoring and Support

The DP Coordinator, Learning Support teacher and subject teachers will continually monitor all students. If it is deemed, through observations or documentation, that a student needs additional support, then this may occur and be tailored to the needs of the individual student.

3. After-School Academic Support Sessions

All academic support students with educational plans, receiving support or being monitored have access to after-school academic tutoring sessions.. This is a time for students to receive extra help and complete assignments.

Overview of Learning Support

As stated, the goal of the learning support at The Codrington School is to ensure that all students are able to achieve their academic potential. By aiming to address individual academic and social emotional needs in a timely manner, we are hopeful that all students will experience success through these collaborative efforts.

At The Codrington School we are able to support students by:

- ✚ Individualized and small group instruction.
- ✚ In-class support as needed.
- ✚ Resource or pull out where needed
- ✚ Access to after-school academic tutoring sessions
- ✚ Accommodations where applicable
- ✚ Utilizing instructional strategies and materials that support different learning styles
- ✚ Allowing extended time for assessments
- ✚ Assisting students/parents in goal setting and planning
- ✚ Modifying summative assessments
- ✚ Allowing the use of technology in supporting learning
- ✚ Facilitating collaboration with teachers and outside specialists
- ✚ Communicating constantly with students and parents
- ✚ Providing assessment of progress as well as achievement
- ✚ Making recommendations for formal educational assessments

Parents/Guardians as Partners

Partnership with parents/guardians plays a critical role in ensuring all of our student's journey through the school is rewarding and that they progress towards becoming confident and successful learners. Parents and guardians play a key role in this. We recognize that parents and guardians hold information and have knowledge and experience to contribute to the essential shared view of the child's needs and the best way of supporting them. Hence, we need parents to play an active and valued role in their child's education and we encourage open and honest communication with all parents with regards to their child learning and capabilities.

It is expected that the parents/guardians listen, support and act upon concerns and advice of the school with regards to creating an optimal learning experience for their child.

Admissions

The Codrington School is committed to the success of each individual child, according to that child's age, aptitudes and abilities, whilst developing in each person the qualities outlined in the International Baccalaureate learner profile. The school also recognizes that some students may have different learning challenges. Our goal, within our limited resources, is to accommodate any student who can sufficiently grow and progress within our programme and community.

For students that have severe learning challenges we take a very pragmatic approach even before the applications and admissions process begins. The initial question that we seek to answer collaboratively with such interested families is: Would we have sufficient resources to enable the student to be successful at The Codrington School and to fully meet his/her needs? The answer comes from exploratory work that we then undertake with families. We ask families to provide us with the student's current I.E.P. (Individual Education Plan or such-like) and any other information that they can share with us; for example Psychological Reports/Assessments. Once we receive such documentation, a member of faculty who has extensive experience and qualifications in the SEN area would peruse all the submitted documentation. After this, we are then able to make an informed decision as to whether or not we could be potentially be a "good fit" for the student and if we could potentially meet his/her needs in full. We then begin to work together on the applications process if the decision is the former.