since 1980

Inclusion

Policy and Procedures
@Pinheiros

Created March 2023

Dear community members,

Our school policies draw from the Unique Adventure and our beliefs outlined in the Principles of Learning. We aim to model the IB learner profile and mission. Our policies have been developed through discussions with the community. This Inclusion Policy meets the legal requirements that guarantee Inclusion for all children[1].

St Nicks is a diverse community. We embrace different identities, neuro diversities and language backgrounds. Our Inclusion Policy requires that we are the best school for the learner and that we can cater for each applicant's needs. By enrolling your child(ren) at St Nick's, you agree to embrace and promote the diversity of our community.

In each of our policy documents, you will find the philosophy driving the policy and the community's rights and responsibilities. In the appendices are the procedures and processes associated with each policy.

This policy has been written by the Inclusion Policy Review Group, a diverse team of leaders and lead learners.

We look forward to you, enjoying a unique adventure. Thank you, in advance, for reading this policy.

St. Nicholas Leadership Team

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[1] www.planalto.gov.br

Our Guiding principles

St Nick's mission

A unique adventure to ignite a passion for learning from our hearts to others for the world

Principles of Learning most relevant to Inclusion

• Everyone in the community is a learner.
• Agency is central to the learning community.
• All members of the community are individually valued and respected.

• Curiosity sparks enthusiasm, wonder and a desire to learn.
• All learners bring diverse and rich curiosities to their learning.
• Learning is limitless, endless and rewarding.

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.

International mindedness[2]

Cultural diversity is integral to St Nicholas and IB. We are shaped by local and global culture. All members of the community are responsible for understanding, valuing and respecting

different perspectives, therefore fostering international-mindedness in our learning spaces and promoting inclusion, tolerance and respect.

IB Learner Profile

Diversity, Inclusion and Equity are embedded with the IB Learner Profile attributes and international mindedness. Every member of the community is committed to embodying these attributes on a daily basis.

Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced and Reflective

IB Diversity Equity and Inclusion Philosophy statement[3]

At the IB, we want to understand and celebrate differences within our community while recognizing and valuing the things we have in common. As we all strive to achieve our mission of creating a better world through education, we cannot underestimate the importance of diversity, equity and inclusion (DEI).

Diversity, Equity and Inclusion @ Pinheiros

We bring our authentic whole on a journey for all. Embracing ethnicity, physical and neurodiversity, gender and gender identity, age and socio-economic condition.

We are aware of how we see, listen and speak. We acknowledge our shared history, understand our present and advocate for a just future.

We are safe and free to explore. Diversity broadens perspectives, generates ideas and ignites innovation. It is the right way to be.

Agency and personalisation of learning are the rights of all our learners.

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[3] Diversity, equity and inclusion statement - International Baccalaureate®

Aims of the Inclusion Policy

"Inclusion is an ongoing process that aims to increase access and engagement in learning for all learners by identifying and removing barriers." (Learning diversity and inclusion in IB programmes, 2016).

This Access and Inclusion Policy covers the diversity of all the St Nick's community. We recognise everyone's strengths, first and foremost,. We believe everyone has the right to learn.

It is our role to provide equitable opportunities to ensure access to learning and to school life for all learners. Access arrangements (changes or alterations) may be necessary in relation to the learning and teaching, and assessment to remove or reduce barriers to provide the optimal support that each learner deserves. Barriers and challenges may be related (but not restricted) to language learning, emotional and mental wellness, economic situation, gender and sexual identity, ethnicity, medical issues, impairments and/or other long-term challenges.

St Nicholas School@ Pinheiros, we are working towards a philosophy and practice where personalisation starts with the learner in the centre, from their strengths to their needs, and not the curriculum.

1. To redefine **inclusive practices and the language of inclusion**

2. To establish **agency** as the way learners will flourish in their unique adventure

3. To align learning with the **principles of learning**

4. To support the holistic development of all learners in **all areas** of their learning

5. To support adventurous grouping of learners as diverse as possible

6. To support assessing learners on their unique journey, identifying their individual growth **as opposed to age**

7. To support the community **any time a member** needs support*

8. To support the **wider safeguarding framework** and play a key role in child protection

9. To fulfil our responsibility as a school and society to ensure access to learning for all learners, including all children, providing a healthy learning environment where they can

develop and be supported while respected in their abilities and needs and integrated into the school community.

Principles of Inclusion

"Inclusion is not made by decree, but through the bond, in the relationship."

"Inclusion transforms the school and makes it a place where all children can live." [4]

Inclusion happens in all daily interactions and is embedded as a value in our culture. When we talk about inclusion, we don't focus only on academic skills or the child's challenges but on their strengths and profile.

The following principles of inclusion guide our inclusive practices.

1. Inclusive practices happen when there is a connection. Learning is social, and connecting is the first step to ensuring inclusive practices will take place.

2. The lead learner has knowledge about the learner, and this knowledge is built through connection.

3. The learner belongs to the school. A lead learner can be a reference for a child, but the collaborative work with other adults is what opens a space for inclusive practices to happen.

4. Equality is the right to be unique. Each learner is treated as unique at their own pace, and differences are valued.

5. The school is an important social place for the learner, and relationships are important for each learner's development and to help overcome challenges.

6. Inclusion is for everyone and each one. When the school has inclusive practices, it includes all children and each child..

7. The success of inclusion is how far the school adjusts to the learners' needs. A learner meets a space to be themselves and find strengths. In this process, the school changes and adapts to the learner.

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[4] Princípios orientadores de práticas inclusivas" - Kupfer, Pesaro, Bernardino, Merletti and Voltolini - Livro: Práticas inclusivas em escolas transformadoras.

Equity rights, roles and responsibilities

Inclusion happens when the whole school community shares a culture of partnership, collaboration, mutual respect, support and problem-solving.

The School Leadership

"School Principals play a critical role in setting the priorities for learning in the school. Through values, commitment, knowledge and skill, the principal makes a difference. Effective leadership by the principal is especially important if schools are to be truly inclusive and meet the educational needs of an increasingly diverse student population." (Inclusive Education Canada)[5]

School Leaders (Head of School, Head of Section, Programme Coordinators and pedagogical leaders) have the responsibility to ensure all team members are treated equitably, feel a sense of belonging and value, and have the resources and support they need to achieve their full potential and to support all learners.

Leaders are

- visually and authentically committed to diversity. Leaders challenge and hold others accountable, making diversity and inclusion a priority

- aware of personal blind spots and flaws in the system, explore and challenge unconscious biases in the community and work hard to ensure inclusion

- Committed to providing space for dialogue about professional challenges in relation to inclusion and inclusive practices

- Committed to supporting DEI professional development and training

- curious about others, open-minded, listen without judgement, and seek empathy and compassion to understand those around them

- attentive to others' cultures and beliefs and adapt as required

- attentive to the diversity of thinking and psychological safety, and focus on staff wellbeing and team cohesion.

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[5]https://inclusionbc.org/our-resources/inclusive-education-handbook-chapter-3/#:~:text=School%20boards%20should%20ensure%20that,are%20consistent%20with%20ministry%20policy.

Lead Learners

In a diverse learning space, the key is identifying agency and passions along with social, emotional, behavioural, physical, and academic strengths. Lead Learners play an important role in setting the tone for inclusion. To make access and inclusion successful, we create a space where everyone belongs and adapt the learning and teaching strategies and assessment, to support all learners individually. We work collaboratively with others to facilitate inclusion. We also ask for appropriate support when we need it.

Lead learners

- are curious

- provide opportunities for learners to share their own experiences and perspectives and make a positive impact on learning

- keep the learner profile at the forefront

- provide a variety of perspectives

- know their learners holistically and build on this

- actively explore and challenge personal biases

It is in the role to lead Individual Educational Plans (IEPs) when they feel a learner would benefit.

Learners

Learners are caring members of the community who develop their communication and social skills in a healthy learning environment. They learn to take care of themselves and others.

Learners

- set learning goals (according to their stage of development) and engage and drive learning engagements by sharing their interests and perspectives with others

- self-assess, reflect on academic, social and emotional growth, and have the opportunity to seek support

- are present and punctual

- take care of the property. Respect facilities and materials

- respect themselves and other learners

Families

Families share with us their child's likes and dislikes, strengths and needs, hopes and for the child's future. All families will respect diversity in the community and be supportive of all members of the community and the inclusive use of the school's Principles of Learning to help build a just and equitable society.

Families

- understand that all learners will be supported to meet the values of the school

- won't seek to make comparisons between learners and won't talk about other children

- respect all families.

School Board

The school board ensures that the school is inclusive for all, that inclusive programs are delivered as required, and that arrangements for staff and human and physical resources are in place.

The board

- ensures the school has policies and procedures that are consistent with the school mission and Brazilian Law

- ensures we assess and plan for learners with diverse and additional support needs

- leads by example and embodies the Learner Profile.

The Wider Community

All staff, including Sodexo, Impacto, Maintenance, ICT, office and nurse, are part of our learning community and support access and inclusion by fulfilling their designated roles and respecting others, as well as being respected by everyone.

- report to a pedagogical leader if they see a learner who seems to need support

- report to their designated leader if they feel any adult is not being respected

Systems and Structures to ensure access and inclusion

At St Nicholas, there are systems and structures to ensure learners feel part of the community, having their strengths and identities recognized and respected. We believe that making learning unique to everyone already removes many possible barriers to learning but, at times, additional support is required to tackle individual challenges. The extra support may be related specifically to the learner's language acquisition process (English and/or Portuguese); literacy skills; maths/numeracy skills; other areas of the curriculum; social and emotional well-being, and others.

Our main systems and structures include

- **Collaborative meetings:** Team reflections on current practices, discuss how to incorporate learner's passions interests, and specific challenges, so that together they find ways to remove possible barriers to learning

- **Diverse assessments:** Multiple ways of assessing learners as well as considering different ways of assessing the learners

- **Personal projects and ECA clubs:** Learners share interests and passions that facilitate belonging and play a key role in building relationships and the learning process

- **Vertical learning opportunities:** Learners learn and interact with other year groups, sharing perspectives and finding further opportunities to connect with others in authentic ways

- **Language Acquisition Support (EAL - English as an Additional Language, and PAL - Portuguese as an Additional Language):** Additional support of English and/or Portuguese is provided individually and in small groups by EY and Primary year group teams and in Secondary by language teachers who provide intensive programmes where necessary.

- **Personalised Learning (PL) specialist support:** Lead learners can ask for guidance and support from Personalised Learning specialist team members to brainstorm personalised strategies or, in some cases, provide the child with extra support.

- **Individual Educational Plan (IEP)*:** A specific plan, the strategy of learning, to support a specific need of an individual learner, beginning from strengths to address current challenges.

PL Specialist Support

While personalised support for learning, socio-emotional, mental health and child protection is primarily the responsibility of all lead learners, lead learners can ask for guidance and support from Personalised Learning specialist team members who can, depending on the case, brainstorm further personalised strategies with the lead learner or provide the child with extra support.

Personalised Learning specialists

- act as consultants, raise awareness of the community in promoting Inclusion and procedures and strategies via professional development tools and collaborative meetings to support lead learners and tutors

- support stakeholders to reflect upon their practices and interactions with the learners

- co-ordinate the recognition, assessment and support of each learner who experiences primary barriers to their learning together with the team of lead learners

- meet with parents and outside specialists

- interpret reports of outside professionals

- support the design and the update of an IEP with lead learners

- support the learning and teaching mainly indirectly (in the learner's learning spaces of reference) and directly (in a withdrawn environment) in some specific cases

- apply or help colleagues to personalise learning to meet learners' needs

- gather all necessary information for DP concessions for examinations

- send access documentation to IBO to ensure the proper arrangements and requirements take place in the IB programmes' courses and examinations.

Individual Educational Plan (IEP)

Personalised support is built around an IEP, which is a specific program or strategy of learning that takes into consideration the learner's strengths and challenges[6], focusing on important skills for the particular learner's development. The IEP focuses on individual realistic adjustments involving accommodations, differentiation and/or modifications to the learning and teaching that are required to achieve expected learning outcomes.

The IEP is designed by the lead learners and/or tutors with advice and consultation of a PL specialist support. When the learner has the consultation and support of an outside professional, their perspective is considered in the IEP.

Main aspects of IEPs

● Is holistic.

● The learner has agency over the plan.

● Will contain important skills to be developed and specific goals to be achieved.

● Be specific, measurable, attainable, realistic and timely.

● Defines roles and responsibilities in removing barriers to learning to enable the learner to develop, pursue and achieve challenging personal goals.

● Shared during parent meetings.

● Shared with outside professionals where appropriate.*.*

● Re-evaluated and indicated on the IEP, and new goals are set as appropriate in order to meet the changing needs.

● IEPs contain confidential information and are kept safe.

Human, physical and virtual resources

Human resources

All lead learners are committed to providing access to learning and inclusion for all learners. In collaborative meetings, the teams have the opportunity to discuss concerns and find unique strategies to remove any barrier to learning that a learner may have. If extra

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[6] https://www.understood.org/en/articles/understanding-individualized-education-programs

guidance is needed, lead learners can rely on the support of our Personalised Learning specialists.

The built environment

Learning spaces have been designed around cognitive principles and pedagogical aims. There are no individual classrooms and learners can share spaces where they find multiple opportunities to create relationships with a diverse group of learners.

Virtual resources

Observation Lead Learners carefully and purposefully observe and monitor learners individually and in interaction with others and record their observations on their shared drive

Individual Educational Plan (IEP)IEP template

Links to other policies

Admissions Policy
Assessment Policy

Cycle of review

This policy will be subjected to a regular and official review which will take place every two years, as per the school's policy review cycle. The next scheduled review will take place in March 2025, and will include all relevant stakeholders including:

- Senior leadership team, including all programme coordinators

- Lead learners

- Personalised Learning specialists

- Student representative

- Parent representative

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