

INCLUSION POLICY



SUMMERHILL INTERNATIONAL SCHOOL

Summerhill Inclusion Policy

Introduction

This policy guides the teaching and learning practices associated with Learning Support and English and as a Second Language students. It describes the basic processes and modes of services for supporting the learning of students in the context of an inclusive learning environment.

Philosophy

In keeping with our school mission, our goal is to empower children to become confident, global, compassionate and respectful young people while ensuring a nurturing environment that is safe and happy. As a school, we understand that students learn at varied paces and in different ways. We address the educational and wellbeing needs of all learners we accept so they can access and fully participate in learning, supported through differentiation. Inclusion is embedded within our school culture and everyday practices.

Goals

1. Ensure an inclusive culture of learning at Summerhill
2. Increase access & engagement by identifying & reducing learning barriers
3. Continuously develop and refine the processes, procedures, delivery models and modes of services for all students

Types of Support

Curriculum Support: Identify and reduce learning barriers by adjusting the curriculum, assessment practices, teaching styles and the physical environment.

Communication Support: Identify and reduce communication barriers for students when reading, writing, listening and speaking in English.

Physical Support: Identify and reduce the physical barriers for students who require physical accommodation or modifications to access the curriculum.

Behavioural, Social, Emotional Support: Identify and reduce barriers for students who are developing contextually appropriate behaviours or social and emotional skills.

Continuum of Holistic Support

At Summerhill we apply a holistic approach to supporting all students, including those with diverse backgrounds and needs. Our holistic approach is conducted in partnership with all relevant stakeholders including leaders, teachers, students, parents and external clinical specialists. This inclusive approach means support occurs primarily within the classroom setting and at times, may include additional support from external specialists.

Generally, the classroom teacher works collaboratively with other relevant stakeholders to differentiate the content, process, product and environment, ensuring all diverse learning needs

are met. These accommodations and modifications must have a positive outcome for the student and the class. The effectiveness of these strategies are reviewed regularly and parents are kept informed about the progress. Parents and the school work in partnership to ensure a holistic approach to supporting the student.

Identifying Support Needs at Time of Enrollment in Summerhill

At Summerhill we accept any child who, with reasonable accommodations as described by the IB, can access the curriculum. This includes language ability as well as other possible support needs. A panel will review the documents and reports, presented at the time of application. The panel will evaluate and make appropriate placement recommendations.

Identifying Support Needs if Already Enrolled in Summerhill

If we identify any students who are encountering difficulties we will follow the general process outlined below:

1. Teachers, parents, or the students themselves notice the student encountering difficulties.
2. This concern is brought to the attention of the homeroom teacher.
3. The teacher, in consultation with the Director and Coordinator, implements support measures in accordance with the identified needs of the student.
4. If it is necessary, the school will direct the parents to external support centres and specialists for further advice and/or assessments.

Glossary of terms

Differentiation

Differentiation means tailoring instruction to meet individual needs.

Educational (learning) Barriers

A barrier to learning is anything that stands in the way of a child being able to learn effectively. A learner may experience one or more barriers to learning throughout his or her education due to; motivation, social and cultural experiences, practical and personal issues, learning disabilities, emotional needs.

Inclusive Education

Inclusive education is achieved when students can access and fully participate in learning, alongside their similar-aged peers, supported by educational accommodations or modifications and teaching strategies tailored to meet their individual needs.

Modifications

A modification changes what a student is taught or expected to learn. Students who are experiencing severe learning barriers will need modified learning expectations so they are still able to access the curriculum alongside their peers.

Reasonable Accommodations

An accommodation changes how a student learns the material. Reasonable accommodations help students learn the same material and achieve the same learning objectives as their peers. For example, if a student's learning barrier presents with a limited ability to concentrate, the teacher can provide reasonable adjustments to a learning task such as extra time or scheduling 'brain' breaks.

List of Clinics for Psychoeducational Assessment

Clinic Kato

〒212-0012 Kanagawa-ken, Kawasaki-shi, Saiwai-ku, Nakasaiwaichō, 3-32-7, Kowa Building 3F
TEL; 044-522-0011

Provides ; child development consultation, psychology counseling, psychology evaluation such as WISK4, phoneme inspection to LD and a neuropsychological language evaluation.

Ogikubo Child Development Clinic

〒167-0043 1Chome-5-7 Kamiogi, Suginami-ku, Tōkyō-to
TEL; 03-5347-0705

Provides ; child development consultation, psychology counseling, psychology evaluation such as WISK4, (usually free of charge with Iryo- sho and medical insurance)

Kawasaki Education Consulting Center

Address: 6 Chome-9-3 Mizonokuchi, Takatsu Ward, Kawasaki, Kanagawa Prefecture 213-0001
Phone:044-844-3600

email: EK130201@to.keins.city.kawasaki.jp

Provides; care and evaluation tests for only the residents of Kawasaki City

Child Development Support Center

Address: 〒179-0072 3-1-1 Hikarigaoka, Nerima,
Phone:03-3975-6251

only for Nerima residents

Juntendo University Nerima Hospital

〒177-0033 Tokyo, Nerima, Takanodai 3-1-10

Support Center for People with Developmental Disorder 発達障がい支援センター

<http://www.skill-t.org/reservation.html>

Centers are located in Shinjuku and Yokohama

Provides; variety of evaluation tests and skill training. Medical diagnosis will not be given. Each session will cost 9800 yen.

Make an appointment via online. The first session will be free of charge.

Child Mental Clinic Shiba

TEL: 03-5765-6980

〒105-0014 3F YODA Building, 3-15-13 Shiba, MINATO-KU

<http://www.yuhokai.or.jp/hogosya/index.html>

Aoyama Child Developmental and Mental Clinic

TEL:03-3478-1406

2-2-15 1402 Minami-Aoyama, MINATO-KU

Hashimoto Clinic

TEL: 03-5464-2155

〒150-0002 3F Shinsakae Miyamasu Building, 1-8-1 Shibuya, SHIBUYA-KU

<http://www.medical-office.jp/index.html>

Tokyo English Life Line (TELL)

Wesley Center 2F

6-10-11 Minami-Aoyama

Minato-ku, Tokyo 107-0062

〒107-0062

東京都港区南青山6-10-11

ウェスレーセンター2F

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Acknowledgements

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