

INCLUSION POLICY



SUMMERHILL INTERNATIONAL SCHOOL

Table of Contents

1. Introduction	3
2. Philosophy	4
3. Goals	4
4. Types of Support	4
5. Roles and Responsibilities	6
6. Identifying Support Needs at Time of Enrollment in Summerhill	9
7. Identifying Support Needs if Already Enrolled in Summerhill	10
8. Glossary of terms	10
9. List of Clinics for Psychoeducational Assessment	11
10. Japanese Laws and Guidelines	19

1. Introduction

Summerhill International School believes inclusion is essential to student success and school quality. Every learner has a right to access, participate, and progress. We remove barriers through design, not exceptions. Inclusion is built into culture, curriculum, teaching, assessment, and operations. This school policy implements the Aoba School Group (ASG) Inclusion Policy and localises it for Summerhill International School.

Summerhill International School aligns this policy with the IB Programme Standards and Practices (2020) and the IB Access and Inclusion policy. The policy applies to admissions, classroom learning, early years assessment, support services, and transitions across Aoba School Group (ASG). It is reviewed when IB or legal requirements change.

Summerhill International School complies with applicable Japanese law, including the Act for Eliminating Discrimination against Persons with Disabilities and the Act on the Protection of Personal Information. Leaders monitor compliance and report summaries through the ASG policy review cycle.

This policy refers to various stakeholders throughout. Refer to the following definitions of the stakeholders groups:

Leaders: Principal, Head Teacher, and PYP Coordinator

Teachers: Homeroom Teachers, Teaching Assistants (if applicable)

Parents: All persons who have custodial responsibilities

AIES Management: Head of Schools, cross-campus PYP coordinator, AIES Board members

2. 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.

We design for inclusion through Universal Design for Learning (UDL). Planning offers multiple ways to engage, to represent ideas, and to show learning, so barriers are reduced for all learners. Students have the right to feel safe, be known, and participate fully. Parents, teachers, leaders, and specialists share responsibility for fair access.

3. Goals

- (1) Maintain an inclusive culture of learning at Summerhill International School.
- (2) Identify and reduce barriers so that access and engagement increase.
- (3) Strengthen and review schoolwide systems for identification, planning, provision, and evaluation.
- (4) Ensure data privacy, informed consent, and timely communication with families.

4. Types of Support

- (1) Curriculum Support
Identify and reduce learning barriers by adjusting the curriculum, assessment practices, teaching styles and the physical environment.
- (2) Communication Support
Identify and reduce communication barriers for students when reading, writing, listening and speaking.
- (3) Physical Support
Identify and reduce the physical barriers for students who require physical accommodation or modifications to access the curriculum.

(4) Behavioral, Social, Emotional Support

Identify and reduce barriers for students who are developing contextually appropriate behaviors or social and emotional skills.

(5) Continuum of Holistic Support

At Summerhill International School we apply a holistic approach to supporting all students, including those with diverse backgrounds and needs. This continuum of support is created and implemented collaboratively with all relevant stakeholders—leaders, teachers, students, parents, AIES Management, and external support services. Our external support may include clinical specialists as well as services provided by the Child Care Department of the City Office. Support is offered primarily within the classroom environment, and when necessary, may be supplemented by additional guidance or interventions from these external specialists. All consultations and treatments involving external support occur with the full knowledge and agreement of parents, ensuring a transparent and cooperative process.

(6) 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.

Summerhill uses a simple three-tier model that fits early years practice. Entry and exit are based on evidence and team judgement.

- Tier 1 (for all): Quality first teaching using UDL, visuals, structured talk, language scaffolds, routines, and formative assessment.
- Tier 2 (for some, short term): Small-group oral language, phonological awareness, social skills groups, fine-motor stations, pre-teaching vocabulary.
- Tier 3 (for few, longer term where needed): Individual goals, visual timetables, sensory diet, behaviour support plans, therapist programmes, environmental adjustments.

Access arrangements are part of everyday practice and reflect the student's usual way of working. Examples include alternative response modes, visual schedules, movement breaks, enlarged print, task chunking, pre-teaching vocabulary, assistive

or augmentative communication, word banks, and planned rest breaks. Teachers record arrangements and their impact.

When support beyond Tier 1 is needed, an Individual Learning Plan captures strengths, barriers, goals, strategies, access arrangements, monitoring, and review dates. Plans are co-created with parents and reviewed each term.

5. Roles and Responsibilities

At Summerhill International School, we recognize that supporting student success is a collaborative effort involving a variety of stakeholders. The following outlines the roles and responsibilities of each stakeholder group, ensuring alignment with the school's core beliefs and values:

Admissions Staff:

Admissions team members are defined for each campus and include the principal, PYP coordinator, and head teachers.

- Identify Support Needs:
 - Engage with prospective students and families to gather information about potential support needs or accommodations required for a smooth transition to the school.
 - Collaborate with relevant stakeholders, including support staff and educators, to assess and address any identified support needs during the admissions process.

- Provide Information and Guidance:
 - Offer information and guidance to prospective students and families regarding available support services, resources, and accommodations at the school.
 - Assist families in understanding the school's approach to supporting students and how their child's needs will be addressed within the academic and social environment.

- Facilitate Transition:

- Facilitate a smooth transition for new students by coordinating with relevant school personnel to ensure appropriate support services are in place from the start of their enrollment.
- Communicate effectively with families to address any questions or concerns they may have regarding the admissions process or support services available.
- Promote Inclusivity:
 - Promote an inclusive and welcoming environment during the admissions process, ensuring that all students and families feel valued and supported.
 - Advocate for the inclusion of diverse student populations and the provision of equitable access to educational opportunities within the school community.

Teachers:

- Lesson Design and Instruction:
 - Create inclusive learning environments that promote equity, respect, and cultural responsiveness.
 - Collaboratively design and implement differentiated instruction to meet the diverse needs of students.
 - Collaborate with students to set goals and involve them in decision-making processes regarding their individual learning needs.
- Advocacy:
 - Advocate for students' needs within the school community, ensuring their voices are heard and their rights are respected, promoting a supportive and inclusive learning environment.
 - Advocate for faculty development to improve educators' understanding and use of learning strategies, tools and interventions to better meet all students' needs.
 - Play a key role in reflecting on improvements and developing support services, continually refining and adapting them to meet the evolving needs of students.

- Engage Families:
 - Communicate consistently and effectively with families to provide updates on their child's progress and discuss strategies and recommendations.

Leaders:

- Establish policies and procedures that promote equity, inclusion, and student well-being, ensuring compliance with legal and IB standards.
- Provide leadership and allocate resources to ensure the effective implementation and quality monitoring of inclusion support services.
- Guide and support professional learning opportunities to enhance inclusive practices across the school.
- Report on the progress and quality of inclusion initiatives to relevant stakeholders.

Students and Parents/Guardians:

- Actively partner with teachers and school staff to support the child's learning and well-being.
- Share views, goals, and relevant information (including external reports) with the school in a thorough, accurate, and timely manner, from admissions through graduation.
- Participate in the planning, development, and review of support plans.
- Provide thorough, accurate, and timely information from admissions through graduation to enable the school to effectively determine whether the school can support the child and to inform that support.
- Advocate for the child's needs and participate in the development and review of support plans.
- Stay informed and engaged in school activities and initiatives supporting their child's academic and personal development.
- As part of this collaborative process, any deepening needs, adjustments, or additional support measures must be documented. Evidence of these developments is recorded by the homeroom teachers, PYP Coordinator, and the Principal, with input and confirmation from parents/guardians.

Aoba Japan International School Learning Support Coordinator:

- Coordinate Support:
 - Coordinate the identification of students requiring support.
 - Oversee the development and implementation of Individual Learning Plans (ILPs).
 - Manage access arrangements for assessments and learning.
- Staff Development and Review:
 - Provide coaching and guidance to staff on inclusive practices and differentiation.
 - Lead and manage regular review cycles for student support plans.

6. Identifying Support Needs at Time of Enrollment in Summerhill

At Summerhill International School 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. In short:

1. Admissions collects parent input, prior plans, and relevant reports, with consent.
2. The team agrees on initial Tier 1 strategies and, if needed, a short-term support plan.
3. After two to three months, the team reviews impact and decides next steps.
4. Where needs exceed what Summerhill can reasonably provide, the school explains options, including other ASG pathways and community services.

7. 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) The teacher notices a pattern, gathers evidence, and informs the team.
- (2) The team selects Tier 1 strategies and notes them in the class record.

- (3) After two to three months, the team reviews impact and decides next steps.
- (4) If barriers persist, an ILP is created with co-constructed goals and access arrangements. Reviews occur each term, or sooner if needed.
- (5) With consent, the school may seek external assessment or therapy and integrate advice into the ILP.

The school collects only the data needed to plan and review support. Parents give informed consent for sharing with specialists. Records are accurate, secure, role-based, and retained under ASG policy and Japanese law.

Families may request a review of support, placement, or access arrangements. If unresolved, the case escalates to the Head of Campus, then the Group Head of Schools. Decisions are recorded and shared.

8. Glossary of terms

(1) Differentiation

Differentiation means tailoring instruction to meet individual needs.

(2) 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.

(3) 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.

(4) 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.

(5) 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.

Planned changes to teaching or assessment conditions that reduce barriers; based on the student's usual way of working. These include:

- Adverse circumstances: Unforeseen events that affect learning for a time.
- Individual Learning Plan (ILP): A short document that outlines strengths, barriers, goals, strategies, access arrangements, monitoring, and review dates.
- Reasonable adjustment: A proportionate change that helps a student access learning without lowering expected outcomes.
- Universal Design for Learning (UDL): Planning that offers multiple means of engagement, representation, and action.

9. List of Clinics for Psychoeducational Assessment

Summerhill International School maintains a contact list for community referral.

Families choose providers. The school does not endorse specific providers. The list is reviewed annually and shared on request.

List of Occupational Therapists in Tokyo

Aya Porte

US trained and licensed OT

Specializes in pediatric and school aged kids providing in-home therapy

Koiwellness.org

Aya@koiwellness.org

Sayako Hatano

Japan trained and licensed OT

Focus is on school aged children to provide school based OT services

<https://www.kidsprouttherapytokyo.org>

Yokota Occupational Therapy

Group of occupational therapists located at Yokota Air Base in Fussa—West of Tokyo

<https://www.facebook.com/yokotaot>

Yoshie Kanemiya

US trained and dual licensed OT

Provides in-home and clinic based OT services specializing in sensory processing

<https://www.roototjp.com>

yoshiek.otr@gmail.com

Educational Psychologists in Tokyo

- **1st STEP**

Services available in English, Japanese, Chinese and Hindi

<https://www.1st-step.org/14665740019486>

- **Komorebi Psychology**

Services in English, Spanish, and Japanese

<https://www.komorebi-psychology.com/>

- **Tokyo Mental Health**

Services available in English

<https://www.tokyomentalhealth.com/#>

- **Marielle Gorissen**

Services available in English or French

<http://www.tokyoneuropsychologist.org/>

- **Polaris Counseling Office**

Service in Japanese, English and Portuguese

<https://polaris-cog.com/index.html>

- **TELL**

Services available in English and Japanese

<https://telljp.com/>

- **Educational Psychologist within the Japanese health system**

A referral to an Educational Psychologist within the Japanese health system can be arranged through your family doctor.

Acknowledgements

Aoba Japan International School

Adopted: October 2021

Reviewed: November 2025

To be Reviewed: November 2027