

Da Vinci's International Schools Inclusion Policy

School's Mission statement

Da Vinci's International Schools care for and support young people by providing a balanced education that nurtures curiosity, creativity, and integrity.

In a respectful and tolerant environment, students discover new interests, develop their talents, and grow alongside others who share the same values.

Through internationally recognized programs, we help students make informed choices, face challenges with confidence, and become reliable, open-minded individuals who value diverse cultures and perspectives.

Philosophy and Purpose

Da Vinci's International Schools is committed to an inclusive approach to education in which all students are supported to access, participate in and engage meaningfully with learning and assessment.

In accordance with the IB definition, inclusion is an ongoing process of increasing access and engagement in learning by identifying and removing barriers. DVIS recognizes learner diversity as a valued characteristic of the school community and understands inclusion as a responsibility shared by students, families, teachers, the school psychologist, IB Coordinators and leadership.

The purpose of this policy is to provide a consistent framework for identifying barriers to learning and participation, implementing appropriate support, promoting student agency and wellbeing, and ensuring equitable access to the MYP and DP.

Principles of Inclusion

DVIS is committed to:

- valuing cultural, linguistic, social, individual and learning diversity;
- identifying and reducing barriers to learning, participation and assessment;
- maintaining high expectations and shared learning outcomes;
- using inclusive teaching, differentiation and appropriate scaffolding;

- supporting student agency, independence and wellbeing;
- providing equitable rather than necessarily identical opportunities;
- involving students and families in decisions concerning learning support;
- ensuring collaboration across the school community;
- reviewing support on the basis of evidence and student progress.

Inclusion applies to all learners, including students who require additional support and those who require extension, enrichment or increased challenge.

Identification of Barriers and Learning Support

Barriers may relate to language, communication, processing, attention, physical or sensory needs, medical circumstances, mental health, social-emotional wellbeing, numeracy, specific learning difficulties, cultural or environmental factors, or other circumstances affecting access to learning.

Identification may draw on admissions information, previous school records, teacher observation, assessment evidence, student and parent/guardian input, school psychologist consultation and professional reports where appropriate.

DVIS uses a graduated and collaborative approach. Teachers initially respond through inclusive classroom practice, differentiation, scaffolding and appropriate teaching strategies.

The school psychologist is a key member of this process, supporting the identification of barriers, consulting with students and families, advising teachers, contributing to support planning and monitoring the effectiveness of interventions.

School Psychologist and Inclusion

The school psychologist supports inclusion throughout the student's school experience, from admission and transition through teaching, learning, assessment and review.

The psychologist:

- contributes to admissions and transition procedures;
- meets students and families where appropriate;
- contributes professional insight into students' learning, developmental and wellbeing needs;
- supports the identification of barriers to participation and learning;
- advises teachers on appropriate strategies and interventions;
- provides appropriate psychological and wellbeing support within professional qualifications;
- contributes to ATL/ ATT and wellbeing workshops;
- collaborates with teachers and IB Coordinators regarding assessment access;
- contributes professional evidence where required;
- provides relevant documentation for inclusive arrangements requests

- recommends external specialist support when appropriate;
- participates in monitoring and reviewing the effectiveness of support.

The psychologist does not independently determine IB inclusive access arrangements. Formal arrangements for IB assessments are managed in accordance with current IB requirements by the IB Coordinator.

Inclusive Teaching and Wellbeing

Inclusive education is embedded in the school's Approaches to Teaching and Approaches to Learning (ATL). Teachers use differentiation, scaffolding, formative assessment, various teaching techniques, flexible grouping, appropriate technology to respond to learner variability.

The school provides age-appropriate workshops and activities supporting students' ATL skills, wellbeing and learner agency. These include communication, collaboration, reflection, self-management, study strategies and managing academic and social challenges.

The school psychologist contributes to these workshops and supports students in developing strategies for self-management, wellbeing and effective engagement with learning. Particular attention is given to key transitions, including entry into the MYP, progression through MYP, transition to DP and the beginning of DP1.

Language and Inclusion

The school recognizes that language may be either an asset or a barrier to participation and therefore provides appropriate language development and scaffolding.

Students' home and strongest languages are valued as resources for learning and identity. Where students are developing proficiency in the language of instruction, teachers use appropriate strategies to support access to the curriculum while maintaining academic expectations.

Language needs are considered alongside other aspects of the student's learning profile. The school psychologist, language teachers, subject teachers and IB Coordinators collaborate where language development intersects with wider learning or access needs.

Assessment and Inclusive Access

Assessment is used to monitor learning, provide feedback and identify barriers. Teachers use formative assessment to adjust teaching and provide appropriate support.

Inclusive access arrangements are adjustments intended to reduce or remove barriers to assessment without changing the assessment objectives or lowering academic expectations. Where appropriate, arrangements reflect the student's usual way of working in learning and teaching.

For IB assessments, DVIS follows the current IB Access and inclusion policy and Diploma Programme Assessment Procedures, including requirements relating to inclusive access arrangements. Where IB authorization is required, the IB Coordinator coordinates the request and submission of appropriate evidence.

The school psychologist may contribute professional evidence and recommendations, while the IB Coordinator is responsible for ensuring that requests comply with IB requirements.

Admissions and Transition

Inclusion is considered from the beginning of the admissions process. Admissions may include review of previous school records, student and parent/guardian interviews, language or placement assessments, meetings with the school psychologist and, where appropriate, trial days feedback.

The school psychologist contributes to understanding the applicant's strengths, learning profile, wellbeing and potential barriers to participation. The purpose is to determine what support may enable successful access to the proposed programme, not to make admission decisions on the basis of a diagnosis alone.

An identified learning support requirement does not in itself constitute grounds for exclusion. Where a student requires specialist provision beyond the school's current capacity, this is discussed transparently with the family and appropriate support or external provision is considered.

Transition information is shared appropriately between relevant staff to promote continuity of support.

Responsibilities

Students are expected to participate actively in learning, use agreed strategies, communicate their needs where possible, reflect on their progress and develop increasing independence and agency.

Teachers identify potential barriers, implement inclusive teaching strategies, monitor progress, provide differentiation and communicate concerns to the relevant staff.

IB Coordinators- coordinate implementation of the policy, support teachers, maintain relevant documentation and manage IB procedures for inclusive access arrangements.

School Psychologist- provides professional support across admissions, identification, learning, and review, working collaboratively with students, families and staff.

Leadership provides appropriate resources, professional learning and structures to ensure that inclusion is embedded across school practice.

Parents and guardians share relevant information, participate in relevant meetings and workshops, collaborate with the school in promoting student wellbeing, independence and learning.

Documentation and Review

The school maintains appropriate educational evidence concerning identified barriers, support strategies, student progress and access arrangements. This may include learning/support plans, teacher observations, assessment evidence, student work, records of interventions and relevant professional reports.

Confidential information is handled sensitively and shared only with those who have a legitimate educational or procedural need.

The effectiveness of support is reviewed through student progress, participation, assessment evidence, student and family feedback, teacher observations and professional reflection.

Review

The policy is reviewed annually by school leadership, IB Coordinators, the school psychologist and teaching staff. Feedback from students and families is considered as part of the review process.

DVIS understands inclusion as an ongoing process of identifying and reducing barriers and increasing access and engagement.

Through collaboration among students, families, teachers, the school psychologist, IB Coordinators and leadership, the school seeks to ensure that learner diversity is recognized, wellbeing is supported and students have equitable opportunities to achieve their academic and personal potential.

References

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