



REIGATE GRAMMAR SCHOOL
VIETNAM

Inclusive Education Policy

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Inclusivity and RGS Vietnam Values

Through our mission, RGS Vietnam is charged with developing an educational experience that “...empowers and inspires students to become active, lifelong learners ..” through a “.. holistic and balanced approach [that] nurtures each student’s potential and their inquiring minds...”

As an IB world school, we have considered the IB’s philosophy and mission statement in preparing, actioning and reviewing this policy. Our policy, procedures and actions consider the IB Learner Profile, Approaches to Learning and Teaching and International Mindfulness.

As a truly international school, RGS Vietnam celebrates the diversity within our whole community and recognises each member of that community as an individual with unique attributes. RGS Vietnam’s vision is to “nurture, empower and connect students with their local and global communities”. This is achieved in a supportive educational setting as part of an involved wider triangle of School, Student and Family.

Throughout the school, RGS Vietnam promotes the guiding principles within the IB Learner Profile as the foundation that allows each student to succeed in multiple ways.

- Principled
- Inquirer
- Communicator
- Open-Minded
- Risk-Taker (Courageous)
- Balanced
- Reflective
- Thinker
- Knowledgeable
- Caring

What is inclusive education at RGS Vietnam

The IB defines Inclusive education as:

Inclusion is an on-going process that aims to increase access and engagement in learning for all students by identifying and removing barriers.¹

And is centred in the following understanding of what an IB education is:

At the centre of international education in the IB are students aged 3 to 19 with their own learning styles, strengths and challenges. Students of all ages come to school with combinations of unique and shared patterns of values, knowledge and experience of the world and their place in it.²

As such RGS Vietnam believes that inclusive education is a process that looks to cater to the needs of individuals within their own unique experience within the school’s resources.

This includes but is not limited to:

- Students with a learning support requirements, including academically gifted as well as those experiencing academic difficulty
- Students with talents beyond the classroom

¹ "IB and inclusive education - an update - International Baccalaureate." 2015. 11 Oct. 2016

<<http://www.ibo.org/contentassets/019c8bebf2a84f2c8493ae56de3c8c34/62jaynepletserkalaparaturamibandinclusiv educationupdate.pdf>>

² "What is an IB education? - International Baccalaureate." 2014. 11 Oct. 2016

<<http://www.ibo.org/globalassets/digital-tookit/brochures/what-is-an-ib-education-en.pdf>>

- Students with English as an Additional Language
- Students from varying socio-economic settings
- Students with diverse personal or cultural backgrounds or religious affiliations

Inclusive education at RGS Vietnam is aimed at supporting the individual student to reach a variety of potentials within the educational setting of the school.

This is articulated by the whole school community through:

- Recognition and value of diversity as central to developing international mindedness
- Recognition that differentiating the learning experience for each student is essential to achieving learning goals for students.
- Acknowledgement of the importance of school, student, family and community as a collaboration that leads to student success

Inclusivity in practice at RGS Vietnam

Support of Special Educational Need within RGS Vietnam

RGS Vietnam is only equipped to offer limited support for students with Individual Special Educational Need. At admission, each student's individual need is assessed in both the interview process and placement testing process. Where it is regarded that the need of the student is beyond that which RGS Vietnam can suitably accommodate then that students would not be able to enter the school.

During the admissions process, RGS Vietnam works with parents where there may be a case to suggest additional support in the classroom would allow a student to access the curriculum without disadvantage. In this case, individual agreements are developed between the school, parents and students as to the most suitable access support.

Identification of need following admission

Where a need is identified following successful admission to the school, RGS Vietnam will endeavour to work with the parents and student to make continued access possible, as outlined above. However, due to the limited resources, RGS Vietnam may withdraw admission for a student if it is not possible to fully meet the needs of that student within the school and curriculum.

Through consultation with homeroom teachers, subject teachers, programme coordinators and the Academic Leadership Team, RGS Vietnam will offer in-house testing for language needs or suggest alternative outside consultation for other needs.

Where a need has been identified, and can be supported, regular pastoral meetings will guide faculty in supporting the individual student and allow for reflection and information exchange between faculty.

English as an Additional Language support at RGS Vietnam.

RGS Vietnam offers a support programme for all students in the development of English as an academic language throughout the school. For details, refer to the RGS Vietnam Language policy.

Inclusivity within the taught curriculum

- RGS Vietnam uses student assessment to not only report on student attainment but also determine prior knowledge, identify gaps in knowledge and monitor development through formative assessment which can inform the teaching of each student.
- RGS Vietnam supports students for whom English is an additional language through both formal EAL programmes and within the curriculum through differentiation.
- RGS Vietnam builds progression for all students through differentiation of tasks to support students in meeting or exceeding grade level expectations.

- RGS Vietnam, through cooperation with parents, helps develop wider educational support, if required, beyond the resources directly available in school.
- RGS Vietnam supports and implements inclusive assessment arrangements for students identified as having assessment access requirements. RGS Vietnam faculty create authentic opportunities for students to develop local connections and enrich the curriculum through regular field trips.
- RGS Vietnam provides opportunity for students to make choices based on their strengths, needs, interests and possible future paths. This includes, but is not limited to, student ownership within UOIs in PYP and subject option processes in Years 9 and 11 (Grade 8 and 10) in Secondary School.

Inclusive Assessment Arrangements

RGS Vietnam follows the guidelines of both the Cambridge Assessment International Education and the International Baccalaureate Organisation with regard to assessing entitlement and arrangements for all formal external assessments and qualifications. Regulations around access for each are provided to parents and students during the process of identifying need. Where a student with access in one programme moves to another programme continued dialogue between school, parent and student ensures that all information is pertinent to the individual.

Where a student is identified as requiring Inclusive Assessment Arrangements (IAA), the Academic Leadership Team and examination officer/programme coordinator(s) work with the individual student and parents to understand the need, provision and implementation of the IAA. Programme coordinators also work with faculty as a whole to ensure that access arrangements are applied during the taught curriculum.

Supporting documentation as well as official access allowance documentation is recorded and held both by the relevant school section and examinations officer / programme coordinator.

Where a student is identified as requiring access arrangements prior to entering a programme, the programme coordinator will work with faculty to ensure the possibility for the student to practise use of any suggested access arrangements throughout the programme. This prior use of arrangements helps guide the programme coordinator in developing the specific request for each individual student within the specific requirements of each programme.

Access Arrangements in Formal Assessments

It is the responsibility of the programme coordinator, in conjunction with the examinations officer, to ensure that provision of access arrangements in formal assessments meet the needs of the student and the requirements of the programme.

Inclusivity beyond the curriculum – supporting talent

- RGS Vietnam students have access to a range of extra-curricular activities throughout the week that allow individual students to build upon existing capabilities and interests or develop new one.
- RGS Vietnam supports student leadership through the Student Councils, House Captains and Upper Secondary School Prefect system.
- RGS Vietnam supports student access to the curriculum through consideration of wider talents in the Arts and Sport as Scholarship criteria
- RGS Vietnam supports and encourages student interest and participation in sport beyond the classroom, via school teams and external competitions

Inclusive community

- RGS Vietnam provides language support for non-English speaking parents in all communications as well as at Parent information events and Parent-Teacher Conferences
- RGS Vietnam has developed English-language learning programme for parents and local staff, which is delivered upon interest.
- RGS Vietnam endeavours to support exchange and collaboration with Vietnamese schools and projects through our partnership schemes, including English-language support and teacher pedagogical training opportunities.

Inclusive Faculty

- RGS Vietnam supports the development of a “*challenging, globally relevant curriculum that meets the needs of individual learners*”³ through continuing professional development opportunities.
- RGS Vietnam supports faculty career development through mentoring and support of faculty working towards internationally-recognised higher level educational qualifications.
- RGS Vietnam faculty incorporate researched-led pedagogical developments within their professional practice to promote access to the curriculum through differentiation and monitoring of student progress through formative and summative assessment.
- RGS Vietnam faculty promote an environment where students’ self-esteem and positive well-being is central to individual student progress.

³ RGS Vietnam Mission Statement