International School Rheintal

Inclusion Policy

June 2023

International School Rheintal
Werdenbergstrasse 17 - CH-9470 Buchs - Tel. +41 81 750 63 00 - www.isr.ch - office@isr.ch

ISR Guiding Statements **4**
International School Rheintal Vision 4
International School Rheintal Mission 4
ISR Inclusion Policy Statement **5**
I. ISR Multi-Tier System of Support (MTSS) **6**
MTSS Flowchart 7
Tier 1 7
Tier 2 8
Tier 3 9
Aims of ISR Multi-Tier System of Support (MTSS) 10
Teaching to variability 10
II. Admission of Students with Special Educational Needs and Disabilities (SEND) and English as Additional Language (EAL) **11**
III. Identifying Barriers to Learning, Teaching and Assessment **12**
Steps in Identifying, Removing and Reducing Barriers to Learning: 12
1. Gathering information to identify the barriers. This includes the following: 12
2. The Referral Process 13
2. Screening and Formal Assessment to Identify Barriers to Learning 14
3. Learning Support Services Delivery Models 14
IV. English As An Additional Language (EAL) **15**
V. Individual Education Plans **15**
VI. Inclusive Access Arrangements **16**
Inclusive Access Arrangements for Primary Years Programme Students 17
A. Inclusive Access Arrangements for MYP and DP Students 17
Inclusive Access Arrangements: Decision Pathway 19
B. Procedures For Applying for DP Students Applying for Access Arrangements for the DP Exams: 20
C. Standard Access Arrangements Provided in IB Assessments: 21
The below standard arrangements detail the possibilities available for IB Assessments. Students are authorised specific access arrangements according to their needs and as agreed with IB. 21
Flexibility in Duration 21
Flexibility in Presentation of Material and Resources/ Reception of Content 21
Use of Human Assistance 22
VI. Guidance and Counseling **23**

VII. Confidentiality **23**
VIII. Glossary **23**
IX. References and Useful Resources **25**
Resources 25
Bibliography 25

ISR Guiding Statements

International School Rheintal Vision

ISR is the school of choice in the Alpen Rheintal region providing a high quality international education in English for students from Kindergarten to Grade 12, inspiring international-mindedness, academic and personal excellence and responsible engagement.

Updated June 2021

International School Rheintal Mission

ISR is a supportive, challenging and student-centered environment. We encourage each student to reach their potential whilst promoting international-mindedness, empathy and life-long learning. Through teamwork and individual endeavours, members of the school community should:

- Respect and take responsibility for themselves, others and the environment
- Appreciate and respect diversity
- Think critically
- Reflect thoughtfully
- Communicate effectively
- Celebrate success

Updated October 2021

ISR Inclusion Policy Statement

As an International Baccalaureate school, the International School Rheintal believes in an inclusive approach to education that is designed to reduce or remove barriers so that every student can fully participate in, and fully develop through, IB programmes. ISR aims to challenge and support all students to reach their full potential.

ISR supports the practice of access and inclusion in IB schools to enable all students to participate fully in learning, teaching and assessment (formative and summative) through high quality teaching practices and by reducing/removing barriers to learning using appropriate and well-planned interventions/access arrangements. The ISR framework for Learning Support Services is a Multi-Tier System of Supports (MTSS), where students, faculty, staff and parents[1] are involved in access and inclusion. This framework gives us the opportunity to address learning needs in a proactive and timely manner.

As an IB school ISR supports the following principles of an inclusive education where:

- Education for all is considered a human right under the United Nations Declaration of Human Rights.
- Education is enhanced by the creation of affirmative, responsive environments that promote a sense of belonging, safety, self-worth and whole growth for every student.
- Every educator is an educator of all students.
- Learning is considered from a strength-based perspective.
- Learning diversity is valued as a rich resource for building inclusive communities
- All learners belong and experience equal opportunities to participate and engage in quality learning.
- Full potential is unlocked through connecting with, and building on, previous knowledge.
- Assessment provides all learners with opportunities to demonstrate their learning, which is rewarded and celebrated.
- Multilingualism is recognized as a fact, a right and a resource.
- All students in the school community fully participate in an IB education and are empowered to exercise their rights and accept their responsibilities as citizens.

[1] The phrase parent/s also includes the legal guardian of the student in the case of the student's legal guardian not being a biological parent.

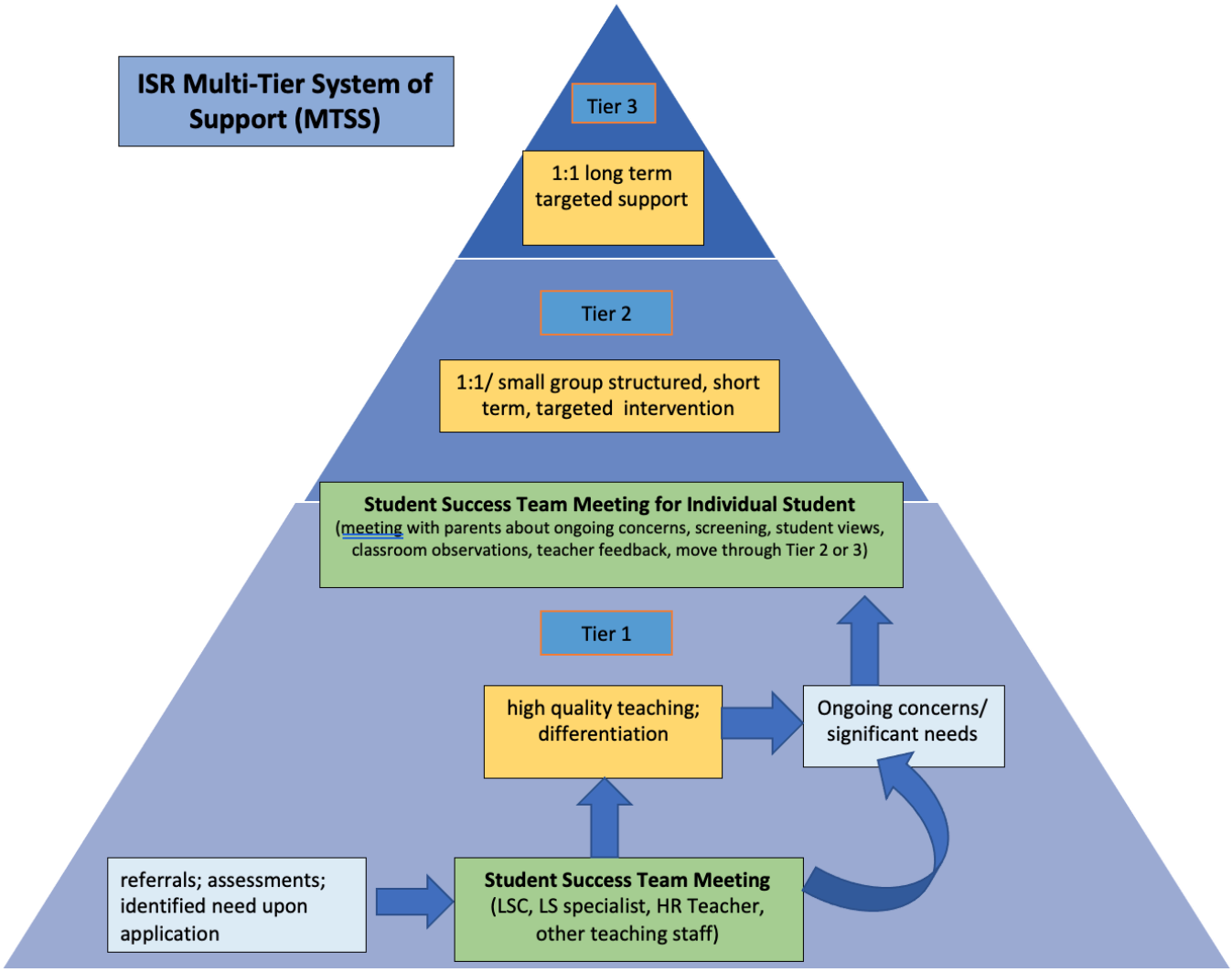
- All students in the school community have a voice and are listened to so that their input and insights are taken into account.
- All students in the school community develop the IB Learner Profile attributes and develop into inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.
- Diversity is understood to include all members of a community.
- All students experience success as a key component of learning.

I. ISR Multi-Tier System of Support (MTSS)

We cater for students with Specific Education Needs and Disabilities (SEND) and English as Additional Language learners (EAL) that can be successful at ISR and, with the agreed support, can access the learning at our school. This includes the full range of needs from SEND such as dyslexia, high-functioning autism and other neuro-diverse conditions through to physical disabilities such as partially sighted students. We are an inclusive school with high academic expectations. Up to around 40% of students will likely have an SEND requirement during their education[2]. These can be for short-periods or for the entirety of a student's education. We have a three-tier way of identifying needs, and the accompanying support provision and students can move between tiers as their needs evolve and change:

[2] https://epi.org.uk/publications-and-research/many-children-send/

MTSS Flowchart



Tier 1

Universal support and high quality teaching is the responsibility of all classroom teachers for all the students at ISR. It is an expectation that all classroom teachers differentiate their programmes for a wide range of student needs. The Learning Support Team (LST) collaborates with the classroom teachers and may support development of teaching materials and assessment measures so that all students within the classroom can learn effectively.

In order for a student to move from Tier 1 to Tier 2, the following must occur:

- Multiple ways of differentiating and inclusive practices in class were tried and recorded by the classroom teacher.
- Communication and agreement about next steps with parents/students.
- Gaps in learning were identified in the results of benchmarking assessments.

Tier 2

Targeted intervention support is designed to provide short term interventions. At ISR we define an "intervention" to be specific, intentional, and targeted support provided to individuals or small groups of students over a clearly defined time period in order to address an identified need or mediate underlying learning, language, social/emotional or physical challenges. All Tier 2 interventions must be measurable and have clear and effective documentation throughout as well as initial and final communication with all stakeholders. Parent partnership is very important to student progress and success.

Tier 2 interventions are generally for eight weeks, with at least 3-4 sessions per week. A Tier 2 intervention may be repeated if deemed appropriate by stakeholders. After two rounds, a student must be discussed at a Student Success Team (SST) meeting in order to make a decision about ongoing support. All Tier 2 support is delivered in a small group setting. Level 2 interventions generally start after the benchmarking results have been collected and analyzed in the beginning of the school year.

All Tier 2 interventions are documented using the Individual Education Plan (IEP). The IEP is accessible to all ISR teaching staff.

A Tier 2 intervention **must** have:

- At least 3-4 sessions per week for an eight to ten week cycle.
  Specific measurable goal based on evidence and the highest priorities for the student.
- Initial and final data to assess for progress.
- Initial and final communication to all stakeholders.
- Individual or a limited number of students in a group with the same specific measurable goal.

In order for a student to move from Tier 2 to Tier 3, the following must occur:

- The LST Coordinator, an LST team member and Homeroom teacher reviews all data and collates a “whole student” picture.
- An SST meeting will be scheduled and held including; the Homeroom teacher, LST member, LST Coordinator, Head of Senior/Primary School. Other members of the teaching staff, like specialist subject teachers, will be included if necessary.
- The outcome of the SST meeting determines next steps, including a recommendation for any necessary external professional assessment. The LST Coordinator, Homeroom teacher and Head of Senior/Primary School will communicate these to all necessary stakeholders, including the parents.
- Based on the outcome of the SST meeting in consultation with the student and the parents, students may remain in Tier 2 for an additional round of intervention or move to Tier 3.

Tier 3

Following an assessment and diagnosis of a learning difficulty or difference, or ongoing health/developmental need, a student is considered Tier 3 of the MTSS and an Individual Education Plan (IEP) will be created for them. Tier 3 support provides targeted support through the IEP and an LST member will be timetabled specifically for the student if needed. Tier 3 support is typically longer term in nature. Referral to external professionals like psychotherapist, speech and language therapist or occupational therapist may be recommended. This support is agreed and financed by the parents on top of the tuition fees.

Where a student’s needs are beyond that where they can access the education at ISR, we contact parents directly. It may not be possible to continue to offer a place in such circumstances. This is an unusual occurrence but can happen. We always work with parents and students positively to support the transition of a student into an appropriate setting.

At ISR we do not solely concentrate only on the acquisition of knowledge and skills but also on the development of the whole child. In general, students will stay with others of their own age group and we adapt the programme to their needs; we do not encourage, or generally support, grade advancement or holding back students from their age-related grade level.

Aims of ISR Multi-Tier System of Support (MTSS)

- Meet the needs of a child with Specific Education Needs and Disabilities (SEND) and English as an Additional Language learner (EAL).
- Positively promote inclusive practices, high quality teaching and differentiation.
- Be knowledgeable and familiar with the unique needs of the SEND/EAL child and find possible ways to support them.
- Involve the parents in providing support for the SEND/EAL student.
- Build confidence and self-esteem to enable the SEND/EAL student to work to their full potential.
- Maintain collaboration with parents, teachers and outside resources to ensure SEND/EAL students are identified early and continue to assess and monitor on an on-going basis.
- Teaching and learning materials are matched to the needs of the individual.
- Develop in children a sense of responsibility for their own learning and behavior.
- Promote close and supportive links between the home, school and community.

Teaching to variability

The use of the term “learner variability” (Meyer, Rose and Gordon 2014) acknowledges new understandings in neuroscience and recognizes that brain networks are variable and not fixed (Rose, Rouhani, Fischer 2013). All students may experience barriers to learning at some point in their school career.

In line with the IB’s commitment to inclusive education, students are considered in terms of their strengths. The IB has moved away from the use of deficit labels to identify students and instead considers the areas of challenge that a student may experience: reading; writing; mathematics; social and emotional learning and behavior; mental health and psychological well-being; speech, language and communication; vision; hearing; giftedness; physical; and medical/illness.

II. Admission of Students with Special Educational Needs and Disabilities (SEND) and English as Additional Language (EAL)

The admissions policy works alongside the specific guidance for admittance of SEND and EAL students. Students that have barriers to learning are referred to as students with SEND and students whose first language is not English as EAL students.

ISR reserves the right to request medical records, reports from previous schools and, if needed, to contact the former teachers of the child to obtain information about their needs. This information is very important in order for the school to provide the correct support as soon as the child begins at the school. A School Recommendation Form is sent to the previous school upon admission to gather information about the student's academic history. All information about the student is kept confidential and is protected under GDPR European Law of 2018 (although as a Swiss international school, we have European family data).

In agreement with the family and student, ISR provides a trial period for a student that requires significant additional support to make sure that ISR can meet the needs of the student. After the trial period and careful evaluation, ISR will decide whether to admit the student or deny admission. If the student's needs are beyond what the school can provide, admittance will be declined or revoked.

Once admitted to ISR, the school will make reasonable efforts to meet the student's learning needs using the MTSS. The parents will be informed of additional costs should a student need Tier 3 intensive support. The parents should collaborate closely with the LST and the Homeroom teacher in terms of arranging support and accessing outside resources if needed.

An EAL student who would like to be admitted at ISR in Grade 10 with the plan of continuing to the DP program will receive intensive EAL support and should ideally be able to achieve the B2 proficiency at the end of Grade 10. It is a requirement of the IB programme that students entering the Diploma in Grade 11 have at least a B2 level of

English (ideally C1). ISR has an EAL specialists who provide individual or small group support to EAL students.

III. Identifying Barriers to Learning, Teaching and Assessment

Barriers are all obstacles that may prevent or disadvantage a student from fully participating or effectively engaging in their learning and assessment for learning. While learners may experience any number of fleeting or transient barriers that may disturb their learning for a few days, access and inclusion needs to be considered when it is observed that a learner is facing a long-term challenge. For medical issues, an illness or condition that lasts for more than 12 weeks is usually considered chronic and ISR will consider access arrangements for learning, teaching and assessment where required.

Steps in Identifying, Removing and Reducing Barriers to Learning:

1. Gathering information to identify the barriers. This includes the following:

- Documented observation of the student in the classroom.
- Information from previous school, parents/legal guardians or student about previously identified challenges.
- Anecdotal information from parents/legal guardians about what they currently observe at home.
- Responses to the checklist given by the access arrangement assessor to the students and teachers.
- At the beginning of the school year Reading and Maths Benchmarking Assessments will be administered to students to identify students who will need support and access arrangements throughout the year.
- ISR will also use the results of the standardized assessment administered annually to identify students who need additional support. Results are shared to students and parents.

2. The Referral Process

A referral can come from the classroom teacher, a member of the LST, the parent or a student. A referral may occur during the time of admission, when the admission files are reviewed by the LST Coordinator and Head of Senior/Primary School.

The general referral process includes:

- A teacher or parent identifies a concern about a student and contacts a member of the LST or the Homeroom teacher. Collaboratively they gather data from the classroom and if the student is receiving intervention, problem solve and determine the next steps. Parents should be contacted and notified of the concern.
- Next steps are implemented which will include: an SST meeting and a Tier 1 or Tier 2 intervention recommendation. An SST meeting happens following a Tier 2 intervention or when there are major concerns about a student or the teachers need input from multiple perspectives. A follow up meeting must occur with the necessary stakeholders to determine the effectiveness of what was implemented as well as when assessment has been completed.
- If an SST meeting is needed, the Homeroom teacher and necessary stakeholders should complete a form prior to the meeting to give the LST a holistic view of the student and be able to determine the next steps. The Learning Support Coordinator/Homeroom teacher will also meet with the student and the parents.
- The SST meeting should have a minimum of three members (such as a Homeroom teacher, Programme Coordinator, appropriate member of the LST, the Head of Senior/Primary School and the LST Coordinator).
- Any decisions about the following can only be made at a SST meeting:
    - ➢ A recommendation for an external assessment.
    - ➢ A recommendation for external therapy.
    - ➢ Discussion with parents about possible treatment options outside of the school.
- Decisions about recommendations to parents of appropriate external providers must be made collaboratively during the SST Meeting. The school is not allowed to contact any external provider about an individual student or family without the explicit parental permission; except in the case of a safeguarding issue. It is

very helpful to get parental permission for collaboration for the start of the process.

2. Screening and Formal Assessment to Identify Barriers to Learning

Once information is gathered, the qualified access arrangement assessor of ISR will assess the student using the standardized tests available in school. The LST Coordinator together with the Homeroom teacher will communicate the results of the assessments to parents and the next steps will be discussed. Educational psychological evaluation from outside agencies will be recommended for students who have more complex needs. The parents must act upon this recommendation at their own cost.

ISR's EAL specialists administer EAL English Language Proficiency Assessments to identified EAL students upon admission to ISR to monitor their language development and allocate support when needed.

3. Learning Support Services Delivery Models

1. *Through inclusive practices, high quality teaching and differentiated instruction in the classroom.* Based on readiness, learning preferences, and interests of the students, teachers vary their approach and adjust the curriculum and presentation of material to give students access to multiple paths to the same goals or outcomes.
2. *Through consultation with classroom teachers.* The LST consults with the classroom teachers to discuss individual needs and strategies and to meet those needs in the classroom.
3. *Through response to intervention.* LST provides support to students through a specific, intentional and targeted intervention. An intervention provides support to small groups of students over a clearly defined time period in order to address an identified need or mediate underlying learning, language, social/emotional or physical challenges.
4. *Through in-class support.* The LST provides support to students in their content/grade level classrooms. The focus is on teaching strategies and skills that support the student within the classroom with the grade level material. This can include co-teaching.

5. *Through small group instruction.* Some students learn best in an alternative setting where instruction is provided in small groups. In these small groups, LST may teach remedial skills, teach mini lessons, or provide access to the curriculum in a way that works for the small group of students.
6. *Through accommodations.* Students qualifying for accommodations can receive them in the classroom to allow them access to the grade level curriculum.

IV. English As An Additional Language (EAL)

ISR provides support for students who enter the school with limited or no English. Where intensive EAL support is necessary, additional support may be needed and additional costs may be incurred. This will be addressed individually. EAL support may be withdrawn from normal lessons and the students taught in a small group by an EAL teacher for one to three lessons per week or an EAL teacher may go into the normal classroom and work with the homeroom teacher supporting the EAL students as appropriate.

All classroom teachers will also offer support to EAL students and will modify tasks or expectations where appropriate. The learning of an additional language takes a considerable amount of time. It may not be possible to complete all tasks in the classroom or in the homework, but EAL students are encouraged to attempt what they can. During the early stages of EAL, homework will be minimal but will increase over time. Students are strongly encouraged to read simple reading materials in English on a regular basis. As their reading and writing skills develop, they will be able to accomplish more of the classroom and homework assignments and more would be expected of the student. If at any time a parent is aware that their child is feeling very frustrated or stressed about the learning of English, please contact the Homeroom teacher to discuss this.

V. Individual Education Plans

Individual Education Plans (IEP) celebrate learning success, build on strengths and circumvent difficulties to develop the whole student. They describe the individual reasonable adjustments (accommodations and modifications) required to achieve

expected learning outcomes. An IEP is created for students who are receiving Tier 2 and Tier 3 support. ISR follows these procedures in writing and implementing the IEP:

1. The IEP will be written collaboratively by the LST coordinator, appropriate LST member, Homeroom teacher, student and parents.
2. The IEP should acknowledge the student's strengths and interests. It should be focused on the individual's strengths and specific needs and challenges rather than the medical or psychological labels.
3. The results of the student's assessment administered by the access arrangement assessor or Educational Psychological report should serve as a guide in setting the IEP goals.
4. Once the IEP goals are written, the IEP will then be sent to the parents for signature and feedback.
5. The IEP is reviewed every 8-10 weeks. The review is student led. The reviewed IEP will then be shared with the parents.
6. If the student finds it challenging to achieve the goals set in the IEP, other strategies will be tried and goals will be re-evaluated.
7. The IEP should be integrated with the technologies that the student uses in and out of the classroom.
8. The IEP respects confidentiality.

VI. Inclusive Access Arrangements

Access arrangements are changes introduced to teaching, learning and assessment to remove or reduce barriers. They do not change what the student is expected to learn and do not lower expectations, but instead provide the optimal support to address challenges and to enable the student to work around them. At a fundamental level, they address equity to learning and teaching, in addition to valid and meaningful assessment.

Inclusive Access Arrangements for Primary Years Programme Students

The following access arrangements are available to PYP students with identified barriers to learning:

- Additional time
- Use of assistive technology
- Scribe
- Reader
- Preferential seating arrangement
- Use of translators for EAL students

When resources allow, ISR should adhere to the recommendations of the student's Educational Psychological report.

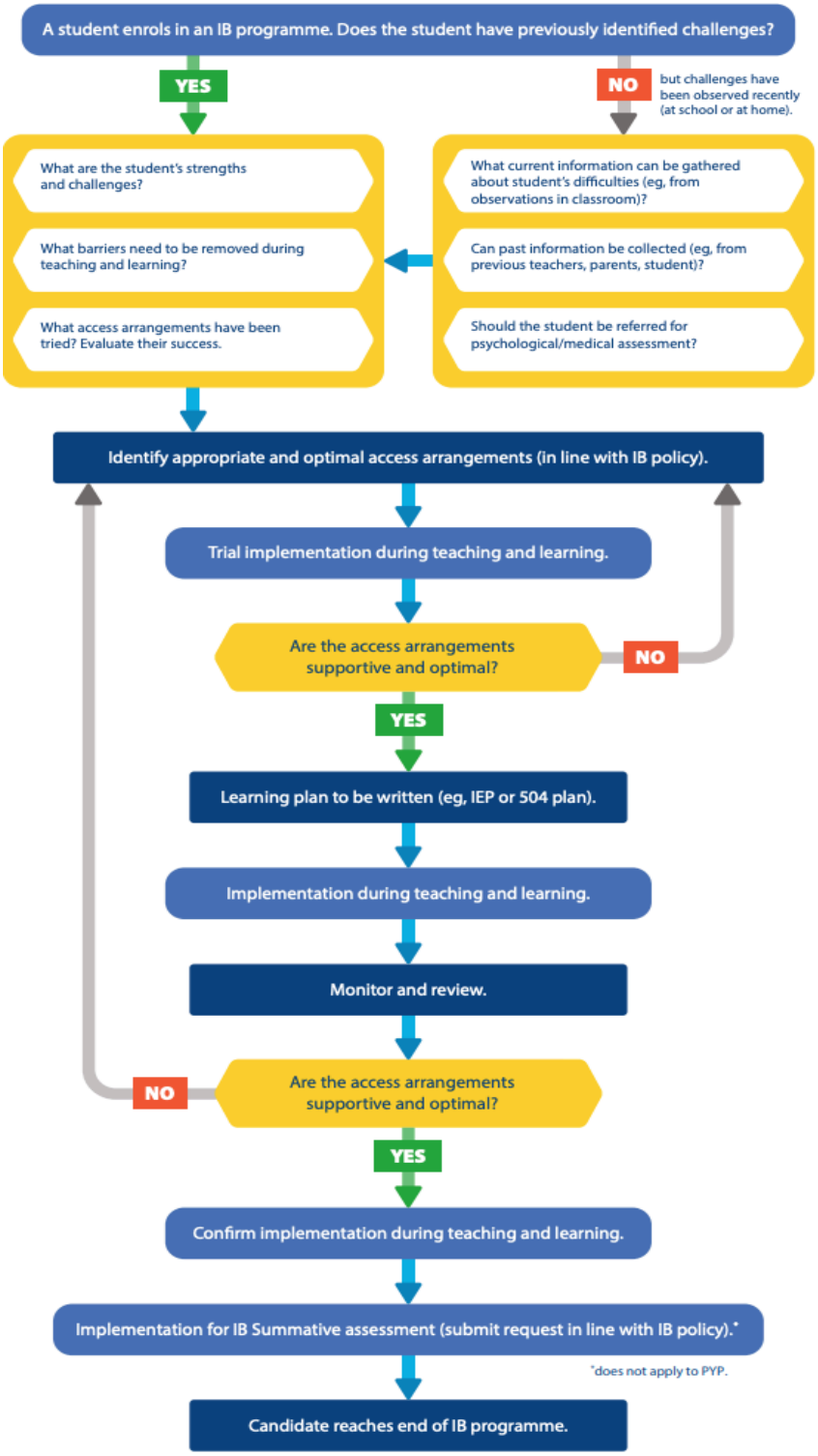
A. Inclusive Access Arrangements for MYP and DP Students

An MYP/DP student may be referred by parents, teachers or self-refer. Once a referral has been made, the procedures below will be followed:

1. The LST Coordinator and Homeroom Teacher will Inform the parents that a referral has been made and ask their permission to have the student assessed by the school's qualified Access Arrangement Assessor (AAA).
2. The AAA will provide a checklist to teachers and the student to identify strengths and barriers to learning. An SST meeting will be set up to get a clear picture of the needs of the student based on the observations and educational evidence provided by the teachers.
3. Screening assessments available in school will be administered and the results will be used as evidence.
4. If the results of the assessments meet the criteria for eligibility, then the student will be added to the ISR Learning Support Register and the teachers will be informed about the inclusive access arrangements that the student will receive.
5. The inclusive access arrangements for a student must be in place throughout the course of learning and teaching, including all formative and summative assessments.

6. In some instances, a student may require an access arrangement for one subject but not another.
7. A student's access requirements may change over the course of their study.
8. A student may be referred to to outside agencies for further assessment (at the cost of the parents) when needed.
9. When resources allow, the school should adhere to the recommendations of the student's educational psychological report.

Inclusive Access Arrangements: Decision Pathway



Please note: Access arrangements and learning plans should be monitored and reviewed throughout a student's IB programme. If at any point further or new challenges are observed, you must re-visit the decision pathway above.

B. Procedures For Applying for DP Students Applying for Access Arrangements for the DP Exams:

The AAA, LST Coordinator and DP Coordinator will gather the supporting documentation for the student applying for access arrangement. This must be completed by September in Grade 12 (no requests can be received after this date). Two forms of supporting documentation are required when submitting a request for access arrangements for IB authorization:

1. Evidence Supplied:
    a. *An educational psychological/medical report.* This must be written by medical, educational or psychological professionals with appropriate qualifications and/or professional licences in their country of residence. All educational psychological reports must be undertaken within three years of the intended examination that the request relates to and dated accordingly. However, the IB can be flexible with the date of medical reports for students with permanent sensory and/ or physical challenges. Evidence from a language test for additional language learners.
    b. *Educational evidence from school*. This can be a letter/observational report from the DP Coordinator and/or the student's subject teacher(s) outlining any difficulties that may be apparent in the classroom, plus a summary about the arrangements provided to the student in order to access learning and assessment. Educational evidence can also be provided by way of a detailed IEP plan for the student or a sample of work done under timed conditions without the access arrangements that are being requested.

2. Access Arrangement Consent Form: this will be given to the student if they are at the age of consent in their country or to the student's parents/legal guardians. The student should be informed that if the student transfers to another school for their examinations, the online application request for inclusive access arrangements will be visible to the DP Coordinator of the new school. If they wish to withdraw the request for inclusive access arrangements before the transfer, the school must be informed of this at the time of transfer. The ISR DP Coordinator and the DP Coordinator of the new school must inform the IB in writing.

The ISR DP Coordinator together with the LST Coordinator will upload the documents to IBIS together on or before October for Grade 12 students sitting examinations in the following May.

Stakeholders will be informed once the approval form for student's access arrangements is available from IB.

C. Standard Access Arrangements Provided in IB Assessments:

The below standard arrangements detail the possibilities available for IB Assessments. Students are authorised specific access arrangements according to their needs and as agreed with IB.

Flexibility in Duration

- Additional time (10%, 25%, 50%)
- Additional time for oral examinations (25%)
- Additional time for mathematics - applicable to mathematics and subjects that require mathematical calculations (25%)
- Additional time for listening in listening comprehension (25%)
- Rest breaks
- Deferral
- Extensions to IB submission deadlines
- Additional retakes (exceptional-provided on a case-by-case basis)

Flexibility in Presentation of Material and Resources/ Reception of Content

- Modified paper-based examinations
- Modified on-screen examinations
- Vision aids and devices
- Hearing aid and devices
- Memory devices, organisers, written list of instructions and other visual aids
- Sign language interpreter
- Text of audio content
- Image descriptions or other adaptations to questions (for total or severe visual impairment)
- Adaptation to questions due to color blindness

- Designated person for color naming (for color blindness)
- Reader
- Reading software
- Reading pen
- Script reader (for lip reading)
- Audio recordings of texts and lessons
- Use of bilingual dictionaries for EAL students

Flexibility in Response

- Word processor
- Scribe
- Speech and recognition software
- Graphic organiser
- Four function calculator
- Text to speech
- Transcriptions
- Talking calculator
- Audio recording of responses

Use of Human Assistance

- Care assistant
- Practical assistant
- Spelling assistant
- Prompter
- Communicator (to clarify instructions or directions)
- Designated person for colour naming
- Designated person reading aloud, or oral language modifications
- Sign language interpreter
- Reader
- Scribe

VI. Guidance and Counseling

ISR has a Guidance Counselor who provides students with school guidance and academic programmes that support student academic, social, physical and life college development and readiness. The Guidance Counselor is able to provide limited short-term counseling, and will refer students who need more intensive and ongoing counseling support to appropriate outside agencies.

The Guidance Counselor promotes Social Emotional Learning (SEL) through the PSHE (Personal, Social, Health and Economic) curriculum.

VII. Confidentiality

Confidential information is shared among a student's team of professionals. The purpose of sharing confidential information is to better understand how a student learns and set up appropriate services to meet their learning needs. ISR staff is expected to protect confidential information. Confidential information must also be GDPR compliant.

The consent of the parents should be secured in writing before sharing sensitive information about a student, unless there is a safeguarding concern. The files of the student are maintained and securely locked away by the LST Coordinator.

VIII. Glossary

Access refers to providing equitable educational opportunities in learning, teaching, evaluation/ assessment and all other aspects of school life to all students by making space and provision for characteristics that each person brings.

Access Arrangements are changes or alterations introduced to learning, teaching and assessment to remove or reduce barriers. They do not change what the student is expected to learn and do not lower expectations, but instead provide the optimal support to address a range of barriers and enable the student to work around them.

Additional Language Learners A student whose medium of instruction and assessment is not their first or best language.

Additional or extra time A specific percentage of examination time authorized to a student with specific access requirements that is more that the standard duration of time allocated to the examination in IB assessments and other tasks in classwork.

Assistive technology Those technologies used in the learning environment to consolidate, assist or enable learning (Abbott 2007).

Barriers to learning are all obstacles that may prevent or disadvantage a student from participating or effectively engaging in their learning, teaching and assessment.

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

Primary Barriers are the key elements that impact a student's learning. Often, there are also associated secondary barriers that are causally related to the primary barrier.

IX. References and Useful Resources

Resources

[Equity and inclusive education in the IB]
[Access and inclusion policy]
[Center on Multi-Tiered Systems of Support].

Bibliography

Gordon, David, et al. *Universal Design for Learning*. CAST Professional Publishing, 2016.

Rose, L. Todd, et al. "The Science of the Individual." *Mind, Brain, and Education*, vol. 7, no. 3, 2013, pp. 152–158, https://doi.org/10.1111/mbe.12021.

NB - Last policy review led in 2023 by Kharla Giannotti, Learning Support Coordinator