



Impington International College
Inclusion and Inclusive Education Policy

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Reviewed by	Victoria Hearn, Johanna Sale, Governing Body



Impington International College Inclusion and Inclusive Education Policy

At Impington International College, we are dedicated to fostering an inclusive learning environment that upholds the principles of equality, diversity, and respect for all individuals.

Legislation

In accordance with The Equalities Act 2010, which prohibits discrimination on the basis of protected characteristics including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation, IIC is committed to promoting and safeguarding the rights of every student. We also align our practice with the UN Convention on the Rights of the Child, ensuring our students are treated with dignity, are given a voice and have equity in the accessing of high-quality education without discrimination.

We aim to create a culture of support and growth where every student feels valued, respected and empowered. Aligning our policy to the IB Learner Profile, we seek to promote understanding, acceptance and a celebration of differences to cultivate a culture of inclusivity that permeates every aspect of College life.

Duty and responsibilities

- **All Staff:** It is the responsibility of the entire Impington community to ensure that the culture and environment of the College reflects and promotes the values that underpin inclusion and that all individuals are protected from discrimination.
- **Students** will be empowered in this area through the expectations of Ready, Respectful, Safe as outlined in the Behaviour and Relationships Policy.
- **The Heads of Sixth Form (IBDPC and IBCPC)** as members of SLT are responsible for the implementation of inclusion and to lead all teaching and support staff in safe practice within the sixth form.
- **The Equality and Diversity Lead** provides CPD for staff and works alongside the DSPS to support students and staff in promoting inclusion.
- **The Designated Safeguarding Lead** for sixth form is responsible for ensuring safeguarding procedures are inclusive and accessible to all students.
- **The Lead Governor for Sixth Form** is responsible for liaison between the sixth form leadership team and the Governing body of the College.

Inclusive Education in an IB World School

As part of an IB World School, IIC “believes in an inclusive approach to education designed to remove or reduce barriers so that every student can fully participate in IB Programmes”.¹We are proud of our diverse community; the staff and student body comprise over 80 nationalities representing a range of cultures and beliefs. Our inclusion policy aims to provide a framework to ensure all students from all backgrounds, including students with SEND and EAL, receive a high-quality education that is broad, balanced and adapted to meet individual needs.

We have high expectations of work, attitude and behaviour and we place great value on the involvement of students and their parents / guardians to maximise wellbeing and academic success.

Supporting student need

IIC believes in full integration of students and favours supplementing the education of the students with additional support within the classroom from the position of quality first teaching. At IIC we firmly believe that the central place of approaches to learning (ATL) in all IB programmes helps teachers and students respond in a flexible way to individual learning needs, including the needs of those who are learning in a language other than their first language or who have learning support requirements. Adaptive teaching practices build opportunities in which each student can develop, pursue and achieve appropriate individual learning goals.² Adaptive teaching is therefore a key requirement in our expectations of best practice, in relation to inclusion.

Early identification and intervention for additional needs begin at the application stage. Assistant Principals (Heads of Sixth Form, IB DPC and IB CPC), and the Director of SEND and Pastoral Care (DSPC) engage in dialogue with students, parents/carers, and previous schools to identify needs. This includes utilising data such as the Cambridgeshire Risk of Non-Involvement (RONI/NEET) and Child Protection information from previous schools.

Students who have additional needs meet with the Director of SEND and Pastoral Care to discuss barriers to learning, and plans for support are developed in collaboration with the SENCO. Throughout the academic year, teaching staff and tutors refer students to the DSPC for support, both within and outside the classroom.

¹ International Baccalaureate Organisation: Equity and inclusive education in the IB

² Diploma programme: From Principles into Practice: learning Diversity and Inclusion

Teachers receive training and guidance on adaptive teaching practices, empowering them to provide tailored learning opportunities that match each student's goals, methods and are relevant to their skills and knowledge. We also foster self-reflection among staff and students to promote self-advocacy and independent learning skills within the IB programmes, encouraging ongoing dialogue to enhance learning and inclusion for all.

Key components:

- Prompt identification of student needs through communication with previous educational institutions and baseline assessments
- Transparent discussions with staff, parents, and students regarding the background and nature of these needs
- Collaborative planning involving both parents and students to devise strategies for meeting individual needs
- Communication of tailored strategies and set targets for students, with regular monitoring of progress.
- Ongoing evaluation of systems and procedures to support all students, including those with identified SEND, through continuous engagement with staff, students, and parents.
- Establishment of partnerships with external agencies as needed to provide additional support

Support for students

- Access to appropriate ICT facilities including providing Chromebooks when needed and supporting access and use of appropriate software
- Special arrangements for external and internal examinations
- Appropriate and individual careers' advice and guidance including support with applications to Higher Education institutions.
- Specialist EAL Coordinator to offer guidance on best practice³
- Fire evacuation plans are in place for disabled pupils. Refuge areas are clearly marked. All buildings have appropriate access arrangements for disabled students.

Inclusive Access Arrangements

Inclusive access arrangements for those students at IIC following the International Baccalaureate Diploma Programme (IBDP) and the International Baccalaureate Career-

³ See Impington International College: Language Policy

related Programme (IBCP) aim to ensure that all students, regardless of their individual needs or circumstances, have equitable access to the curriculum, assessment, and support services.

This can take various forms:

Student Profile (ILP): Students with diverse learning needs, including those with disabilities, learning difficulties, or English as an Additional Language (EAL) requirements, may have ILPs developed in collaboration with teachers, parents, and support staff. These plans outline specific accommodations, modifications, and support strategies tailored to the student's needs to facilitate their access to the curriculum and assessments.

Extended Time for Assessments: Students with specific learning difficulties, disabilities, or other needs may be granted extended time for assessments to ensure that they have sufficient time to complete tasks and demonstrate their understanding. This accommodation may be provided for both in-class assessments and formal examinations, in accordance with the guidelines and regulations set by the IBO.

Alternative Assessment Format: In some cases, students may require alternative assessment formats to accommodate their individual needs. This could include providing assessments in alternative languages, formats (e.g., Braille, large print), or modalities (e.g., oral assessments) to ensure equitable access to assessment opportunities.

Use of Assistive Technology: students with disabilities or specific learning needs may benefit from the use of assistive technology tools and resources to support their learning and assessment. Inclusive access arrangements may include providing access to assistive technology devices, software, or other accommodations to facilitate the student's participation in the curriculum and assessments.

Accessible Learning Materials: Ensuring that learning materials, resources, and assessments are accessible to all students is essential for promoting inclusivity. This may involve providing materials in accessible formats, such as digital text, audio recordings, or tactile resources, as well as ensuring that online platforms and resources are designed with accessibility features in mind.

Regular Review and Monitoring: Inclusive access arrangements should be regularly reviewed and monitored to ensure that they remain effective in meeting the student's needs and promoting their inclusion. This may involve ongoing communication and collaboration between teachers, support staff, parents, and the student to identify any adjustments or modifications needed to support the student's progress.

Roles and responsibilities

- Heads of Sixth Form (Assistant Principals IBDPC/IBCPC) and DSPC: identification of students with inclusive access/SEND and continuous update of all records.
- SENCO: to ensure provision is made as appropriate.
- Heads of Sixth Form (Assistant Principals IBDPC/IBCPC) and DSPC: application for Inclusive Access Arrangements for IB/BTEC exams and potential application for adverse circumstances.
- Parents and guardians: To share any relevant diagnosis documentation and information with the DSPC and Heads of Sixth Form
- Teaching staff: Be up to date with student profiles and ensure that planning, assessment and teaching is adapted to meet individual need.