



Kunyang
Primary School



IB Inclusion Policy

PURPOSE

The purpose of this policy is to:

- (a) communicate to all stakeholders in our Kunyang Primary School community the expectations for creating and maintaining an inclusive learning environment.
- (b) provide clear guidelines to all stakeholders by defining terminology, appropriate vision, goals and practices in the context of the International Baccalaureate Primary Years Programme.
- (c) establish the responsibilities of all relevant stakeholders in relation to inclusivity at Kunyang Primary School.

SCOPE

This Policy is closely linked with the **Kunyang Primary Schools Inclusion and Diversity Policy** and **Student Wellbeing and Engagement Policy**. The Inclusion Policy is also aligned with the IB Admissions Policy, IB Language Policy and IB Academic Integrity Policy. As an IB world school we believe 'shared responsibility for learning begins by establishing inclusive support structures that value diversity and support equal opportunity for all members' (IB publications, The Learning Community, PYP: From Principles into Practice, 2018, pg. 4). This policy applies to all stakeholders responsible in upholding the IB's commitment to inclusion including the School Improvement Team, PYP coordinator, teaching and non-teaching staff, students, parents and legal guardians.

RULES FOR IB WORLD SCHOOLS

5.8 It is the practice of the IB to make its programmes available to all students enrolled at IB World Schools. No student will be excluded by the IB on the grounds of race, nationality or national origin, ethnicity, culture, gender, age, sexual orientation, religious affiliation, political

beliefs, disability or any other personal characteristic as prohibited by law. Schools must implement their duties under these rules in a manner that enables this practice to be upheld. (IB publication, Rules for IB World Schools, 2024, pg. 2).

POLICY

Kunyung Primary School is an International Baccalaureate World School, specialising in the Primary Years Programme (PYP). The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. We provide a safe, inclusive and supportive learning environment for all students and members of our school community. The IB Primary Years Programme is accessible to all students who attend Kunyung Primary School.

Promoting inclusivity and valuing diversity is essential for making individuals contribute to creating a better and more peaceful world. We aim to provide a respectful environment where all individuals are active members of society and share the same value that 'schools celebrate diversity by creating a safe school environment where members of the community feel secure, respected and trusted to voice their differences' (IB publications, The Learning Community, PYP: From Principles into Practice, 2018, pg. 15). The IB programme principles and practices ensure that our school values student diversity and respects individual learning differences. Valuing diversity and difference is a key aspect of becoming more internationally minded and is an important goal of the IB programme.

At Kunyung Primary School we believe 'a learning community that values inclusion ensures that all students are offered opportunities' (IB publications, The Learning Community, PYP: From Principles into Practice, 2018, pg. 4). Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Inclusivity is a belief that everyone can learn and have the right to an opportunity to do so. We are committed to providing a programme that is designed to remove barriers to learning, allowing every student to pursue appropriate goals and develop as individuals.

Inclusive learning at Kunyung Primary School aims to identify and remove barriers to learning to increase access and engagement for all students. An ongoing process of reflection and evaluation to create dynamic pedagogical excellence and improve student outcomes is facilitated. Kunyung Primary School supports learning diversity and recognizes that students and staff all have their own learning journey which is supported through the attributes of the IB Learner Profile. Strategies, skills and attitudes that are developed through the Approaches to Teaching and Learning ensures our programme will develop strengths and support challenges for all students.

PRINCIPLES AND PRACTICES

At Kunyung Primary School we aspire to an educational approach that follows a continual process of increasing learning and participation for all students. We address learning support requirements and reflect on the broader objectives of education, the nature of pedagogy, curriculum and assessment. We achieve this in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community.

We believe that learner variability encompasses all students and does not exclude on the grounds of strengths, challenges, age, social status, economic status, language, gender, race, ethnicity or sexuality. There is a continually shifting combination of strengths and challenges that learners will experience.

‘Learner variability upholds that categorizing students according to diagnostic labels... does not provide sound indicators of a student’s potential or appropriate teaching strategies’ (IB publication, Learning Diversity and Inclusion in IB Programmes; Removing Barriers to Learning, 2020, pg. 3).

At Kunyung Primary School we strive to build an inclusive school community by developing relevant practices that support inclusion in our school culture and policies, the approaches to teaching and learning, through our school organisation and resources, the physical aspects of our buildings and school site, and how individuals within the school community interact on a daily basis.

We believe that it is the responsibility of our School Improvement Team in consultation with educators, learning support professionals, parents and guardians, students and all other relevant stakeholders to ensure that processes to remove barriers to learning for every student are in place. ‘It is the responsibility of every teacher, as a teacher of all students, to make sure that each student is exposed to teaching and learning that reaches them as individual learners’ (IB publication, Learning Diversity and Inclusion in IB Programmes; Removing Barriers to Learning, 2020, pg.7).

At Kunyung Primary School we will ensure that:

- inclusion is defined and aligned with our school’s mission and vision
- our School Improvement Team is involved in developing effective strategies to increase access and participation
- whole school development processes promote inclusion
- resources to support inclusion are available
- school routines can be flexible where necessary
- transitions are facilitated
- collaborative teaching and learning practices are pivotal

- common understandings, policies and practices take into account human rights, diversity, quality and equity
- all members of our school community have a shared responsibility for developing culture and practices
- educators consider themselves teachers of all students at Kunyung Primary School
- school policies reflect the inclusive nature of our school
- teaching and learning addresses human commonality, diversity and multiple perspectives
- professional development supports the whole community in developing effective strategies to increase access and participation
- developing effective strategies to increase access and participation is maintained and sustained
- our whole school community is used to develop inclusive practices
- provide inclusive access arrangements and reasonable adjustments for learning and assessment
- school facilities are accessible to all members of the school community
- creativity and willingness to organise physical spaces, classroom orientation and structure is considered as needed
- daily interactions among the school community create affirmative, responsive environments that promote a sense of belonging, safety and self-worth for every member of the community
- the learner profile plays an important role in promoting the agency to affirm identity and empower personal freedom
- collaborative practices amongst members of the community are encouraged

RESPONSIBILITIES FOR INCLUSION

1. School Improvement Team

- Establish an IB Inclusion policy in line with the Kunyung Primary School Inclusion and Diversity policy, with scheduled review dates.
- To provide resources, support and leadership in ensuring practices are in place to remove barriers to learning for all members of the school community.
- To use the IB standards and practices to support inclusion

2. Teaching Staff

- Ensure every student is exposed to teaching and learning as individual learners
- Ensure students are the centre of learning
- The learning environment lends itself to inclusion

- differentiation is supported from planning through to instruction and assessment

3. Parents and guardians

- develop an inclusive school community that supports the outcomes the school wants to achieve regarding inclusion and diversity.

4. Students

- Take responsibility for their learning (as appropriate)

5. The Whole School Community

- All community members of IB World Schools have a shared responsibility in creating a culture of inclusion
- Are tolerant and respectful of all
- Celebrate personal and cultural identities

SUPPORT

At Kunyung Primary School, our Wellbeing Assistant Principal ensures the necessary inclusive access arrangements are in place and learner variability of all students is taken into account. Kunyung Primary School also understands that it has a legal obligation to make reasonable adjustments to accommodate students with disabilities. The Wellbeing Assistant Principal works in close collaboration with students, teachers, parents or guardians, support services and if appropriate, the students treating practitioners to develop effective Individual Learning Plans (ILP) that celebrate learning success, build on strengths and overcome challenges to develop the whole student.

KEY TERMINOLOGY

Affirming identity and building self-esteem The first of the four principles of good practice as referred to in Learning diversity and inclusion in IB programmes.

Diversity refers to difference and uniqueness. Valuing diversity is about acceptance and recognition.

Equity As defined by OECD, “Equity in education has two dimensions. The first is fairness, which basically means making sure that personal and social circumstances—for example gender, socio-economic status or ethnic origin—should not be an obstacle to achieving educational potential. The second is inclusion, in other words ensuring a basic minimum standard of education for all—for example, that everyone should be able to read, write and do simple

arithmetic. The two dimensions are closely intertwined: tackling school failure helps to overcome the effects of social deprivation which often causes school failure.”

Identity is the state of being oneself; the qualities, beliefs and values that make a person.

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

Inclusive Inclusive education means increasing access to, and involvement in, learning and teaching for all students. Being an inclusive school means removing barriers to learning and involving everyone in the life of the school

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 equal access and fairness to teaching and learning and in addition, validity and meaningfulness to assessment.

Intercultural understanding is about having mutual understanding and respect for one's own and others' cultures. It recognizes our common humanity, diversity and interconnections.

Internationally minded Being internationally minded is characterized by being aware of oneself and others. It refers to a sense of belonging to broader communities and a common humanity. It involves being engaged with local and global issues and taking action for positive change. Developing and demonstrating the attributes of the IB learner profile provides an important foundation for international-mindedness.

Learner variability A term that embraces all students and does not exclude on the grounds of strengths, challenges, age, social status, economic status, language, gender, race, ethnicity or sexuality. Taking into account changing histories, circumstances and contexts, learner variability represents the shifting combination of strengths and challenges that learners experience. Within this understanding it is recognised that there is no average brain and thus no average student. Learner variability upholds that categorizing students according to diagnostic labels (ADHD, dyslexia, and so on) does not provide sound indicators of a student's potential or appropriate teaching strategies.

Reasonable adjustments Changes or additional conditions to the assessment process which may not be standard and are not covered in the list of inclusive access arrangements. They are unique to a student based on their requirements.

Stakeholder A stakeholder is a person with an interest or investment in something. PYP stakeholders include students, teachers, staff, families and caregivers, as well as other significant adults in students' lives.

(Terminology sourced from the IB publications:

- The IB Guide to Inclusive Education: a Resource for Whole School Development, 2019, pg. 15
- The Learning Community, PYP: Principles into Practice, 2018 pgs. 63-67
- Learning Diversity and Inclusion in IB Programmes; Removing Barriers to Learning, 2020, pg. 29)

APPENDICES

Appendix 1: IB Standards and Practices for Inclusion

Culture 2: The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)

Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)

Culture 2.2: The school defines in its inclusion policy all of its legal requirements and outlines the school's IB structures and processes for compliance. (0301-02-0200)

Culture 2.3: The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the schools' vision for implementing inclusive programmes. (0301-02-0300)

Culture 6: The school implements, communicates and regularly reviews its IB-mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)

Culture 6.1: The school implements processes with consideration of the relationship between its IB-mandated policies. (0301-06-0100)

Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

Culture 6.3: The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)

Culture 6.4: The school articulates a planned integration of human, natural, built or virtual resources in all of its IB-mandated policies. (0301-06-0400)

Culture 6.5: The school considers the Learner Profile in all of its IB-mandated policies. (0301-06-0500)

Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)

Culture 6.7: The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (0301-06-0700)

Appendix 2: Further Standards and Practices to Support Inclusion

IB STANDARDS AND PRACTICES TO SUPPORT INCLUSION

Purpose

- The school community fosters internationally minded people who embody all attributes of the IB learner profile. (0101-03)

Leadership and governance

- The school organizes time for learning and teaching that provides a broad, balanced and connected curriculum and serves the changing needs of its community. (0201-03)

Student support

- The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01)
- The school identifies and provides appropriate learning support. (0202-02)
- The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03)
- The school provides guidance and support that help students succeed in its IB programme(s) and plan for the next stage of their educational and/or career-related experiences. (0202-04)
- The school builds relationships with the wider community that are a source of wisdom and expertise to strengthen the implementation of its IB programmes (0202-05)

Teacher support

- The school provides time and other resources for teachers to collaborate effectively in the implementation of IB programme(s). (0203-03)

Culture through policy implementation

- The school secures access to an IB education to the broadest possible range of students. (0301-01)
- The school implements, communicates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language (0301-04)

Coherent curriculum

- Teachers collaborate to design, plan and deliver the school's IB programme(s). (0401-02)

Students as lifelong learners

- Students take ownership of their learning by setting challenging goals and pursuing

- personal inquiries. (0402-06)
- Students pursue opportunities to explore and develop their personal and cultural identities. (0402-07)

Approaches to teaching

- Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)

Approaches to assessment

- The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03)

Appendix 3: IB Principles of an Inclusive Education

IB Principles of an Inclusive Education

education for all is considered a human right

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

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

Sourced from the IB publication, *Learning Diversity and Inclusion in IB Programmes; Removing Barriers to Learning*, 2020

Appendix 4: IB Learner Profile

IB LEARNER PROFILE

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

BALANCED

We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional - to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

REFERENCE LIST

IB publication, *The IB Guide to Inclusive Education: a Resource for Whole School Development*, 2019

IB publication, *IB learner profile booklet*, 2009

IB publication, *The Learner (PYP: From Principles into Practice)*, 2018

IB publication, *Learning and Teaching (PYP: From Principles into Practice)*, 2018

IB publication, *Learning Diversity and Inclusion in IB Programmes: Removing Barriers to Learning*, 2020

IB publication, *The Learning Community (PYP: From Principles into Practice)*, 2018

IB publication, *Programme Standards and Practices*, 2018

IB publication, *Rules for IB World Schools*, 2024

IB publication, *Towards a continuum of international education*, 2008

FURTHER INFORMATION AND RESOURCES

IB publication, *Access and Inclusion Policy*, 2021

RELATED SCHOOL POLICIES

- IB Academic Integrity Policy
- IB Admissions Policy
- IB Assessment Policy
- IB Language Policy
- Inclusion and Diversity Policy
- Student Wellbeing and Engagement Policy

REVIEW CYCLE

This policy was last updated on **10/09/2025** and is scheduled for review on **10/09/2028**

Approved by School Council: