British International School

Access and Inclusion Policy

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British International School Lubumbashi (BISL) is committed to creating an inclusive learning environment where all students can access quality education and achieve their full potential. This Access and Inclusion Policy outlines the school's comprehensive approach to identifying, supporting, and removing barriers that may hinder student participation and success across Cambridge Primary, IB Middle Years Programme (MYP), and IB Diploma Programme (DP).

Inclusion at BISL is founded on the principle that diversity strengthens our school community. We recognize that students have varied learning profiles, strengths, and support needs. Our inclusive approach integrates Universal Design for Learning principles, differentiated instruction, and targeted interventions within a Multi-Tiered Systems of Support (MTSS) framework to ensure equitable access and opportunity for all learners.

1. Mission and Guiding Principles

1.1 Inclusion Mission Statement

BISL's inclusion mission is to foster a school culture where every student—regardless of ability, background, or learning profile—experiences positive relationships, meaningful participation, and measurable academic and personal growth. We believe that an inclusive school strengthens the entire community and prepares students for global citizenship.

1.2 Core Principles

Our approach to access and inclusion is guided by seven foundational principles:

1. **Affirming Identity and Building Self-Esteem**
   Students bring diverse experiences, abilities, and backgrounds that contribute to our school community. We intentionally create spaces where students see themselves reflected in curriculum materials, celebrate their strengths, and develop confidence as learners and individuals. This principle extends across all programmes, from Cambridge Primary through IB DP.
2. **Valuing Prior Knowledge and Experience**
   Effective learning builds on what students already know. Our teachers draw on students' existing knowledge, linguistic resources, cultural backgrounds, and lived experiences as foundations for new learning. This recognition of prior knowledge particularly benefits students whose educational pathways differ from traditional international school trajectories.
3. **Scaffolding and Extending Learning**
   We provide carefully planned support structures that enable students to access grade-level content while building competence and independence. Scaffolding is gradual and responsive, adjusted based on continuous observation of student progress. Simultaneously, we extend learning for students demonstrating advanced understanding, ensuring challenge and engagement across all ability levels.
4. **Whole-School Responsibility**
   Inclusion is not the work of a learning support department alone. Every teacher, administrator, counselor, and support staff member shares responsibility for creating inclusive learning environments and supporting student success. Professional development focuses on equipping all educators with inclusive teaching strategies.
5. **Collaborative Problem-Solving**
   When students face barriers to learning, we engage in collaborative dialogue with families, specialists, subject teachers, and the student. Data-driven decision-making guides our problem-solving process. We view challenges as opportunities to better understand student needs and refine our support strategies.

6. **Evidence-Based Practice**
   Our inclusion strategies are grounded in educational research and adapted to our school context. We systematically collect data on student progress, monitor the effectiveness of interventions, and adjust our approaches based on evidence of what works for our learners.
7. **Cultural Responsiveness and Equity**
   We recognize that barriers to learning are often rooted in systemic inequities. Our policies and practices actively work to identify and dismantle barriers related to ability, language, socioeconomic background, cultural identity, and other factors. We create space for diverse perspectives and ways of knowing within our curriculum and learning environments.

2. Policy Scope and Applicability

This policy applies to all students in BISL programmes:

- Cambridge Primary (Years 1-6)
- IB Middle Years Programme (Years 7-11)
- IB Diploma Programme (Years 12-13)

The policy encompasses:

- **Curriculum design and instruction** – ensuring learning experiences are universally accessible
- **Assessment and evaluation** – providing flexible assessment methods and appropriate accommodations
- **Physical learning environments** – maintaining accessible facilities and resources
- **Student support services** – coordinating comprehensive support services and interventions
- **Family partnerships** – engaging families as essential partners in inclusion
- **Professional development** – building staff capacity for inclusive practice
- **Admissions and enrollment** – ensuring transparent, equitable admission processes
    - Admissions decision-making: embedding inclusion principles and non discriminatory practice in the evaluation of all applicants.
    - Pre admission assessment: using the MTSS framework to identify likely support levels for incoming students and to design initial support plans.

3. Understanding "Inclusion" at BISL

3.1 Definition of Inclusive Education

Inclusive education at BISL refers to the process of identifying and removing barriers that prevent participation, learning, and progression for all students. Inclusion means that students with diverse needs—including those with disabilities, learning differences, giftedness, English language learners, and students from underrepresented groups—are educated alongside their peers in mainstream classrooms with appropriate supports.

Inclusion differs from mere "integration," which involves placing students in mainstream settings without necessarily providing necessary support or removing barriers. True inclusion requires systemic change in curriculum, instruction, assessment, and school culture.

3.2 Who Benefits from Inclusive Practices?

While this policy specifically addresses students requiring additional support, the inclusive strategies outlined benefit all students. Universal Design for Learning principles, flexible grouping, varied instructional approaches, and differentiated assessment are features of excellent teaching that enhance learning for everyone.

Students who particularly benefit from the provisions of this policy include those who:

- Have identified disabilities (physical, sensory, cognitive, neurological)

- Experience learning differences or learning disabilities
- Are identified as gifted or talented
- Are English language learners requiring additional support
- Have experienced significant prior educational gaps
- Face barriers based on socioeconomic status, cultural background, or other factors
- Have social-emotional or behavioral support needs
- Require modified assessment arrangement

3.3 Inclusive Admissions

Inclusive admissions at BISL means that admissions procedures actively identify barriers and design supports, rather than using differences in ability, language, or background as automatic exclusion criteria. Admissions staff collaborate with the Student Support Team to evaluate reasonable accommodations, access arrangements, and tiered interventions for applicants requiring support."

4. Multi-Tiered Systems of Support (MTSS) Framework

BISL implements an MTSS framework that proactively identifies and addresses student needs using evidence-based strategies with increasing intensity. This framework integrates academic support, social-emotional learning, and behavioral support into a comprehensive, coordinated system.

4.1 Tier 1: Universal Support (100% of Students)

Tier 1 encompasses high-quality, inclusive instruction available to all students. Universal supports create a strong foundation, preventing many learning and behavioral challenges from developing.

Universal Design for Learning (UDL)

All curriculum is designed with UDL principles in mind, providing flexibility and accessibility from the start:

- **Multiple Means of Representation** – information is presented through varied modalities (visual, auditory, kinesthetic) and formats to ensure all students can access content
- **Multiple Means of Action and Expression** – students demonstrate learning in diverse ways (written, oral, visual, kinesthetic, digital)
- **Multiple Means of Engagement** – varied instructional strategies, choice, authenticity, and relevance support student motivation and sustained effort

Differentiated Instruction

Teachers regularly differentiate instruction to meet the varied needs of learners within each classroom:

- Content is adjusted based on readiness and prior knowledge
- Process (how students learn) is varied to match learning preferences and needs
- Products (how students demonstrate learning) offer choices and flexibility
- Pacing accommodates different rates of learning within the class

Positive School Climate

A positive, inclusive school climate supports all students' academic and social-emotional development:

- Explicit instruction in social-emotional competencies (emotional awareness, relationship building, responsible decision-making)
- Clear behavioral expectations and consistent, restorative approaches to discipline
- Visible celebration of diversity and student contributions

- Regular peer interaction, collaborative learning opportunities, and inclusive practices during non-instructional times

Family Partnership

Families are engaged as partners in their child's education through:

- Regular, meaningful communication about student progress and strengths
- Opportunities for family input in goal-setting and decision-making
- Clear channels for raising concerns or questions
- Access to resources supporting learning at home

4.2 Tier 2: Targeted Support (10-25% of Students)

Students who demonstrate that Tier 1 supports alone are insufficient receive Tier 2 interventions. These targeted supports are provided to small groups of students with similar needs, in addition to core instruction.

Identification for Tier 2 Support

Students are identified through:

- Universal screeners administered school-wide (literacy and numeracy benchmarks)
- Teacher observations and classroom performance data
- Formative assessment data indicating students below grade-level benchmarks
- Social-emotional or behavioral screening tools
- Referrals from families, teachers, or specialists
- Results of previous year assessments and progress monitoring data

Tier 2 Intervention Examples

Common Tier 2 interventions at BISL include:

- **Reading intervention groups** – explicit, systematic small-group reading instruction targeting foundational skills
- **Mathematics intervention groups** – focused instruction addressing specific skill gaps in numeracy
- **Language development support** – structured small-group sessions supporting English language development or mother tongue maintenance
- **Social skills groups** – targeted instruction in specific social-emotional competencies
- **Executive function support** – strategy instruction in organization, planning, and self-monitoring
- **Behavioral support plans** – coordinated strategies addressing specific behavioral goals

Tier 2 interventions typically occur 2-4 times weekly for 6-12 weeks, with progress monitoring every 1-2 weeks.

4.3 Tier 3: Intensive, Individualized Support (3-5% of Students)

Students who do not respond adequately to Tier 1 and Tier 2 support receive Tier 3 intensive interventions. These individualized, highly specialized supports may include special education services.

Identification and IEP Development

Students identified for Tier 3 support undergo comprehensive evaluation involving:

- Detailed assessment of academic, cognitive, social-emotional, and behavioral functioning
- Observation in multiple settings (classroom, playground, lunch, specialist sessions)
- Evaluation by specialists as indicated (school psychologist, speech-language pathologist, occupational therapist, etc.)

- Family interview and input
- Analysis of previous interventions and response data

When assessment indicates need for special education services, an Individualized Education Plan (IEP) is developed specifying:

- Student strengths, abilities, and support needs
- Annual goals addressing academic, social-emotional, or behavioral development
- Specific accommodations and modifications to curriculum, instruction, and assessment
- Placement and services (in-class support, pull-out services, specialized instruction)
- Progress monitoring and communication plans

Tier 3 Provisions

Intensive support may include:

- **Specialized instruction** – services from specialists such as learning specialists, speech-language pathologists, occupational therapists, or counselors
- **Modified curriculum** – adjusted learning goals, curriculum content, or instructional materials
- **1:1 or small group instruction** – intensive, individualized teaching addressing specific skill development
- **Behavioral support plans** – comprehensive plans with frequent monitoring and data collection
- **Adaptive technologies and materials** – specialized tools supporting access to curriculum (screen readers, text-to-speech, alternative input devices, etc.)
- **Coordination of community services** – linking families with external services as needed (medical specialists, therapeutic services, etc.)

5. Universal Design for Learning in Curriculum and Instruction

UDL principles are systematically integrated into curriculum design and classroom instruction across all three programmes at BISL. Teachers receive professional development in UDL strategies and receive collaborative planning time to implement UDL in their courses.

5.1 Multiple Means of Representation

Information is presented through varied modalities to ensure all students can perceive and understand content:

- **Visual supports** – charts, diagrams, infographics, images, videos, animations
- **Auditory information** – read-aloud texts, podcasts, lectures, audiobooks, verbal explanations
- **Kinesthetic experiences** – hands-on activities, manipulatives, movement-based learning
- **Digital accessibility** – large print options, color contrast adjustments, captions, transcripts

5.2 Multiple Means of Action and Expression

Students demonstrate learning through various formats:

- **Written work** – essays, reports, creative writing, journals
- **Oral presentations** – individual or group presentations, discussions, podcast creation
- **Visual representations** – artwork, concept maps, infographics, digital presentations
- **Performance or demonstration** – physical creation, exhibition, practical demonstration
- **Digital products** – multimedia projects, websites, digital videos
- **Collaborative work** – group projects, peer teaching, co-creation

5.3 Multiple Means of Engagement

Instruction maintains student motivation, interest, and effort through:

- **Relevance and authenticity** – connecting learning to student interests and real-world contexts
- **Choice and autonomy** – providing decisions within learning experiences
- **Collaboration** – structured peer learning and cooperative work
- **Variety in challenge level** – appropriately challenging tasks that maintain flow
- **Varied grouping strategies** – flexible, purposeful grouping that changes based on learning objectives

6. Assessment and Access Arrangements

Assessment at BISL is designed to provide all students with fair opportunities to demonstrate their knowledge, skills, and understanding. Access arrangements are modifications to standard assessment conditions that remove barriers without compromising the validity of assessment.

6.1 Types of Access Arrangements

Time-Related Adjustments

- **Additional time (10-50% increase)** – extended time on tests or assignments for students whose disability or learning difference impacts processing speed or stamina
- **Rest breaks** – brief, scheduled breaks during longer assessments allowing fatigue management
- **Extended deadlines** – additional time to complete coursework or assignments
- **Deferred assessment** – postponement of assessment to a later session when appropriate

Format and Setting Modifications

- **Separate invigilation** – conducting assessments in a separate, quiet space minimizing distraction
- **Specific seating location** – positioning student with visual or auditory access to the board and teacher
- **Modified on-screen examinations** – enlarged font sizes, altered color schemes, or modified question formatting for online assessments
- **Alternative assessment formats** – oral examination instead of written, practical demonstration instead of written exam, or portfolio-based assessment instead of traditional test

Assistive Technology and Materials

- **Screen reader software** – technology that reads text aloud, enabling access for visually impaired students
- **Text-to-speech tools** – digital conversion of written text to spoken word
- **Speech-to-text software** – transcription of verbal input to written text for students with writing difficulties
- **Large print materials** – printed materials in enlarged font (typically 18-24pt minimum)
- **Braille materials** – for students with visual impairments
- **Graphic organizers and visual supports** – templates supporting planning, organization, and comprehension
- **Manipulatives and concrete aids** – physical objects supporting mathematical or scientific understanding
- **Bilingual/multilingual dictionaries** – reference materials in students' home languages

Human Assistance

- **Scribe or reader** – assistance with recording or reading information during assessment
- **Communication facilitator** – support enabling students with significant communication differences to participate
- **Care assistant** – personal care support enabling full participation

- **Sign language interpreter** – communication support for deaf or hard of hearing students

6.2 Access Arrangement Process

Identification and Planning

- Learning support staff, classroom teachers, and families collaborate to identify needed access arrangements
- Assessment data, student interview, and observation inform decisions
- A written Access Arrangement Plan documents specific arrangements with rationale
- Arrangements are communicated clearly to relevant teachers and invigilators

Implementation in Teaching and Learning

Access arrangements implemented for assessments should mirror usual ways of working in classroom instruction. If a student uses text-to-speech software during assessments, this technology should be part of regular classroom practice.

IB Authorization

For DP eAssessments and external examinations, certain access arrangements require authorization from the IB. BISL's DP Coordinator ensures proper documentation and authorization procedures.

7. Identification and Assessment Process

7.1 Early Identification

Early identification of students requiring support is critical for timely intervention. Pre-admission information: Admissions data, including prior reports, school records, and parent questionnaires, are shared (with consent) with the Student Support Team to anticipate needs and plan Tier 1–3 supports from the point of entry. BISL uses multiple identification methods:

Universal Screening

All students are screened for academic and social-emotional needs at entry and regularly throughout their schooling:

- Cambridge Primary: Literacy and numeracy screening in Year 1 and Year 4
- MYP: Academic screening at Year 7 entry and annually
- DP: Academic and social-emotional screening at Year 12 entry

Teacher Referral and Observation

Teachers are trained to observe and refer students demonstrating:

- Significant gaps between demonstrated performance and grade-level expectations
- Persistent difficulties despite differentiated instruction and Tier 2 support
- Social-emotional or behavioral patterns impacting learning
- Uneven profile of strengths and challenges
- Developmental delays or concerns

Family Input

Families provide crucial information about their child's developmental history, experiences, and support needs. BISL maintains regular communication with families and actively invites their observations and concerns.

7.2 Comprehensive Evaluation

Where comprehensive evaluation exists before entry (external psychoeducational reports, medical documentation), BISL recognises and integrates these findings into the admissions and support planning process. When a student is referred for evaluation, a comprehensive assessment process is conducted by the Student Support Team, which may include:

- School psychologist
- Learning specialist
- Subject area specialists
- Classroom teachers
- Counselor
- Parent/guardian
- Student (age-appropriate participation)

Assessment measures may include:

- **Cognitive assessment** – evaluating overall intellectual functioning and specific cognitive strengths/weaknesses
- **Academic achievement testing** – measuring performance in reading, writing, mathematics relative to grade-level standards
- **Language and communication assessment** – evaluating expressive and receptive language abilities
- **Social-emotional and behavioral assessment** – understanding emotional regulation, social skills, and behavioral functioning
- **Adaptive behavior assessment** – evaluating ability to manage daily living and social demands
- **Occupational/physical assessment** – evaluating fine/gross motor skills when relevant
- **Classroom observation** – structured observation in typical learning environments
- **Work samples and portfolios** – analyzing student's actual schoolwork over time
- **Interviews and questionnaires** – gathering information from family, teachers, student

8. Programme-Specific Approaches

8.1 Cambridge Primary: Inclusion Foundations

In Cambridge Primary, inclusive practices establish foundations for lifelong learning success. Entry screening and classroom observations in early weeks function as an extension of the inclusive admissions process, confirming or adjusting initial support decisions. Younger students benefit from:

- **Flexible Learning Spaces**
  Physical environments are arranged to facilitate multiple ways of working—whole class, small groups, partnerships, individual work. Classroom materials are accessible and labeled in multiple languages. Learning is structured with clear visual supports and routines.
- **Concrete, Manipulative-Based Learning**
  Young learners benefit from hands-on exploration. Concrete materials, manipulatives, and movement-based activities support learning across subjects, particularly in literacy and numeracy development.
- **Play-Based Learning**
  Play remains an essential learning mode in Primary, particularly for younger learners. Play-based activities support language development, social skills, problem-solving, and concept development in engaging, low-pressure contexts.
- **Mother Tongue Support**
  As outlined in the Language Policy, mother tongue languages are actively supported in Primary. This support benefits students with limited English and all multilingual learners by scaffolding understanding and validating linguistic identity.
- **Transition Planning**
  Careful planning supports smooth transitions between grades and into MYP, with particular attention to students requiring support. Transition activities introduce new environments, teachers, and expectations with scaffolding and reassurance.

8.2 IB MYP: Balancing Inclusion with Rigor

The MYP's learner-centered, inquiry-based approach is naturally inclusive, placement and course selection for new entrants are made collaboratively with Inclusion, using previous data plus initial assessments, not just grades. MYP inclusion strategies include:

- **Inquiry-Based Learning Units**
  Units of Inquiry provide multiple entry points and pathways for students to explore essential questions. Flexible grouping, varied resources, and differentiated tasks enable students with different abilities and interests to engage meaningfully with grade-level content.
- **Differentiated Assessments**
  MYP assessment criteria are used to assess all students, with assessments differentiated in process, format, or scaffolding to ensure fair evaluation. All students work toward the same learning goals, but may follow different pathways and receive varied supports.
- **Collaborative Learning**
  Strategic grouping and cooperative learning structures build on students' strengths, develop social competencies, and provide peer support. Careful attention to group composition ensures inclusive, productive collaboration.
- **Subject-Specific Accommodations**
  Each MYP subject area has natural flexibility for accommodations. For example, language learners might conduct science research in their home language before writing up findings in English, or demonstrate understanding through visual representation rather than extensive writing.

8.3 IB DP: Challenge and Accessibility

The DP maintains academic rigor while ensuring accessibility for diverse learners where placement and course selection for new entrants are made collaboratively with Inclusion, using previous data plus initial assessments, not just grades. DP inclusion includes:

- **Course Selection and Placement**
  Students are supported in selecting DP courses aligned with their strengths, interests, and post-secondary goals. Students with learning differences are not automatically excluded from challenging courses if appropriate support is provided. Access arrangements enable students to succeed in rigorous coursework.
- **Extended Essay Support**
  Students completing the extended essay receive scaffolded support through the writing process, including workshops on research skills, outlining, drafting, and revision. Students with writing difficulties receive additional support, while extended essay format offers flexibility in topic choice and presentation style.
- **Theory of Knowledge (TOK) Accessibility**
  TOK's focus on how knowledge is constructed and understood is naturally accessible to diverse thinkers. Multiple ways of demonstrating understanding (oral presentations, essays, discussions, creative responses) support varied learners.
- **Standard and Higher Level Options**
  BISL offers both SL and HL courses in most subjects, providing pathways for students with different academic profiles. Students are guided toward appropriate level selection based on abilities and goals, not on disability status.

9. Family Partnership and Communication

BISL recognizes families as essential partners in supporting student success. Meaningful family engagement is associated with improved student outcomes, particularly for students requiring additional support. For new entrants, an initial ‘transition and support’ meeting is offered to families of students identified as requiring additional support, to co-create the first version of the student’s Support Plan / IEP.

9.1 Family Communication

Families of students receiving support services receive:

- **Regular progress reports** – documented communication about learning progress, intervention effectiveness, and goal progress (minimum quarterly)
- **Assessment information** – clear explanation of assessment results, what they mean, and implications
- **Goal-setting involvement** – opportunity to contribute priorities and input when developing support plans

- **Accessible information** – materials provided in families' home languages and in accessible formats when needed
- **Open communication channels** – clear points of contact, responsive communication, and scheduling flexibility for meetings

9.2 Family Engagement in Decision-Making

Families' knowledge of their child and perspectives on needs and strengths are solicited and valued in:

- Identification and evaluation processes
- Development of support plans and goals
- Selection of intervention strategies
- Assessment accommodation decisions
- Curriculum modification planning
- School-to-home communication about progress

9.3 Support for Families

BISL provides information and resources supporting families in:

- Understanding their child's learning profile and support needs
- Implementing evidence-based strategies at home
- Advocating for their child's needs within school and external systems
- Accessing external resources and services (medical specialists, therapists, community organizations)
- Navigating transitions (school entries, programme changes, external examinations)

10. Professional Development and Staff Capacity Building

All BISL staff members are responsible for inclusive practice. Professional development ensures educators have knowledge and skills to support diverse learners[16].

10.1 Mandatory Professional Development

Induction Training

All new staff complete orientation addressing:

- BISL's inclusion philosophy and policies
- Overview of student diversity in the school
- Introduction to UDL principles and inclusive teaching strategies
- MTSS framework and Tier 1, 2, 3 supports
- Communication with families and students requiring support
- Overview of available support services and how to access them

Annual Professional Development

All staff participate in annual professional learning on inclusion topics:

- Evidence-based inclusive teaching strategies
- Recognizing and addressing implicit bias in instruction and assessment
- Culturally responsive pedagogy
- Social-emotional learning and its role in inclusive classrooms

- Updates on school policies, new students, and evolving needs

10.2 Specialized Professional Development

Learning Support Specialists

Learning specialists receive advanced training in:

- Assessment and diagnosis of learning disabilities
- Evidence-based intervention strategies
- Progress monitoring and data analysis
- Family consultation and communication
- Special education law and policy

Subject Teachers

Subject area professional development addresses:

- Subject-specific differentiation strategies
- Accessible assessment in the discipline
- Universal Design for Learning in content areas
- Collaboration with specialists to support diverse learners

Program Coordinators

Coordinators receive training in:

- IB access and inclusion policies and procedures
- Data analysis to identify patterns and gaps in access
- Leadership for inclusive practice
- Monitoring and evaluating inclusion effectiveness

11. Monitoring, Evaluation, and Continuous Improvement

BISL systematically monitors inclusion implementation and effectiveness, using data to drive continuous improvement[17].

11.1 Data Collection and Analysis

Data collected and regularly analyzed includes:

- **Achievement data** – disaggregated by student background, support status, programme, and grade level
- **Progression data** – advancement rates, course placement patterns, graduation rates for different student groups
- **Access arrangement usage** – patterns of access arrangement implementation and effectiveness
- **Intervention outcomes** – progress monitoring data for Tier 2 and Tier 3 students
- **Teacher survey data** – staff perceptions of inclusion practices, confidence, and support needs
- **Student/family feedback** – satisfaction with inclusion practices and perceived accessibility

11.2 Analysis and Reporting

Annual inclusion data review identifies:

- Trends in student access and success
- Gaps in access for particular student groups

- Effectiveness of current interventions
- Areas for improvement in policies and practices

Findings are shared with staff, families, and school leadership to inform:

- Professional development priorities
- Resource allocation
- Policy refinements
- Strategic planning for inclusion

11.3 Policy Review and Revision

This policy is reviewed:

- **Annually (informal review)** – coordinators assess implementation, gather feedback, identify needed adjustments
- **Every three years (formal comprehensive review)** – in-depth review by inclusion committee with staff and family input

Review process includes:

1. Review of data on student outcomes and inclusion effectiveness
2. Stakeholder feedback collection (students, families, staff, external specialists)
3. Comparison with current research and international best practices
4. Assessment of resource adequacy and implementation fidelity
5. Identification of needed policy revisions or refinements
6. Approval by Head of School and Board of Governors
7. Communication of revisions to school community

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Appendix A: Student Support Team Roles and Responsibilities

Head of School

- Ensures school-wide commitment to inclusive practices
- Allocates resources supporting inclusion initiatives
- Reviews inclusion data and strategic planning
- Communicates inclusion priorities to community

Programme Coordinators (Primary, MYP, DP)

- Monitor inclusion implementation within programme
- Collaborate on access arrangement decisions
- Support teachers in differentiation and universal design
- Ensure programme-specific inclusion processes

Learning Support Coordinator

- Oversees assessment, identification, and support services
- Manages Tier 2 and Tier 3 interventions
- Coordinates specialized services and external referrals
- Communicates with families about support services
- Tracks progress monitoring and intervention effectiveness

Classroom Teachers

- Design inclusive, universally accessible curriculum
- Implement differentiated instruction and UDL
- Provide Tier 1 universal support to all students
- Collaborate in identifying students needing additional support
- Implement interventions and accommodations
- Monitor and communicate student progress

Specialists (School Psychologist, Speech-Language Pathologist, Learning Specialists, Counselor)

- Conduct assessments and comprehensive evaluations
- Provide specialized instruction and interventions
- Consult with teachers on instructional strategies
- Support families in understanding student needs
- Participate in problem-solving processes

Librarian

- Curates accessible, multilingual, inclusive collections
- Supports research skills across ability levels
- Identifies and recommends resources matching student reading levels
- Facilitates equitable library access and programming

Family

- Provides information about child's abilities and support needs
- Partners in goal-setting and intervention planning
- Implements support strategies at home
- Communicates about progress and concerns
- Participates in school events and community building

Document prepared by: British International School Lubumbashi Academic Leadership Team

Approved by: Head of School, Chairman

Reviewed on: August 15, 2025

Effective Date: September 1, 2025

Next Review Date: August 26, 2027

This policy reflects BISL's commitment to inclusive, equitable education where all students experience belonging, overcome barriers to learning, and achieve their full potential. Every member of the BISL community is responsible for implementing this policy through thoughtful, purposeful, inclusive practice.