Inclusive Practices Guidelines

At Sha Tin College, we commit to creating a welcoming and inclusive school culture where every student has the opportunity to thrive. Inclusion is not a destination but a practice that lives in our everyday interactions, decision-making, and instructional design. Indeed access to an IB education is available to the broadest range of students at STC. Guided by the ESF Inclusion Policy, our core values and the IB philosophy, our inclusive practices ensure that diversity is recognised, celebrated, and supported in all areas of school life.

Our vision is grounded in the belief that:
- Education is a human right, and all students belong and deserve equal opportunities to participate in a high-quality IB education.
- Learning diversity is a rich resource that values unique cultural and personal voices.
- Every educator is an educator of all students.
- Draws upon a range of ways of knowing and incorporating experiences, contributions and histories from across cultures, nationalities, backgrounds, identities and perspectives.

- **Be Curious**

We approach inclusion with a spirit of inquiry, viewing learning diversity as a rich resource that values unique cultural and personal voices. Being curious drives us to explore a range of ways of knowing and to incorporate experiences, contributions, and histories from across diverse cultures and perspectives. We seek to understand the unique strengths and support needs of every learner, using data and observations to identify additional needs early. This curiosity ensures that we are constantly investigating new pedagogical and relationship approaches to remove barriers and help students access the curriculum in ways that honor their potential.

- **Be Inclusive**

To be inclusive is to intentionally build a culture where every student feels safe, seen, and valued. We actively celebrate diversity in identity, ability, culture, gender, and orientation, providing safe spaces for students to express their personal identities. Our inclusive practice ensures that access is available to the broadest range of students, providing equitable access arrangements and differentiated instruction to ensure equity for all. By leveraging diversity as a strength, we create classrooms where difference is not only accepted but celebrated as a core component of our school's character.

- **Be Responsible**

Responsibility in inclusion means that every educator is an educator of all students. We take collective ownership of our learning environments, designing them to be accessible, engaging, and responsive to the needs of a diverse student cohort. It is our shared leadership responsibility to ensure that inclusive policies are not only communicated but enacted and reviewed regularly. We are responsible for adapting the environment and our teaching to fit the learner's needs, ensuring that barriers are removed through tiered support models and collaborative professional partnerships.

- **Be Generous**

  A generous approach to inclusion is rooted in empathy, dignity, and care, fostering positive relationships that are foundational to student well-being. We demonstrate generosity by using strength-based, positive language that focuses on what students can do and what they require to learn effectively. This value encourages us to work as partners with students and parents, co-creating Individual Education Plans and supporting inclusive pathways that are both realistic and aspirational. By being generous with our time, resources, and understanding, we ensure that every student has the opportunity to thrive and grow within a respectful and supportive community.

1. **Leadership and Whole-School Commitment**

   Inclusion is a shared leadership responsibility at Sha Tin College. Our school leaders:

   - Understand inclusion as integral to programme implementation and student success.
   - Ensure our Inclusion Policy is communicated, enacted, and reviewed.
   - Align all policies (Inclusive practices, Assessment, Language, Academic Integrity) to create a cohesive and inclusive learning ecosystem that reflects IB philosophy.
   - Develop timelines and provide opportunities for ongoing professional development in inclusive practices.
   - Assign specific leadership and teaching roles (Learning Diversity Teachers, Elevate Lead (G&T), Coordinator of EAP, Counsellors, Heads of Year and Careers Advisors) to support students and staff.
   - Establish expectations for inclusion across all IB programmes, ensuring access, equity, and opportunity are at the core of school operations.
   - Yearly action plans are created to build school culture, systems and structures through the Learning Diversity

2. **Inclusive School Culture**

   - Our school community actively celebrates diversity in identity, language, ability, culture, religion, gender, and orientation.
   - All students are provided opportunities to explore and express their personal and cultural identities in safe and supportive environments through the curriculum, assemblies, student-led groups and clubs.
   - Students are encouraged to develop healthy relationships, collaborative skills, and a sense of shared responsibility for others.
   - We create physical and emotional safe spaces where student voice is valued and respected; essential for developing confident, globally-minded learners.
   - There are student groups in the school who undertake tasks to promote and advocate inclusion and neurodiversity in the community through student voice and events.
   - By living out our values, we shape a school culture where difference is not only accepted but celebrated.

3. **Inclusive Environments and Resourcing**

At STC, inclusive practices are reflected in how and where we teach.

- Learning spaces such as classrooms, labs, playgrounds, virtual platforms, are designed to be inclusive, accessible and engaging.
- Teachers use intentional design to meet the needs of its diverse student cohort.
- The Learning Diversity Faculty, Counselling, Guidance and Wellbeing Team collaborate to identify and support students with co-occurring difficulties. This is generally undertaken through Bi-weekly Student Support meetings at Year group level.
- Resources are allocated to support:
  - Human needs: Learning support staff, EA's, Equitable Access Arrangements, emotional check-ins
  - Physical needs: Accessible classrooms, elevators, quiet spaces, sensory tools
  - Digital needs: Technology that includes voice-to-text, captioning, screen readers, and user-friendly platforms

4. **Learning Support and Differentiation**

Every learner has unique strengths and support needs. We:

- Use data, observations, and collaboration to identify additional learning needs early.
- Develop and review Individual Education Plans (IEPs) that are co-created with families, students, and staff.
- Use a tiered support model, including in-class support, targeted interventions, and external referrals. A graduated response model is provided for students identified as needing further support in Academic Coaching (Literacy & Numeracy) Executive Function, Study Skills and Social Thinking.
- Make equitable access arrangements (e.g. extra time, assistive technology) for assessments and learning tasks based on need and in accordance with IB Access and Inclusion policy.
- Provide targeted and flexible interventions based on need, including academic coaching, mental health support, and social-emotional guidance.
- We enact a Levels of Adjustment (LOA) Framework (continuum of support) that focuses on the support that a student accesses rather than diagnosis alone.
- Students' are identified as requiring support through a combination of approaches including; Admissions screening, Psychometric Assessment, Data Analysis, External Evaluations and Referral procedures.
- Work in collaboration with outside agencies such as Educational Psychologists, Psychiatrists, Occupational Therapists and Medical Practitioners to provide a Team Around The Child Approach to support and care.

5. **Teaching Practices that Remove Barriers**

   Our teachers are the designers of inclusive classrooms.

   - All teachers are expected to consider inclusive pedagogical approaches and their learning environment to help students to access and respond to the curriculum and environmental challenges of their specific curriculum, age and phase of the school.
   - We promote collaborative learning environments where diversity is leveraged as a strength and students are accepted for their differences.
   - Teachers create flexible groupings, use varied instructional strategies, and develop culturally responsive lessons.
   - Practice Responsive Classroom support strategies across different subjects and curriculums.
   - Lessons are planned and delivered with the understanding that students learn in different ways and at different paces.
   - Teachers remove barriers through:
     - Adaptive teaching, differentiated instruction and alternative assessment formats
     - Teaching/support partnerships
     - Inclusive feedback practices that highlight strengths
     - Investigating pedagogical and relationship approaches through the Great Teachers Toolkit.
     - Scaffolding strategies that ensure every learner can access high-level thinking
     - Embedding student agency and choice
     - Accessing the STC Learning Diversity Teachers Toolkit to understand students' Individual Needs, gain an insight and resources into potential barriers to learning and Special Educational Needs, EAP, Social & Emotional Learning and Gifted Education.

   We equip teachers to live the value of Inclusion by working together to create classrooms where all can grow.

6. **Well-being and Belonging**

   Well-being is foundational to inclusive practices. We commit to:

   - Embedding Social-Emotional Learning (SEL) across the curriculum and pastoral care systems.
   - Promote the philosophy that all teachers are inclusive in their approach. This can be identified in the Relationship Management Model of the school.
   - Proactively identifying and responding to mental health needs through our Counselling Team and referral systems.
   - Promoting positive relationships between students and staff based on empathy, dignity, and care. This is embedded through our restorative practices approaches.
   - Creating a school climate where every student feels connected and respected, and where cultural, religious, and social celebrations are recognised inclusively.
   - Identifying and allocating spaces and resources to support social and physical well-being.

- Inclusive Language which is strength based and positive. Our language focuses on what students can do and what they require to learn effectively.
- Working with students and parents as partners

7. **Transitions and Student Pathways**

Transitions are critical points in every learner's journey. We:

- Provide planned and supported transitions between year groups and across academic stages.
- Involve students and families in pathway discussions to ensure informed and supportive decisions.
- Offer differentiated careers and university counselling, particularly for students with diverse learning profiles or access needs.
- Learning Diversity & Guidance and Wellbeing collaborate to support student pathway choices to ensure that planning is inclusive, realistic, and aspirational.
- Embed a vertically integrated Wellbeing Curriculum which has specific transition focus at different ages and phases of the school.

8. **Inclusive Assessment Practices**

Assessment must be fair and inclusive. We ensure:

- Internal assessments follow the principles of equity, transparency, and fairness.
- All external Assessments are in line with IB protocol
- Access arrangements are applied fairly, in line with the IB's Access and Inclusion Policy.
- Provide Reasonable Adjustments that include modifications that do not change the learning criteria but provide optimal support
- Inclusive and equitable assessment. Including definition of key constructs that are to be tested. Focus on Primary Skills. Use appropriate Language. Select Material Carefully. Allow different ways to demonstrate learning

9. **Review, Accountability, and Reflection**

Our inclusive practices are continuously evolving.

- This Inclusive Practices Guidelines document will be reviewed every two years as part of our school's strategic planning, IB programme self-study, and student support planning cycles.
- Feedback is sought from students, parents, and staff to refine our understanding of inclusion.
- All relevant school guidelines and policies are aligned with the IB philosophy and the ESF Inclusion Policy.

At our school, inclusion is an ongoing, collaborative process aimed at increasing access and engagement for all students by identifying and removing barriers to learning. We place ourselves away from the medical model, which focuses solely on learning disabilities and align ourselves with the Social Model which embraces learner variability and recognises the combination of strengths and challenges that every student experiences.