

## Learning Diversity Policy

### Grow.

We cater for student needs within mainstream classes through an inclusive teaching and learning approach

### Discover.

We are committed to taking full account of our students' individual learning needs

### Dream.

We develop positive and empowered learners through collaborative support systems

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## 1 Introduction

As an authorised IB school, we embrace inclusive practices where developing the learning of all students is the shared responsibility of the classroom teacher and specialist support teachers. The Learning Diversity (LD) teachers and LD Educational Assistants (LD EAs) work in collaboration with the classroom teachers and specialist teachers to support and develop our students' learning in all areas. We are committed to taking full account of our students' individual differences and to cater for their needs within mainstream classes through an inclusive and responsive teaching and learning approach. In some cases, short-term one-to-one support may be provided. In exceptional cases, when students would benefit from more intensive learning support, individuals may be withdrawn from class to participate in short-term personalised, targeted learning support programmes. All work undertaken also involves fostering self-esteem and resilience in those students receiving support.

### 1.1 Definition of Terms

<b>LDT</b>	Learning Diversity Team. The existence of the college-wide Learning Diversity Team demonstrates commitment to educational inclusion aligned with the <a href="#">ESF Inclusion Strategy</a> . The LDT is a solution-focused, collaborative team delivering expertise and resources to empower all students to experience success.
<b>IN</b>	Individual needs. Students are seen as individuals, in terms of their intellectual and physical abilities and their social and emotional needs. We identify our students' emotional and learning needs and provide additional support for these learners, which encompass SEN, EAL, BML and enrichment.
<b>SEN</b>	Special Educational Needs
<b>EAL</b>	English as an Additional Language. Refers to a student acquiring English as an additional, rather than as a home, language.
<b>BML</b>	Bilingual and Multilingual Learners. Refers to students that are bilingual or multilingual, meaning they utilise more than one language to communicate and express themselves.
<b>Enrichment</b>	Enrichment may occur for students with needs that go past regular differentiation. It also encompasses the needs of students with identified talents and gifts.
<b>LOA</b>	Level Of Adjustment. The ESF scale used to identify the amount of support/provision each student with individual needs currently requires.
<b>ILP/IEP</b>	Individual Learning/Educational Plan. A detailed plan, examining what a student can do now, what they need to do next and how this is going to be achieved.
<b>UNLOCK</b>	EAL students immersed in an English programme set up to allow them to integrate within a year in the mainstream classroom.

## 2 Philosophy

At Discovery College we recognise that all students are individuals in terms of their intellectual and physical abilities and their social and emotional needs. We are sensitive to our students' emotional and learning needs and provide additional support for these learners. These learners are identified as having Individual Needs (IN).

2.1 Learning Support practices and procedures align fully with the philosophy, mission and vision of the IBO as well as the most recent IB documentation. Learning Support practice and procedures also align with the requirement of the English Schools Foundation (ESF). The classroom teacher, with assistance from LDT, identifies and provides appropriate learning support. Teachers will remove barriers to learning by enabling every student to develop, pursue and achieve personal learning goals during their time at Discovery College. All staff are responsible for the development of every student, and incorporate strategies to support each student from the start of their College tenure.

### **3 Aims and Objectives of The College's approach to LD**

The aims and objectives are:

- To provide clear procedures for identifying, monitoring and teaching students with IN in line with the ESF Code of Practice.
- To carry out the above procedures in collaboration between parents, teachers, LDT department, student counsellors, students, curriculum and pastoral team and outside agencies (as required).
- To support the students with accessing all aspects of the curriculum.
- To track interventions and progress through the maintenance of records of IN students.
- To develop a shared understanding and commitment to inclusion as part of an ongoing process of community engagement and professional development.
- To collaboratively engage with colleagues around best practice to meet the diverse needs of students with evidence based interventions.
- To share the LDT register with all the stakeholders to inform support.
- To advocate for students with individual needs within the school.

#### **3.1 Admissions**

The Learning Diversity Team will be consulted when concerns by the Admissions stakeholders are noted, for example, a student's potential to access the curriculum.

#### **3.2 Supporting IN Students**

At Discovery College the majority of students have their needs met in the mainstream classes through an inclusive model of support. As the College does not receive any subvention for IN students, it may be unable to provide the necessary support that may be required by students who have greater learning needs. This includes a student who is identified as being at a Level of Adjustment (LOA) 3 or above, as defined by ESF. If enrolled LOA2 students require a greater level of curriculum adjustment, they are to be referred through the ESF Assessment Review Panel process.

The referral will come from PLT or SLT in consultation with LDT, and informed by data from a variety of sources including teachers.

#### **3.3 Parental Communication**

A member of the LDT will make contact with parents, including a self-introduction and the role of the LDT, with the parents of all LOA1 and 2 students for whom they have responsibility at the beginning of the year, or when they start their College tenure. Meetings between staff and parents of Identified LOA2 students will occur at least twice a year, which may also include classroom

teacher/Team Leader/Dean/Vice Principals. Records of meetings will be maintained and shared with parents.

### **3.4 Levels of Adjustment for SEN students (LOA)**

The level of support a student receives is dependent on their level of adjustment (LOA). Students at LOA 1 are supported by the classroom teacher through in-class differentiation, with guidance from the LDT. Students at LOA2 or above may require more direct and/or sustained intervention from the LD teacher including small groups or 1:1 sessions. They will also be supported by in-class differentiation. It may be necessary, as determined by the College, for parents to undertake external assessments at their own cost.

As students progress through year levels at the College, classroom teachers and/or the LDT may identify challenges to learning that were not previously obvious, and the student will be added to the LDT register after assessment. The annual review process will identify the student's LOA level.

### **3.5 English as an Additional Language (EAL)**

As Discovery College has students from a diverse range of language backgrounds, we have a number of English as an Additional Language (EAL) students. Teachers provide support to these students to develop their academic English. In collaboration with the classroom or subject teachers, the LDT provides additional support to EAL students within the classroom through appropriate interventions. Through differentiation within the classroom, teachers use a variety of appropriate teaching and learning strategies to support language development. EAL students are identified through the admissions process with English language assessments and appropriate support and interventions put in place.

### **3.6. Enrichment**

Discovery College is committed to supporting students with enrichment needs. Enrichment encourages students to take a more expansive or in-depth look at a concept or topic, perhaps by further research, approaching it with a different lens or perspective, or connecting the subject to a more meaningful or rewarding facet of the real world. We look for opportunities to link with their individual interests to meet their learning needs within the IB curriculum.

## **4 Conclusion**

Discovery College understands that the most conducive environment to learning is a positive and encouraging one, wherein students have the opportunity to engage in authentic and meaningful learning experiences. We value differentiated and varied instruction. On a needs basis, accommodations and modifications for the IN student to be successful at Discovery College can be made.

## References

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