

Access and Inclusion Policy

(Special Educational Needs)

The school's primary aim is to significantly enhance access to the IB Diploma Programme and Curriculum as stated by the IB, "Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers." Within Africa, the biggest obstacle to access is financial. In attempting to give many more students access to the IBDP, the school must carefully manage its expenses.

As a new school, Enko Riverside International School accepts that it has significant constraints that restrict its aims for inclusion in the first few years. From its authorisation in (January 2016), the school has been accepting students from the local schools who do not have any IB background and are second English-speaking. Currently, as of 01/01/2021) the school has been offering scholarship of 50% to a second sibling registered to attend. The school embraces the diversity and differences that make each individual unique. We value the personal growth of each student. Education for all is a human right, and we uphold that all; learners should be accorded equal opportunities in accessing education (IBO, 2019).

Every child is unique, and with that uniqueness comes a set of characteristics which may variously enhance, impede or prevent certain kinds of learning in environments where the education system is unaware of them or incapable of responding to them. Someone who is blind or wheel-chair-bound has very obvious difficulties in accessing certain learning-opportunities; someone who is colour-blind or epileptic has much less obvious difficulties; someone who prefers to learn in an auditory or kinaesthetic rather than a visual way has even less obvious difficulties, not least because they may not be aware that they have a greater capacity to learn in one way than another.

Enko Riverside International School is determined to respond positively to personal educational needs. Seeing these in the context of each and every student is one way in which we can ensure that no student is denied access to learning by avoidable deficiencies in our provision, and no student singled-out as especially different or needy. At the heart of our activities is the realisation that learning barriers that impede inclusivity in education should be identified and removed in order to nurture an inclusive, equal opportunity learning community (IBO, 2019).

The school values student diversity and respects individual learning differences.

Our Access and inclusion policy realises the value to foster social, emotional, and physical well-being of its students, as well as ensuring students are understanding of situations that are different from their own.

The school's Access and Inclusion (Special Educational Needs) Policy addresses three main aspects:

- Admission
- Support for continuous educational needs
- Support for temporary educational needs
- Assessment
- Language
- Academic Integrity
- Implementation

Admission

Enko Riverside International School is not in a position where it can accept students with some special educational needs. For example, we are not equipped for wheelchair access and cannot afford specialist support for students with severe visual impairment.

Nevertheless, the school will evaluate applications from all students whose academic interests match our provision to evaluate what might be possible. In doing this, the school expects open communication with the student and her/his parent/guardian about the issues faced.

If, after admission, it is discovered that a student has a specific need that was a) previously known about but b) not disclosed at the time of admissions, the school reserves the right to request that the student leaves to a more favourable environment that fosters personal growth.

Support for continuous educational needs

The school affirms its commitment to the IB's principles of an inclusive education (IBO, 2016, p5). We will promote self-esteem, value prior knowledge, explore strategies for differentiation, scaffold learning to facilitate independence, utilise technology as far as we are able and create optimal learning environments for all. It is our duty to foster learner-centered approaches to access and inclusion in education.

Furthermore, within the IBDP, the school strives to guide students towards choices that meet their individual needs. For example, a student with dyslexia or one with limited English language skills, but good mathematical abilities might be guided towards subjects with higher mathematical content (e.g. Physics rather than Biology, or Economics rather than History).

Support for temporary educational needs

Occasionally, a student may have special needs for a period of time. This may be due to an accident (e.g. requiring wheelchair usage for a few weeks), illness (e.g. prolonged hospitalisation) or other issues (e.g. a visa complication requiring that she

remains outside Mozambique for a period of time). (Lara Kalem)

The school is committed to finding solutions to situations like these so that the student's educational progress continues to be supported. For example:

- Classes might be relocated to a few rooms with better access.
- Teachers will explore and utilise strategies (including further use of technology) to ensure that the student has access to learning resources and is able to engage in a dialogue to maintain formative assessment plans.

Assessment

In cases involving special *assessment* needs, the IB Diploma Programme Coordinator will follow the appropriate procedures for further testing, accumulating the relevant documentation, and liaising with IB Cardiff in accordance with IB documentation (IBO, 2014). If the IB approves special assessment procedures, the IB DPC is responsible for the implementation of those procedures. A good example is students with short eyesight problems. They receive their own exam package with a different font than the rest of the candidates. Comparable procedures will apply for students taking IGCSE examinations. Guidance from the IB Cardiff will be adequate in cases involving special assessment needs.

Language

As an international school, the school operates under one common language, English.

Students who seek admission to the school are expected to have attained a certain level of proficiency in the spoken and written language, English. Nevertheless, such is not always possible due to the feeder school system operating mostly under the Portuguese language, the country's national language. Due to that, the school employs several mechanisms, from extra lessons to private tutoring, in order to help the students improve their proficiency for it is needed in order for them to tackle the IB Diploma Programme.

Academic Integrity

At ERIS, we believe that students and teachers should act with integrity and academic honesty at all times. All students are provided with detailed guidance in developing the skills necessary to uphold academic honesty standards. Two subjects (Academic Literacy and Research Skills) have been created to provide essential tools to help students to comply with academic honesty. Also the school librarian organizes seminars on related topics (plagiarism copyrights, etc.). In IGCSE and IBDP, students with identified learning difficulties receive individualized checklists to ensure that requirements for tasks are met, including aspects of academic honesty such as in-text citations, referencing work of others and paraphrasing.

Implementation

The Head of school, in concert with the Pedagogical leadership team is responsible for the implementation of this policy.

References

IBO. (2016). *Learning diversity and inclusion in IB programmes*. International Baccalaureate, Cardiff. IBO (2014) *Candidates with assessment access requirements*. International Baccalaureate, Cardiff.

IBO. (2019). *Removing barriers to learning: what does inclusion mean for the IB?* International Baccalaureate, Cardiff.