



Inclusion Policy

Mission Statement

Pestalozzi Education Centre aims to develop children into well-balanced and responsible adults through holistic approach of “Head, Heart and Hands”. We prepare our students to become the architects of their own future, make a significant impact to the world through our international curriculums.

Our Ethos

Educating the Head

With a high academic achievement, Pestalozzi is always positioned in the top 10 private schools for ECZ examinations. With specialized and developed laboratories, an equipped library and computer lab, Pestalozzi Education Center promotes excellence through the introduction of the International Baccalaureate (IB) and the Cambridge IGCSE.

Educating the Heart

We are training the future citizens of the world who grow their passion by being caring and creating a safe and sustainable environment. Through our diversity, we develop great relationships and understanding of cultures and perspectives in the world.

Educating the Hands

We offer diverse options for sports, clubs and other extracurricular activities that teach life skills and promote students’ engagement. Our students are constantly engaging with meaningful matters that affect both their community and the world.

Our Values

Integrity

We are trustworthy. We are reliable, authentic, and loyal. We do what we say we will do. We have the courage to do the right thing and always act in the best interests of the children.

Results Focused

We focus on achieving measurable results to ensure the mission is successful.

Family/Team

We work as a team and a family, achieving more collectively than individually.

Unity from Diversity

We respect and value people from all backgrounds and believe differences should be celebrated as we focus on our shared mission and how much we have in common.

Creativity

We are open to new ideas and take considered risks to develop sustainable solutions.

Accountability

We are careful stewards of our resources, being sure they are used responsibly and efficiently, and hold ourselves accountable to our supporters and partners, especially the children.

Compassion

We empathize with, help and care for those around us.

Philosophy

As stated in the Enko Education Vision statement:

“We want to empower our learners, unlock their potential, enabling them to access the best universities in the world.”

As with all Enko schools, Pestalozzi Education Centre has, at its core, the idea of improving access ... access to quality education programmes, leading to access to the best universities. 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 to make the fees ‘affordable’. But, it will also offer scholarships to impecunious students with suitable potential.

It follows that our aims are to be able to accommodate as diverse a student body as possible, while recognising that our “academic” ambitions inevitably restrict admission to students with the potential to succeed on the IB Diploma Programme. The financial constraints referred to above mean that Pestalozzi Education Centre cannot afford the special educational needs provisions commonly found in wealthier IB schools.

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.

Pestalozzi Education Centre 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.

It is also important to emphasise that, although the majority of students will be English-speaking citizens, we welcome students with different linguistic backgrounds and strive to accommodate them into its programmes. To read more, refer to school’s language policy.

Through all of this, we see openness to inclusion as an organisational paradigm that leads to positive change. It is a continuous process aimed at advancing learning and increasing the participation of students. It is facilitated by a culture of collaboration, mutual respect, support and problem solving that involves the entire school community.

Admission

If a student is applying for admission to Pestalozzi Education Centre and they have already been identified as having special educational needs, any results of prior testing and/ or existing Individual Education Plans (IEPs) need to be provided to the Admissions Office with the application. Applications will not be processed until all supporting documentation has been submitted and the school can make an informed decision as to whether or not it can meet the student’s needs. If parents do not provide documentation in regard to the student’s SEN and it later transpires that the student had been diagnosed with a condition that would require SEN support, the school will reassess whether or not the student’s needs can be met.

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.

The school may require a professional assessment of a specific need – its severity, whether it is likely to change over time and suggestions of strategies to support that need. The cost of any professional assessment is likely to be charged to the parents.

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.

If a 'new' specific educational need is discovered after admission, the school will do everything possible within its structural and financial constraints to accommodate that need. If that is not possible, the school will assist in helping the student to find alternative, appropriate educational opportunities.

Support for continuing educational needs

Pestalozzi Education Centre affirms its commitment to the IB's principles of an inclusive education.¹ 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.

Each student with a defined special need will have this recorded on their file, along with a specific action plan to support the student. The plan will include actions to be taken in the school and actions that the student will have to take for their own learning.

Sample actions in the plan may include:

- a seating plan for the student in class
- access to special resources; e.g. a computer
- specific differentiated learning materials
- closer mentoring or tutoring
- allocating more time in examinations

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, but good mathematical abilities might be guided towards subjects with higher mathematical content (e.g. Physics rather than Biology, or Economics rather than History).

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.² If the IB approves special assessment procedures, the DPC is responsible for the implementation of those procedures. Comparable procedures will apply for students taking end of term or other examinations.

¹ Page 5 in IBO (2016) Learning diversity and inclusion in IB programmes. International Baccalaureate, Cardiff.

² IBO (2014) Candidates with assessment access requirements. International Baccalaureate, Cardiff.

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 the country for a period of time).

Pestalozzi Education Centre is committed to finding optimal solutions to situations like these so that the student's educational progress continues to be supported. For example:

- Classes might be relocated to 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.

Special examination provisions

Programme Coordinators (including the DPC) are responsible for ensuring that special examination procedures are applied for students with access requirements. [See two previous sections.]

In relation to the IB Diploma Programme, the DPC is required to be conversant with the latest *Diploma Programme Assessment procedures*, including Section B5 (Inclusive access). This specifies those inclusive access arrangements that can be implemented without IB authorisation and those that require prior authorisation. It also provides up-to-date guidance on how to request inclusive access arrangements.

The DPC must also be conversant with Section B6 (Candidates affected by adverse, medical or special circumstances).

Professional development related to inclusion

Pestalozzi is committed to supporting teachers' awareness of diverse needs and on suitable strategies to include all learners. Training will include sessions on:

- The principles of differentiation
- Common needs (e.g. attention deficit and diverse learning styles)
- Working with second language learners
- Assessment access requirements

In addition, there will be discussions with all staff who need to know about all action plans developed to support specific needs.

Implementation

The Admissions Officer is responsible for informing the Head of School of any potentially challenging circumstances of an applicant before the Head of School decides on admission of that student.

All teachers are responsible for developing classroom practices and assessment procedures that support differentiation and recognise the needs of second language learners.

The Pedagogical leadership team is responsible for supporting teachers in relation to students with diverse needs.

Class Tutors and programme coordinators are responsible for monitoring student learning and for reporting to the pedagogical leadership team any instances where students seem to have needs that are not being addressed.

Programme coordinators (including the DPC) are responsible for applying special procedures as appropriate for examinations and other assessments.

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

Responsibilities and Review

The Head of school is responsible for the implementation of this policy.

The Head of school is also responsible for periodic review of the policy two years after the policy was drafted or last amended.

Reviewed on: June , 2020

Next proposed Review: June 2022

****End of Document****

Appendix A

The following IB Programme Standards and Practices have inspired the creation of this policy:

- A9 The school supports access for students to the IB programme(s) and philosophy.
- B1:5 The school develops and implements policies and procedures that support the programme(s).
- B2:8 The school provides support for its students with learning and/or special educational needs and support for their teachers.
- C1:6 Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.
- C3:10 Teaching and learning differentiates instruction to meet students' learning needs and styles.

(International Baccalaureate Organization “Primary Years Programme, Middle Years Programme, Diploma Programme and IB Career related Certificate: Programme Standards and Practices”)