
INCLUSION POLICY

I. Purpose

At Anne Hill International School, we are committed to creating an inclusive and supportive learning environment that celebrates diversity and fosters a sense of belonging for all students, regardless of their background, abilities, or differences. Our inclusion policy is designed to ensure that every student who is enrolled has equal access to education and feels valued and respected within our school community.

II. Type & Scope

Type: External (Publicised)

This policy is applicable to students, parents, teachers and staff of Anne Hill International School.

The Inclusion Policy will be available to the school community via Staff and Parent portals. Engagement with the policy may be facilitated through various pathways, including new staff induction, new family orientation and staff meetings.

III. Policy Statement

3.1. Principles of Inclusion

- **Respect for Diversity:** We recognise and respect the diverse backgrounds, cultures, languages, and experiences of all students and their families.
- **Equitable Access:** We are committed to providing all students with equitable access to learning opportunities as permissible by the school facilities, resources, and support services.
- **Individualised Support:** We acknowledge that every student has unique needs and abilities, and we provide individualised support to help every student thrive academically, socially, and emotionally.

- Collaborative Partnerships: We value collaborative partnerships with parents, caregivers, and external support agencies to ensure that our students receive comprehensive and holistic support.

3.2. Inclusive Practices

- Differentiated Instruction: Our educators employ differentiated teaching strategies to accommodate diverse learning preferences and abilities in the classroom.
- Design for Learning: We promote the use of universal learning principles to create flexible learning environments that can be accessed and engaged with by all students.
- Positive Behaviour Support: We implement positive behaviour support strategies to create a positive and inclusive school climate where all students feel safe and respected.

3.3. Support for Diverse Learners

- English as an Additional Language (EAL): We offer targeted support and English language development programs for students who are learning English as an additional language.
- Special Educational Needs (SEN): Our school provides specialised support and accommodations for students with diverse learning needs through our Learning Support Team and individualised education plans.
- Gifted and Talented Education: We recognise and support the unique learning needs of gifted and talented students through enrichment programs and opportunities for advanced learning.
- Counselling: Our school supports students who are experiencing personal, social, or psychological challenges through the provision of a safe and non-judgmental space to express their thoughts and emotions.

3.4. Professional Development & Training

- Continuous Training: Our staff undergo regular training and professional development to enhance their understanding of inclusive practices and to effectively support diverse learners.
- Cultural Competence: We promote cultural competence among our educators to ensure that they are sensitive and responsive to the cultural and linguistic diversity of our student body.

3.5. Parent and Community Involvement

- Open Communication: We foster open communication and collaboration with parents and the wider community to ensure that their voices are heard, and their input is valued in creating an inclusive school environment.

- **Community Engagement:** We actively seek partnerships with community organisations and resources to provide additional support and opportunities for our students and families.

3.6. Additional Education Needs (AEN)

The generic term ‘additional educational needs’ (AEN) has also been adopted since it caters for a continuum of needs, encompassing cognitive, social, emotional, and physical development.

‘Learning support’ refers to the provisions and programmes we provide for students who have been identified as having needs that require additional support to the regular classroom approach.

We recognise that a student may require learning support if they:

- Experience barriers in learning caused by a gap between what the student is potentially capable of learning and what the student has in fact learned or achieved
- Have a mild cognitive delay which affects his/her ability to learn at the same rate as most of his/her peers
- Are considered gifted and/or talented
- Have a minor sensory impairment or physical disability
- Communication and speech difficulties
- Are experiencing mild emotional, behavioral, or social difficulties
- Have a combination of any of the needs listed above
- Have a need diagnosed by a health professional

The school is a mainstream school, providing academic support for the specific learning needs of students. Support, guidance and differentiated learning is provided within the school programmes and the extent of the provisions available.

3.7. Learning Support Programme

The Learning Support Programme promotes a whole- school approach to identifying, planning, implementing, and monitoring support for students with a specific learning need, by providing appropriate learning strategies that enable these students to reach their potential in a supportive community and an inclusive learning environment.

The school aims to promote a respect for uniqueness and the worth of human individuality and diversity. Our goal as international educators is to value differences and accommodate our wide-ranging community. We believe that through skilled and purposeful teaching, appropriate resources and support in an inclusive environment, students can find their individual paths to success. It is essential to practice “differentiation through identifying a student’s learning style, scaffolding their learning, and differentiating the curriculum in order to develop the student’s true potential” The school aims to be as flexible as possible in providing appropriate

curriculum, teaching methods and resources for the wide range of capabilities, prior learning and different learning styles demonstrated by our students.

3.8. Admissions

The school is committed to providing all students who are enrolled with outstanding learning opportunities. Our approach to admissions is, where appropriate, to be an open-entry school. Broadly, this means that students are not normally excluded based upon academic achievement (and/or behavioral difficulties) to date.

Students with AEN may be admitted to the school if it is believed that their learning needs can be met by the school in partnership with the learning support team as appropriate, and that an appropriate programme can be provided. The school will consider if the programme can provide each student who applies with the opportunity to succeed. Admission to, and continued placement within the school setting, is based on this consideration.

This requires all information related to a child's learning through the admissions process. The admissions process includes, but is not limited to:

- Verification of the applicant's identity
- Verification of the originality of supporting documents submitted to the school.
- Verification of the applicants' suitability through school reports for the class or course.
- Verification of medical reports, including vaccination certificates.
- Verification of any special needs reports or considerations

The Admissions Team will analyse previous school records and information provided by the parents to determine the potential need for learning. The parents and the previous school of every new student will be asked to forward any details of AEN support provided in addition to all appropriate testing results that are available. Where the school has concern regarding meeting the student's learning needs, the school will request for additional information, including a **Student Information Request Form (SIRF)** The school may also request a statement of medical history, including any significant health, social and/or emotional needs, significant gaps in education and information on additional services currently or previously provided.

The school shall ensure that the selection process is carried out in a fair and impartial manner. The school does not discriminate in any way during the admissions process. Where the school has concern regarding meeting the student's learning needs, the school will request for additional information, including a **Student Information Request Form (SIRF)** and reports from the previous school/s or additional assessment to determine suitability.

Should previously needed AEN support be identified, the situation is then discussed with the Learning Support Coordinator and other relevant staff. Parents will be

informed if Learning support is required. There may be some students who's academic and/or social needs are beyond the provision of the school.

Final enrolment approval is given by the Head of School, Head of Admissions and Learning Support Coordinator. The final decision regarding placement rests with the Head of School.

3.9. Learning Support Team

The Learning Support Team is made up of highly qualified educators who work together as a cohesive group, sharing their knowledge and expertise within their fields. Learning Support Team includes the following roles with clearly defined job descriptions:

- Learning Support Coordinator (LS coordinator)
- Learning Support Teachers and LTAs
- Class Teachers

Homeroom, Subject and Learning Support teachers work in tandem to create a supporting, nurturing environment that caters for the needs of all students. Student learning needs are supported by the use of technology, differentiated teaching and learning materials, development of individual educational plans (IEPs) and in or after school support. Learning Support teachers promote good home-school relationships as well as foster positive working relationships with students.

In addition, the Academic Leadership Team has the overall responsibility for the development and implementation of the Inclusion policy, and teachers are responsible for the written, taught and assessed curriculum to support all students.

Where appropriate, the Counsellor will be consulted to assist the learning team build up a picture of the students and develop best-fit approaches to remove barriers to learning.

3.10. Accommodations

- Where required by a specific programme, the relevant teacher, in consultation with the Learning Support Coordinator and Academic Leadership Team may request for accommodation for a student
- When required, accommodation for testing or examination will be applied as permissible.

3.11. Identification and Referral

If a student is not able to meet class expectations, the teacher of the class should provide and document interventions within the context of differentiation to help the student progress. If these interventions are not helping the student to achieve at a higher level, the teacher may refer the student to the learning support team.

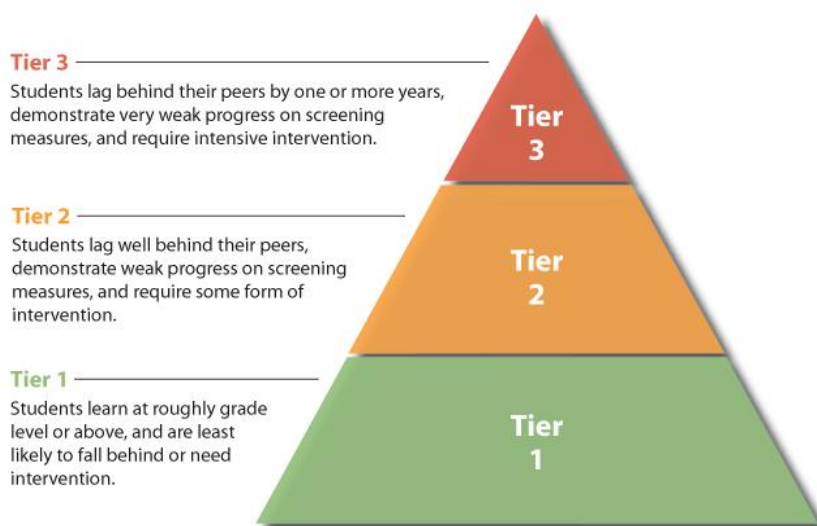
Students may also be considered for learning support if their external benchmark testing shows a student's level of development to be significantly lower than class level mean in one or more areas. These students would be identified when teachers (data team) and learning support team carry out the analysis of their classes following testing.

The referral process is applied according to the needs of the individual student in a flexible manner that focuses on their specific learning profile. For division-specific referral processes, please refer to Appendices ii. and iii.

The learning support teacher will review the strategies tried by the teacher and observe the student in class. If the learning support teacher believes that diagnostic testing is necessary, they will inform the parents/guardians and request permission to go ahead with the diagnostic testing (Appendix iv).

If the school feels that further assessments are necessary to appropriately plan and support the student, an outside assessment by an educational psychologist, pediatrician, occupational/speech therapist, child psychologist or psychiatrist may be recommended. Parents/guardians are responsible for arranging the evaluation, payment of the evaluation, and any further recommended services. In secondary years, formal evaluation is compulsory for students to access accommodations for external examinations. If the family chooses not to have an external evaluation for their child, this may affect their re-registration and access to learning support services.

Following an evaluation, the student will be placed on a tiered system. There are three tiers of learning support:



Tier 1

Tier 1 is good quality, inclusive education which takes into account the different learning needs of the students within each classroom. Classroom teachers will provide differentiated learning tasks in order to accommodate a student's individual learning needs. Tier 1 students would generally not have an Individual Education Plan (IEP).

Tier 2

Tier 2 outlines specific, additional interventions (booster sessions, learning mentors, English language support etc.) provided for some students who are not yet reaching expected levels. Tier 2 students are typically identified through classroom assessment, teacher observations and standardized tests. They may have an Educational Psychologist report, but such documents are not compulsory but may be advisable. Strategies and resources are implemented by the classroom teacher in collaboration with Learning Support Team.

Tier 3

Tier 3 is a targeted provision for a small percentage of students who require a much more structured programme of support to allow them to access the curriculum. Students will generally receive a more intensive support programme such as exam concessions, 1:1 support, small group work, reduced class size. Tier 3 students have a bespoke IEP and may require an Ed Psych report. Students are closely monitored and interventions for learning are reviewed throughout the year.

The Ed Psych report provides an overview of a student's strengths and areas where s/he may find things more challenging. The Ed Psych may also give recommendations for teaching/learning strategies or additional materials or interventions to be used by the teacher or by parents at home.

Ed Psych reports may also recommend a referral to other professionals such as a speech and language therapist, occupational therapist, optometrist, or a pediatrician. The more information available, the better the help that can be obtained.

Parents sometimes shy away from an assessment, fearing their child will be somehow labeled by it. However, the child will still be the same child, and identification of challenges will simply mean the child will be better supported to reach his or her potential and will inevitably have a happier learning experience at school as a result.

Ed Psych findings should always be shared with a prospective school. There can sometimes be a tendency to avoid this fearing that a child may be refused a place. However, reputable schools will use this report to make appropriate adjustments for any learning needs a child has, and will only refuse the child if his or her needs go beyond their capability.

3.12. Placement Policy

As part of the admissions and enrolment policy, the number of Tier 2 and 3 students will not exceed 3 in any class, or 15% at year level or entire school enrolment. Specifically, there will no more than 2 Tier 3 students in any class.

3.13. Staffing Provision

While there is no specific ratio provided with regards to the number of learning support staff per student with identified learning needs. Most international schools base their staffing requirements on the following ratio:

1 Learning Support Teacher: no more than 20 Students (Tier 2 and 3).

3.14. Learning Support Interventions

The class/subject teacher and learning support team members collaborate to provide interventions and differentiation for students with AEN. Interventions are designed to remove barriers to the student's learning and strengthen resilience, providing a firm basis for future development and success. Students will have an Individual Learning Plan (ILP) which outlines strategies and accommodations for the student to remove barriers to the student's learning and outlines specific learning goals for the student that are reviewed on a regular basis.

Learning support interventions can take the form of many options, including:

- Differentiation by the class teacher with guidance from a learning support team
- Accommodation for assessment tasks as recommended by learning support team or educational psychologists (i.e., use of a laptop, extra time)
- Push in support from learning support teacher into class lessons
- Small groups or individuals pull out lessons by learning support teacher

An inclusive approach is used as much as possible. For physical accommodation, classroom assignments are chosen for maximum accessibility.

3.15. Monitoring, Exiting, Promotion & Retention

Students on the learning support tiered system are monitored throughout the year through meetings between the learning support team and classroom teachers, data collection, analysis of assessment and academic reports and discussions with families. Based on this progress monitoring, adjustments are made to their IEP that are reviewed at least twice a year.

In some circumstances, the learning support team along with the academic leadership team may decide to recommend promotion, retention or to withdraw the enrollment of the student.

Under certain circumstances, a student already enrolled in the school may be counselled to seek an alternative school, particularly when the school may be unable to continue to provide an appropriate programme, where the school is unable to provide additional programme requirements, or where disruption or safety issues

occurs to the normal learning of other children. A decision not to re-enroll such a student would be based upon external professional assessment (as needed), the classroom teacher's input and evidence, parental consultation, the carefully considered recommendation of the student support services team, and with the final approval of the Head of School.

The school makes every reasonable effort to provide each student with a programme that will successfully meet the school's requirements in terms of class level promotion at the end of each academic year. Students are promoted when they successfully accomplish the minimum expectations of the course or the year level in which they are enrolled.

If a student is not meeting the minimum expectations related to a year level and if the learning support referral process has not been able to provide differentiation in which the student can achieve, the teacher and Head of School may consider a year level retention.

Similarly, if a student is exceeding year level expectations in many subject areas and if the learning support referral and interventions have not been able to provide differentiation in which the student can continue to be challenged in their current year level, the teacher and Head of School may consider a year level promotion. Parents/guardians are informed of the student's needs and progress is discussed regularly.

For retention or promotion to be considered, the following factors must be addressed: chronological age; social and emotional development; physical development; previous school experience; language proficiency, specialists' recommendations, and academic achievement.

The student's attendance must also be in accordance with the attendance requirements (85% attendance). The final decision related to student retention or promotion is made by the Head of School in consultation with the parents/guardians.

In the event of any disagreement between parents/guardian and the school about a child's promotion or retention, the Head of School reviews the case and the decision of the Head of School is final.

3.16. Confidentiality and Record Keeping

It is the responsibility of the learning support team to keep confidential records, reports and/or documentation on file for each student receiving support. Paper documentation is kept in a locked cabinet. Electronic copies are securely kept on a school student management system, accessible only by staff members. These are made available to select staff and parents.

When a student who has received learning support leaves the school, all relevant information and reports will be given to parents or transferred to the receiving school, if requested.

IV. Roles & Responsibilities

- The roles and responsibilities are clearly stated in the policy statements section.

V. Review Cycle and Updates

The Inclusion policy will be reviewed every three years as part of the policy and curriculum review cycles.

VI. Related Documents, Policies & SOPs

- Admissions Policy
- Assessment Policy
- Curriculum Review Cycle

VII. Appendix – Policy for External Educational Services Policy

External Educational Services Policy

Purpose

The school is aware that some students require additional support such as, but not limited to, speech therapy, occupational therapy, and/or social skills training. The school may allow some students to receive individualized support from external educational service providers during the school day in order to augment their overall development. Upon agreement with the school, parents may hire an external educational service provider who may work on the school campus during the school day, between the hours of 8:15am and 4:00pm, providing all insurance and safeguarding issues have been met and the school has deemed that no disruption to the student's learning will take place.

Expectations

1. For safeguarding and insurance purposes, the selected provider must be working on site under a registered, licensed business who can provide receipts of services rendered if requested.
2. Parents are responsible for all fees associated with hiring an external educational service provider.
3. The school asks that all external educational services be pre-approved by the Educational Leadership Team on a case by case basis.
4. The Learning Support Coordinator is responsible for arranging and attending all meetings between the external educational service provider and the school. Additionally, the Learning Support Coordinator is to be cc'ed into email communications between the external provider and the teachers/school.
5. All external providers will be subject to review when the school deems appropriate.
6. All students receiving speech and language therapy and/or occupational therapy on the school campus will have a formal assessment completed by the therapist dated within three years with a copy of the assessment report provided to the school.
7. After each therapy session, the therapist will share the outcome of the session via email and include both parents, classroom teachers and the learning support team.

Waiver of Responsibility

The school is not responsible/will not be held responsible for the external educational services provided on campus.

External Educational Services Agreement

I, _____, parent of
_____ allow my child to be withdrawn from class to
receive therapy with _____.

I give permission for the external educational service provider to submit all
assessment results and goals to the school . I understand and agree to the
expectations and procedures outlined in this document.

Parent Signature: _____

Date: _____

External Educational Services Agreement

I, _____, therapist from
_____ (therapy company) will be providing therapy for
_____ (student name).

I understand and agree to the expectations and procedures outlined in this
document.

Therapist Signature: _____

Date: _____

Previous Update(s)	N/A	Revision Date:	N/A
Current Update	Version 1	Revision Date:	25/03/2025

Next Update		Revision Date:	
--------------------	--	-----------------------	--

Anne Hill

ANNE HILL INTERNATIONAL SCHOOL

- **Preschool:** 32 An Phu, An Phu Ward, Thu Duc City, Ho Chi Minh City
- **Primary school:** 31 Giang Van Minh, An Phu Ward, Thu Duc City, Ho Chi Minh City

WEBSITE annehill.school | **FB/** [annehill.school](https://www.facebook.com/annehill.school)
EMAIL info@annehill.school | **HOTLINE** 0906 846 995 - 0906 846 939

