

PLATON INCLUSION POLICY



THE IB LEARNER PROFILE

Pages from the IB learner profile booklet

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

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1. Purpose

The aim of this document is to describe the philosophy and structure of Platon School's Inclusion Policy, in order for all students to be able to develop their social, emotional and cognitive potential.

This document is designed to communicate to parents, students, teachers and administrators the processes, actions and the responsibilities of all involved applying the Inclusion Policy, so as to establish an effective educational environment for all students.

This policy describes Platon School's commitment to identifying and removing barriers to learning, participation and belonging. It explains the support structures, responsibilities and processes through which students can develop their academic, social, emotional and cognitive potential across the PYP, MYP and DP.

The policy applies to all students. Inclusion is not limited to diagnosed learning differences: barriers may relate to language, disability, health, social-emotional needs, prior educational experience, culture, identity, giftedness, or the design of the learning environment.

2. Philosophy

Platon World School's philosophy and primary care have always been based on two factors; students' smooth integration and adjustment into the school environment and school's productive interaction with the local community. We strive to develop well-rounded, holistic individuals who are equipped to engage thoughtfully and responsibly as global citizens.

Our aim is for students to have all necessary means to develop their way of thinking and mechanisms which will prove helpful to them during their adult life. Our school has created a learning environment suitable and adjustable to our students learning styles and psycho-social needs, helping them to develop their IB student profile.

In other words, we are acting based on our students' effective social integration within the school community as well as on their academic achievement.

We firmly believe that it is only through the identification, acceptance and respect of every students' needs and personality characteristics that learning processes are effective.

Our school has always been giving priority to the students' feeling of accomplishment in all aspects of their student life. Furthermore, our belief is that everybody involved in the educational process, meaning students, teachers, administrators and parents, have to cooperate closely.

The processes followed by our school as far as students' inclusion is concerned, when dealing with special learning or other needs, are in accordance with the National Laws for Special Education provided by the Ministry of Education regarding evaluation and inclusion.

3.Guiding Principles

3.1 Inclusion Philosophy

“Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Inclusion is an organizational paradigm that involves change. It is a continual process of increasing learning and participation for all students. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment. It is an educational approach to which all schools should aspire. Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community” (Learning diversity and inclusion in IB programmes, page 2).

Our school inclusion policy has been developed according to current inclusion practices. However, it will be reviewed **annually/continuously** as our school adjusts/progresses in inclusive education.

At Platon Schools, we believe that everyone can belong and that everyone should receive the necessary academic and social-emotional care so that they can develop their potential to the fullest.

The inclusion of all students in the learning and social process is a fundamental objective for all staff.

Inclusion in the learning process means that:

- students receive teaching that is as flexible as possible and adapted to all learning styles; and
- the access arrangements that will make their examinations as fair and successful as possible have been secured.

Inclusion in the social process means that:

- all students feel safe and, at the same time, are supported socially through their participation in different social groups.

The safety and social adjustment of students are the concern of all school staff.

Everyone in our school respects student diversity, both in terms of the learning, linguistic and social backgrounds from which students come, and in terms of their physical, linguistic, learning, developmental, cognitive and social needs.

3.2 Aim of our Inclusion Policy

Considering the needs of all students

Our school's inclusion policy reflects the IB philosophy and its commitment to equity, access and student agency. We recognize that every student is unique and learns in different ways; therefore, we adopt a holistic approach that supports each student's academic, social and emotional development. To this end, we ensure that we:

- Develop a holistically inclusive policy that governs every aspect of the learning process at all school levels.
- Ensure that all students are seen as distinct individuals and not only as members of a group.
- Ensure the fair treatment of our students by developing individual and group/in-class programmes that respond to their learning and emotional needs.
- Have mechanisms in place to identify our students' learning and social-emotional needs.
- More specifically, ensure that students with learning difficulties can receive all the access arrangements they need in order to perform to the best of their ability.
- Develop a prevention policy so that all students feel safe within the school environment and also feel that they belong to a group and are not alone.
- Ensure a continuum in the understanding of inclusion across the different school levels, so that a shared approach is gradually developed.
- Develop a communication network with parents and guardians in which the needs of students and parents are explored promptly and safely and interventions are designed.

3.3 Social Emotional Learning and Safeguarding

The School implements Professor Dan Olweus's internationally accredited Bullying Prevention and Management Programme, which is fully aligned with Greek legislation on school bullying.

The programme is integrated throughout all school systems and requires:

- the training of all staff in matters concerning the management of school bullying
- the provision of information to, and cooperation with, parents and guardians
- the development of Social Emotional Learning (SEL) programmes in the form of regular class meetings in both the PYP and the MYP, during which students develop social skills through experiential activities and role-playing exercises, including emotional management, relationship management (communication and conflict resolution) and self-

management (self-control).

The psychologist oversees the materials and the planning of the class meetings, while the homeroom teacher coordinates them.

4. Roles and Procedures in the Inclusion Policy

4.1 Role of the Administration

The Administration Team and the Head of Educational Programmes:

- develop policies that are consistent with the spirit and vision of the school
- fund the implementation of programmes in order to ensure their effectiveness and longevity
- ensure the professional training and development of all staff
- ensure cooperation among everyone involved in inclusive practices.

4.2 Role of the School Leadership

The School Leadership Team (Principal and Vice-Principal):

- is responsible for cooperating and communicating with the competent public bodies, KEDASY, the Education Advisor and the Special Education Advisor
- is responsible for the smooth implementation of all programmes applied at its school level
- supervises and monitors teaching approaches to ensure that they are flexible and aligned with the philosophy of inclusion
- holds systematic group and individual meetings with teachers in order to jointly develop the techniques to be used at both the learning and social-emotional levels
- monitors the feasibility of actions and creates the conditions for frequent feedback on their effectiveness
- maintains ongoing cooperation with the School Support Team
- is informed of all student diagnoses and ensures that the recommendations of public assessment bodies are followed and that all access arrangements are implemented in accordance with Greek legislation

- ensures, in cooperation with the School Support Team and parents, that students with learning and emotional difficulties receive appropriate support, both through individual intervention and differentiated in-class intervention
- monitors and, in cooperation with the School Support Team, supervises the teachers/support persons providing in-class individual student support, both in relation to their role and to the objectives they set for the students in their care
- ensures student safety by making sure that everyone follows the protocols for the prevention and management of school bullying
- maintains direct and continuous communication with parents and guardians
- supports the well-being of teachers.

4.3 Role of the Teacher

Teachers - Tutors

- Share a wide aspect of the dynamics of the class
- Monitor both the academic progress and the social well-being of each student
- Act as a confidential advisor to the students
- Are responsible for the communication with the parents.
- Teachers make sure that they become familiar with their students' learning needs within a reasonable period of time, so that they can adapt their teaching to as many learning styles as possible.
- They are aware of the relationship dynamics among their students.
- They communicate with parents and guardians in order to exchange as much information as possible about the students and to support the child together.
- They participate in regular monthly collaborative meetings with members of the School Support Team in order to address the needs of all students in their class, identify the needs of particular students and agree on how they will be managed, always in cooperation with the School Leadership.
- If concerns and possible learning difficulties arise, they communicate their concerns to the Student Support Team through the Referral Document (see appendix 1)
- Are responsible for the application of any student-targeted or class wide intervention (tiered activities)

- They receive training as frequently as possible on differentiated teaching and the inclusion of all students in the learning process.
- They participate in subject coordination teams with the other teachers of the class.
- They coordinate group meetings with the parents of their class, during which they provide information about the actions that have taken place inside and outside the classroom.
- They cooperate with the special educators of the School Support Team to jointly develop materials appropriate to the needs of differentiated teaching for all students in the classroom, creating materials with graduated levels of difficulty and addressing multiple interests.
- The homeroom teacher coordinates the regular 'class meeting' within the framework of the school's social-emotional education.
- They communicate and cooperate with specialist therapists outside the school.
- They prepare the Descriptive Report for students who are to be assessed by a public body.
- They complete questionnaires from specialists in order to provide a picture of a student at school.
- They act as mentors and mediators among students in order to facilitate their relationships.
- They participate in coordination meetings concerning the operation of in-class individual student support, where such support is provided in their class.

4.4 Role of the Parents

- Are actively involved in their child's education
- Request application of any arrangements and services needed for the child with special education needs
- Communicate all information and documents needed
- Provide documentation needed for IBO accommodation requests
- Cooperate with the Student Support Team regarding intervention at home.

4.5 Role of the School Support Team

The School Support Team consists of four psychologists, two special educators and one speech therapist.

- It holds regular meetings during which the course of action for referrals made to the team by teachers and parents is determined.
- It evaluates students' needs in cooperation with teachers and parents within the School, in order to determine whether a referral to a public body for an official assessment is required.
- It develops the intervention framework in cooperation with teachers and parents within the School.
- It cooperates regularly with the School Leadership Team.
- It keeps a record of student assessments and diagnoses and informs teachers about these students' needs and the access arrangements to which they are entitled under the legislation.
- It is responsible for raising teachers' awareness and for providing them with counselling and training.
- It is responsible for coordinating the Dan Olweus bullying prevention and management programme, staff training and teacher supervision.
- It shares responsibility for the provision of in-class individual student support at the school.
- It shares responsibility for coordinating the school's inclusion policy.

5. Inclusion Policy objectives

5.1 Students with Special Educational Needs

Students with Special Educational needs are the ones who exemplify:

Attention deficit disorder/attention deficit hyperactivity disorder (ADD/ADHD)

Autism Spectrum Disorder

Dyslexia

Dyscalculia

Dyspraxia—developmental coordination difficulties (DCD), motor learning difficulties

Specific Learning Difficulties

Hearing impairment/deafness

Medical conditions/chronic illness

Mental health issues

Physical disabilities

Speech, language and communication needs (SLCN)

Visual impairment

Giftedness

In order to meet the diverse and special educational needs of our students at Platon School we must:

- follow the national and local laws regarding Special Education
- create a welcoming environment for the special education needs of each student
- identify children with diverse educational needs
- provide adequate intervention
- use differentiated instructions in order to ensure effective learning
- use resources to support children with SEN.
- assess and keep records of the progress of these children.
- provide counseling and support to teachers and children with SEN.
- work with outside agencies (public and private)
- inform and involve the parents of children with SEN so that we can work together to support our children.
- encourage active involvement by the children themselves in meeting their needs.
- provide training to all staff working with children with SEN.

It is important to note that faculty, staff and administration acknowledge that students achieve excellence in knowledge and skills at a different rate through different means.

5.2 In-Class Individual Student Support and Its Connection with the School's Inclusion Policy

The provision of in-class individual student support involves the presence of an adult (Support Person) in the classroom, with the primary aim of facilitating the learning and socialization of the student assigned to them. The ultimate purpose of in-class individual student support is for the Support Teacher/Support Person gradually to withdraw support and for the student to begin to become independent. The Support Teacher works with and sets objectives only for the student in their care and does not act as a classroom assistant.

The School Support Team's contribution to the provision of in-class individual student support is to:

once parents have been informed that their child needs individual assistance in the classroom in order to keep pace with the rest of their peer group, in both learning and psychosocial terms, inform them, together with the School Leadership of the relevant level, of the procedures followed (In-Class Individual Student Support Protocol)

- assist parents in selecting a suitable person to support their child in the classroom
- coordinate meetings among those involved in the procedures (meetings involving the teacher, the school-level psychologist, the Vice-Principal and the Support Person, as well as other meetings involving the parents and the wider team).

6. School Support Team

School Support Team consists of the School psychologists, Ms. Tagkalaki Alikí, who is also Head of the Team, Ms Sakellariou Dionysia, Ms Paraskevi Ntinou and Ms Iliana Stamogiannou, the Speech therapist, Ms. Polymenopoulou Evi, and the Special Education Therapists, Ms. Karakomninou Marianna and Afroditi Katerinopoulou.

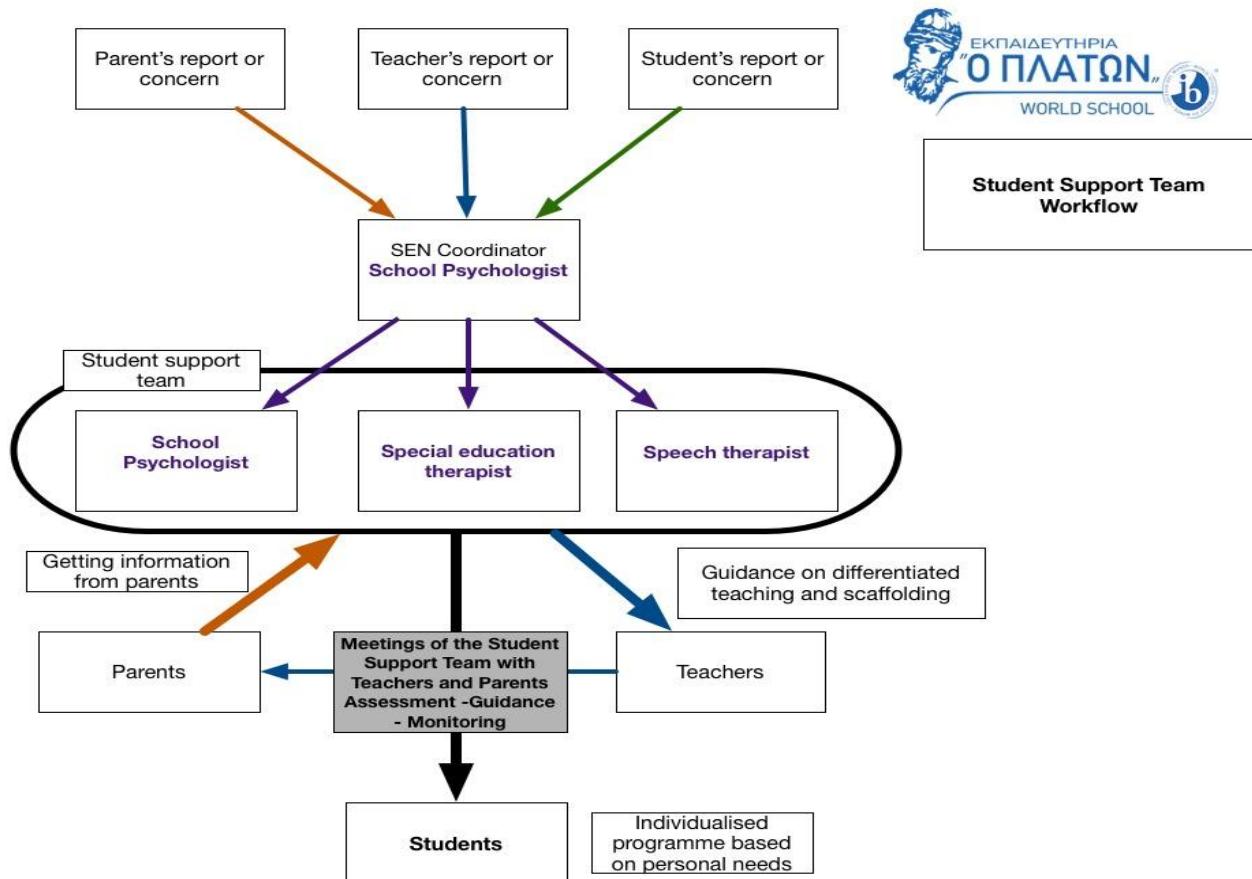
All our specialists work together as a team, supporting our students to the fullest.

Their main task is to evaluate, assess, design and apply intervention programs, thus helping our students to adapt successfully within the educational process. Furthermore they monitor the efficacy of these programs. (see Figure 1).

All activities carried out by specialists, whether screening, assessment or intervention, take place with the consent of parents and guardians.

The team of specialists adheres to the code of ethics of each profession (psychologist, special educator and speech therapist) in its cooperation with both the school and parents.

Figure 1



6.1 The roles of the Student Support Team members

6.1.1 The School Psychologist

- Has the role of / Is the Student's Support Team Coordinator, organizing the procedures that follow parents, teachers or students' referrals
- Is responsible for organizing and applying prevention programs having in mind students' social and emotional needs, e.g. sexuality education
- Is responsible for evaluating students' psycho-emotional and intellectual needs
- Provides guidance to teachers/tutors as far as differentiated instruction is concerned
- Provides guidance to teachers/tutors in relation to better managing students' behaviour, strengthening the teacher-student bond.
- Provides counseling to students and parents both individually and in groups.
- Organizes and provides ongoing training of school staff
- When there is a need the School Psychologist cooperates with outside professionals in the

private and public sector.

- Oversees and, in cooperation with the teacher, develops the topics and implementation of the 'class meetings' within the framework of SEL.

6.1.2 The Speech Therapist

- Identifies and assesses language development difficulties. In the context of prevention and early intervention, our school's Speech and Language Therapist, at the beginning of the school year, carries out a screening test from the sections of the Kindergarten up to the first grade. If necessary, this is followed by a speech and language assessment of the children and an informational appointment of the parents.
- Designs and applies individualized treatment programs.
- The speech therapist is member of the interdisciplinary teams of preschool education and first grade that meet on a weekly basis.

6.1.3 The Special Education Therapist

- Is involved in identifying learning difficulties
- Designs and applies individualized educational programs
- Cooperates with teachers in conducting differentiated instruction
- Individual learning remediation sessions with students with special educational needs
- Counselling for the parents of students receiving remediation, regarding learning support at home as well (Study).
- When there is a need the Special Education Therapist cooperates with outside professionals in the private and public sector

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- When there is a need the Special Education Therapist cooperates with outside professionals in the private and public sector
- Is the Coordinator of the “in classroom” individual student support program.

6.1.4 The Special Education Therapist/ Inclusion & Differentiated Educator

- Assesses students' response to the educational process during teaching.
- Maintains active, continuous and regular cooperation with classroom teachers to jointly develop appropriate educational materials.
- Designs differentiated teaching programmes within the context of co-teaching with classroom teachers.
- Provides guidance and practical strategies to teachers who encounter learning difficulties.
- Evaluates the implementation of differentiated teaching.
- Recommends appropriate educational, learning and social-emotional objectives to meet students' needs.
- Helps shape the appropriate classroom conditions and philosophy so that no student is marginalized, but instead participates equally and actively in the educational process.
- Communicates with parents to guide any external support for the student (support plans, strategies, referrals to KEDASY etc.).

7. Functioning of the School Support Team

7.1 Referral Process

When there is a need, teachers, parents and students may submit a request/concern from to the Student Support Team regarding linguistic, learning and / or socio-emotional issues.

Request/concern made by a teacher/ school staff member

Teachers and/ or School staff use the Referral Document (appendix 1) to record their specific concern about a student.

The members of the Student Support Team then,

- Have a meeting in order to evaluate and decide collectively who is most suitable in responding to the request /concern. We always keep in mind if the case is related to psychological, learning or phonological issues.
- Have a second meeting with the teacher and/or members of the School staff who submitted the request and discuss the matter thoroughly.
- The teacher will communicate to the parents his/her concerns and inform them that school specialists will be more actively engaged.
- It is only after the parents' consensus that...the relevant specialist will invite the parents to inform them of the procedure to be followed based on the student's needs.

Request/concern made by parents or a student

The school psychologist / SEN Coordinator meets with the parents/ student and discusses the concern, and then the procedure mentioned above is followed.

All information provided by the parents and students is strictly confidential.

7.2 Evaluation Process

After parental consensus and relying on the student's general developmental record, the Student Support Team will proceed with an individual evaluation of the student.

The evaluation process includes the following:

- Psycho-social background
- Educational record
- Informal and standardized - formal tests
- Questionnaires
- Observation of students during class and / or recess time
- Previous evaluations provided by other specialists of the private or public sector

- Samples from the student's portfolio

All enclosed documents are strictly confidential and kept in a safe and locked location.

Information collected during the evaluation is personal and is communicated in order to involve teachers with discretion and confidentiality.

7.3 Intervention Process

Once the evaluation is completed, a new meeting will take place in the presence of the teacher, so that he or she will be informed about the diagnosis and the proposed actions that shall be taken by him or her and the specialists.

Finally, the parents will be invited to a third meeting with the specialists and the teacher, and will be informed about the intervention that will be followed within the school. Parental involvement (if any) will be established as well.

An intervention may consist of the following actions:

Primary Years Program

Individualized program

Differentiated instruction

Student counseling

Parent counseling

A combination of school and home intervention

In classroom individual student support

Middle Years Program-DIPLOMA

Individualized intervention

Modifications to exam papers

Special arrangements: Additional time, Rest periods, Computer Use, Amanuenses/scribe, transcription readers

Student counseling

Parent counseling

7.4 Inclusion concerns, support requests and review procedures

Platon School recognizes the importance of clear, transparent and equitable procedures in addressing concerns related to inclusion, learning support and student wellbeing. The school is committed to working collaboratively with students, parents/guardians and staff to ensure that all students have appropriate access to learning and support..

1. Initial consultation with the teacher / learning support team

Students and parents/guardians are encouraged to first communicate with the subject teacher and/or the Learning Support (Inclusion) Team to discuss concerns related to learning diversity, participation, inclusive classroom practices or access arrangements. At this stage, adjustments and strategies are reviewed in collaboration with the student to promote student agency.

2. Programme-/ department review

If the concern persists, the matter is referred to the relevant Programme Coordinator (PYP/MYP/DP) and the Learning Support/Inclusion Coordinator. The review focuses on the student's learning profile, current inclusive practices, and the need for access arrangements, ensuring alignment with IB expectations and programme requirements.

3. School-level review

If the concern remains unresolved, it is escalated to the Director of Studies and/or School Director for a final review. Decisions are made to ensure equity, consistency and transparency across the school, and a written response is provided.

4. Documentation and ongoing review

All decisions, support plans and access arrangements are documented, monitored and reviewed regularly and are stored.

8. Inclusion Policy by School Level

It is important to maintain continuity in the philosophy of inclusion across all school levels.

- For this reason, procedures are developed in the transition grades—particularly from Kindergarten to Grade 1 and from Grade 6 to Lower Secondary School—to help students move to the next level better prepared. The next level also has many features in common with the previous one, so that students feel they are gradually adapting to its demands, follow a more stable path and form more secure relationships.

Teachers, in cooperation with the specialists at their school level (psychologist, special educator and speech therapist), make sure that they are informed about each student's learning and social profile, so that the educational process can be designed to meet the needs of as many students as possible.

- Teachers also exchange information as students progress to higher grades, so that differentiated techniques are maintained as consistently as possible across the years.
- Students work collaboratively in groups from the early grades of preschool education.

8.1 Inclusion procedures in Primary Years Program

From the first day a child enters the school environment, everyone is concerned with:

- the child's safest and smoothest possible adjustment, both academically and socially-emotionally;
- support for the child's different learning needs; and
- the child's sense of belonging.

The philosophy of the inclusion policy in the Primary Years focuses to a very great extent on prevention, as well as on cooperation among all parties to ensure the earliest possible assessment of students with special educational needs, so that they can receive intervention as early as possible.

Assessment is also carried out internally by the school's specialists, but the aim is always to obtain an assessment from the public body, KEDASY, as this body will issue an official opinion on the rights of a student and their family throughout all years of education.

Over the last three years, inclusion procedures in the Primary Years Programme and MYP 1 have been developed at two levels.

All teachers from Grades 1–6 participate in formally established, regular individual monthly meetings with members of the School Support Team, during which:

- the needs of all students are discussed and students with more individualized needs are referred;
- the needs of children who have a diagnosis from KEDASY, along with the body's recommendations for differentiation, are explored, as are the needs of children diagnosed

by private doctors;

- the needs of students who do not have a diagnosis but received therapeutic intervention at a younger age are explored.

Every two months, a plenary meeting is held with the Primary School Leadership in order to provide feedback to the team.

The teacher informs the parents of the need to refer the student in question; the parents, teacher and members of the School Support Team then agree on the best possible intervention and how it will proceed.

In the upper PYP grades (Grade 4 and Grade 5) and in MYP 1 (Grade 6), targeted differentiated teaching materials are developed for the core subjects (Language, Mathematics and History). Under the coordination of the School Support Team, differentiated teaching materials are developed to respond to the needs of all learning profiles.

The Special Education Therapist/Inclusion & Differentiated Educator participates in the learning process one day each week in every class (this does not take place in Grade 4), in order to support children's differentiated educational needs, develop individualized objectives where necessary in cooperation with classroom teachers, and enable the school and teachers to develop their differentiated teaching strategies even further.

The needs of children in Grades 4, 5 and 6 are explored through:

- observation, a sociogram and a questionnaire for the children concerning their learning style, interests and motivation (these have not been carried out in Grade 4);
- a corresponding questionnaire for parents concerning their children's motivation and interests (this was not carried out in Grade 4);
- the administration of informal tests in Language, History and Mathematics, based on the material taught, in order to record students' strengths and weaknesses. We then proceed jointly to design differentiated lessons focused on the needs of one class at a time, always through cooperation between teachers and specialist educational staff.

We evaluate the feasibility of designing and implementing differentiated teaching through cooperation among those involved; the improvement of equitable relationships within the group of children and teachers; and the differentiated manner in which children's cognitive achievements will be assessed.

- The assessment procedures use data from different sources, such as the views of teachers, students and parents, as well as other relevant documents (e.g. tests, assessments and records of activities involving multisensory materials).

8.2 Inclusion Procedures in Middle Years Program

The inclusion policy in the MYP grades is aligned with national legislation regarding the way students are assessed, as the system now becomes examination-based.

The role of the 'homeroom teacher' is established. This teacher is responsible for:

- knowing the learning and emotional needs of their students, in order to ensure that all students in their class feel safe and that they 'belong';
- cooperating with the psychologist in order to jointly develop approaches for supporting students, both academically and emotionally;
- communicating and cooperating with parents;
- informing the School Leadership of the relevant level about the approaches used.

In the MYP grades, particularly from MYP 2 onwards, national legislation is applied more specifically in relation to the access arrangements available to a student with diagnosed learning difficulties.

Students with Special Educational Needs are, in most cases, entitled to take an oral examination in every subject whenever the assessment is written, whether it is a test or a formal examination. Students with SEN who are not entitled to oral examinations are often exempted from having spelling corrected in all their written work.

In order to be entitled to an oral examination or an exemption from spelling assessment, students must have submitted to the school an official assessment from the Ministry of Education's public assessment body, KEDASY.

Within the framework of the school's inclusion policy, teaching is also adapted for students with special educational needs. Teachers cooperate with the psychologist and the Inclusion and Differentiated Educator to create classroom conditions in which these students—and all students—feel able to develop their skills.

Particular emphasis is placed on Social Emotional Learning, in which the homeroom teacher for each class, in cooperation with the psychologist, is responsible for coordinating the 'class meetings'.

8.3 Inclusion procedures in the Diploma

Inclusion principles:

- We follow a strength-based perspective focusing on student strengths and achievements.
- We embrace that all students learn in a different way. This enriches students' and teachers' experiences.
- Students are enabled to take part in quality learning.
- Multilingualism is welcomed, appreciated, and considered an asset. Accordingly, our school supports the use of mother tongues and offers a wide range of language acquisition options, including school-supported self-taught languages, as outlined in the *Platon DP Language Policy*.
- Students in our school community have opportunities to express their ideas and make their voices heard.
- Students through their Diploma studies and experiences are given the opportunity to develop the IB learner profile attributes and become responsible members of the global community.
- We are committed to continually developing our understanding of inclusion and diversity to ensure access and opportunities for all our students through differentiated teaching and learning practices designed to remove barriers to learning.

Evaluation procedure:

Prospective students who complete the IB DP entry exams and the interview process can enroll in the IB Diploma Programme as per *Platon DP Admissions Policy*.

- If students who join the Diploma program have special educational/learning needs, meetings are arranged with students initially and then parents/guardians with the DPC and the DP Counselor to develop a support plan with differentiated teaching and learning practices to meet the student's needs. The support plan proposed is aligned with the IB access and inclusion policy principles.
- An academic support structure has been developed aimed at identifying learning and emotional barriers; and of collaborating with teachers and families to help students remove barriers to learning, as outlined in the *Platon DP Assessment Policy*.
- Teachers can issue a referral form to report barriers to students' learning. The referral is handled by the academic support team to determine the course of action.

- A meeting with the DP Psychologist-counselor and families is arranged to discuss teachers' observations i.e., possible barriers. The option of an evaluation/assessment by an external expert in the field may be suggested.
- Assessment reports obtained are treated confidentially. Based on the report's findings, differentiated practices are mapped and shared with relevant teachers to support students effectively tackling barriers to learning in and out of class.
- A range of differentiated arrangements are offered and practiced throughout the students Diploma studies as described in the *Platon DP Assessment Policy*.
- Assessment reports and educational evidence are uploaded to the IB in support of the students request for access arrangements during the May and/or November DP examination sessions.
- Barriers to learning may concern the students mental and psychological well-being, to this end the DP Psychologist-counselor arranges for student meetings to identify barriers and put into effect support counseling sessions. The counselor may also provide counseling to parents, as we strongly value the partnership between the school and families.

9. IB Standards and Practices for Inclusion

Our Inclusion Policy has been aligned with the new IB Standards and Practices, which became effective October 2020. Please note the related standards below.

Culture 2: The school implements, communicates, and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)

Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)

Culture 2.2: The school identifies in its inclusion policy all of its legal requirements and outlines the school's IB structures and processes for compliance. (0301-02-0200)

Culture 2.3: The school describes in its inclusion policy the rights and responsibilities all members of the school community and clearly states the school's vision for implementing inclusive programmes. (0301-02-0300)

Culture 6: The school implements, communicates, and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)

Culture 6.1: The school implements processes with consideration of the relationship between its IB mandated policies. (0301-06-0100)

Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

Culture 6.3: The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)

Culture 6.4: The school articulates a planned integration of human, natural, built, or virtual resources in all of its IB-mandated policies. (0301-06-0400)

Culture 6.5: The school considers the learner profile in all of its IB-mandated policies. (0301-06-0500)

Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)

Culture 6.7: The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (0301-06-0700)

10. Appendix 1

Referral Document

Academic Rank: _____

Request Form

Student's Name: _____

Grade / Class: _____

Teacher / Field: _____

Request: _____

Date: _____

Please describe briefly the student:

Have you ever communicated your concerns with the specialists: YES _____, NO _____

If yes, when and with whom? _____

Student Support Team