



St George's College

Founded 1898

EOE & INCLUSION POLICY & PROCEDURES

Reviewed and approved Jan 2023

Next review Jan 2024

ST GEORGE'S VISION MISSION AND VALUES

VISION STATEMENT

St George's College is a private, non-profit, bilingual, co-educational, learning institution with a long tradition in providing a well-rounded and demanding education. It delivers an international curriculum of high standards, which seeks to develop strong ethical values and character integrity, in order to allow its students to become useful and successful citizens.

MISSION STATEMENT

Our mission is to provide students, between the ages of 3 and 18, with a bilingual education that integrates the Argentine and international curricula. We strive for the continual improvement in the quality of the teaching and learning, management and school resources in order that the students may develop their potential to the full. Our environment nurtures individual development, independent thinking, sportsmanship and an extensive and close interaction with the community.

STATEMENT OF VALUES

Since its foundation in 1898, St George's College has been based on values adopted by its Christian founders, drawn from the best ones stemming from British tradition. These values are centred upon the following:

- Uphold honesty, integrity and truth.
- Demonstrate fortitude in terms of energy, initiative, courage and responsibility.
- Exercise good manners and respect towards people, rules, institutions, and the environment.
- Commitment and loyalty to the College, its people and society at large.
- Actively develop the concept of duty, caring and leadership through example.
- Apply perseverance and fair play in behaviour, work and play.

The College strives to uphold these values through its Governors, Staff, Parents and Students, adding to the best traditions established by its Founders.

1. Commitment to inclusion

St George's College offers an integral education, based on scientific grounds and with great human care according to the needs of the society, in an environment of positive learning, respect, solidarity and equal opportunities, which is based on the four principles of good practice of the International Baccalaureate Organisation: affirming identity and building self-esteem, valuing prior knowledge, scaffolding and extending learning.

Diversity is a positive resource and from this scope, St George's College "encourages its students to adopt an active attitude in relation to their lifelong learning process and to understand that, even with their differences, other people might also be right" (Regulations for the implementation of programmes and applications, page vi, 2016). Individual differences between students are opportunities to encourage them to learn from diverse perspectives, through differentiated didactic approaches, which foster a more enriching and cooperative learning process as regards an international and intercultural line of thought.

2. AIMS

COMPLIANCE

- To ensure the school is compliant with all national laws and guidelines as outlined in:
Resolution 1664/17 of the General Office of Culture and Education of the Province of Buenos Aires

- To ensure best practice from around the world as outlined in:

IBO and Cambridge examinations inclusion guidelines

ONE SCHOOL

- To establish principles efficiently across all sections and highlight procedural differences.
- To ensure where possible that resources, contracted services and support materials are implemented efficiently across all sections and wherever possible replicated.

FRAMEWORK

- To provide the school's leadership a framework within which to work.
- To communicate clearly with the community what our policies and procedures are.

POLICY SPECIFIC

- To provide an ethos within school where children feel valued, respected and encouraged to go beyond their own expectations.
- To provide a culture of support for all pupils where needs are addressed and not used as a justification for failure.

3. DEFINITION

For the purposes of this policy inclusion at St George's College is defined as:

- **ADMISSIONS**

- The promotion of a child's right to education with equal access to opportunities and participation.

- **PASTORAL DEVELOPMENT**

- An educational approach that sees diversity as an enriching element within the teaching and learning process, which fosters the individual's development.

- **SEND SUPPORT**

- Structure where all children learn together, regardless of their personal, social or cultural features.
- The use of flexible teaching materials, techniques and strategies to create bridges that lead to learning.

INCLUSION

4. ADMISSIONS

No child will be discriminated against or refused admission to the school due to a diagnosed learning or behavioural difficulty.

Information provided by parents or any other outside agencies as part of the application process will be kept confidential and will not be used against the candidate in the application process

5. PASTORAL DEVELOPMENT

The EOE team also regularly contributes to the PSHE programme across the school. This programme is provided for all pupils in the Senior School and focuses on a variety of themes such as time management, personal organisation, reading comprehension, stress management, listening skills, coaching pupils for reading buddies programmes and other related areas.

EOE SUPPORT

6. ACADEMIC SUPPORT

It is the responsibility of all teachers to support pupils in their care with any learning needs they might have. Primarily through differentiated instruction and the use of supportive tools. Or in more extreme circumstances a modified curriculum or access arrangements.

The EOE department supports this process across the school and provides focused and targeted training for pupils and staff. In this context the following steps should be followed when identifying a pupil who may need support in their learning

Identified concern

Class teacher informs their academic line manager (example: Head of Department, Year leader or coordinator) and explores possible support strategies to be used within their learning.

In most cases, this should be communicated with the parents and a note kept on the pupil's file.

Continued concern

If the pupil does not respond positively to the support put in place then a request for further support can be sent to the EOE department. (coordinated through the appropriate line manager).

They will then enact the following steps:

1. Assessment

- a. Information gathering from adults linked to the pupils learning
- b. Observations of the pupil

2. Plan

- a. Meetings with parents and teachers to agree an intervention plan
- b. Create a Pupil development plan (PDP)
- c. Inform all staff and supervising adults linked to the child.

3. Do

- a. Implement plan
- b. Assess progress

4. Review

- a. Review overall impact of PEI
- b. Update PEI and inform teachers where necessary.

Throughout this process the child's learning and any strategies implemented are the responsibility of the class teacher and their line managers

Intervention

The type of provision outlined in steps 2 and 3 above will vary considerably and is entirely dependent on the needs of the child. Needs which are not stagnant and will develop over time.

This intervention falls into 3 waves:

Wave 1: High-quality inclusive teaching from the class teacher, supported by effective strategies. The EOE helps with collaborative planning and supports the creation and implementation of strategies.

Wave 2: Wave 1, plus more targeted intervention . This may include in class support from a member of the EOE. Including but not limited to:

- Withdrawal from scheduled timetable (during lessons/tutorials or before/after school) to work on a particular skill (1:1 or in small groups)
- In class support for particular lessons where the pupil benefits from extra support in the form of:

Direct support	LST (learning support teacher) moves periodically between pupils identified as being priorities for support due to additional needs. Pupils vary depending on activity/day.
-----------------------	---

Zoning	LST locate themselves near a group of pupils with additional needs, monitoring and providing input when necessary.
Coaching	LST is temporarily assigned to an individual or small group of pupils to guide them through a predetermined task that may be particularly challenging for them. Material is agreed ahead of time between the subject teacher and LST.
1:1 support	LST is assigned to work with a specific pupil during the class and will assist that pupil to stay focused, remain on task and with any classwork assignments taking place.
Supervising	LST oversees the higher-ability pupils of the set whilst the subject teacher provides additional explanations for pupils with difficulties.

Wave 3: Wave 1 and 2, plus increasingly personalised intervention. This may include the intervention of outside agencies including, but not limited to, psychological assessment,. Physical support and therapy or behavioural programs

Any of these waves may also include accommodation in exams. See section 7

Pupil's progress through the above support process will be recorded in the SEND register and kept by the EOE department

7. ACCESS ARRANGEMENTS

It is expected that any access arrangements that would be allowed by Cambridge Examinations or the IBO would be replicated in internal assessments too. This enables a log of use to be developed that would support any eventual application.

The process of identifying and implementing these access arrangements is taken directly from Cambridge examinations or the IBO depending on which examinations a pupil is working towards.

8. RECORD KEEPING

All pupils who have been identified as requiring learning support must be logged in the EOE register.

This register will include the following information

- Pupil name
- Year group
- Date of birth

- The pupils's status
 - Under review
 - Wave 1
 - Wave 2
 - Wave 3
- A brief description of their needs
- A brief description of the strategies in place
- A link to their PEI if there is one

The register is then reviewed at the end of each term by the EOE team and strategies updated.

Pupils who have made sufficient progress may have their status altered or be removed from the register completely. Any changes to the pupils status should be communicated to the Head of Section, then the parents.

POLICY REVIEW

This policy is to be reviewed by SLT and presented to the Board of Governors for final consideration and approval.

Approved by the Board of Governors, signed:

Dr Francisco Follett, Chairman

James Belmonte Diver, Headmaster

Date: