

“The mission of the British International School of New York is to provide an inclusive, collaborative learning community that merges the academic rigour of the British National Curriculum with the inquiry based approach to learning and teaching as expounded by the International Baccalaureate. This combined approach develops life-long learners who demonstrate respect, understanding and a commitment to an improved world.”

Difference and diversity are central in IB World Schools where all students enrolled in IB programmes should receive meaningful and equitable access to the curriculum. At BIS-NY, we are committed to delivering an inclusive educational environment for all of our pupils whatever their needs or abilities. BIS-NY fosters a culture of collaboration, where all staff are committed to working together to effectively support the academic, social and emotional development of our learners. All staff are committed to supporting the principles of providing an inclusive learning community through:

- developing cultures, policies and practices to include all learners
- offering excellence and choice, incorporating the views of all stakeholders.
- safeguarding the interests of all students
- providing all learners equal access to appropriate education that affords them the opportunity to achieve their personal potential

Teachers engage children in learning challenges and within the group of children endeavor to respond to the diverse learning needs through differentiated work. Learning needs can arise from a multitude of factors across all ability levels, including those learners who are more able. In order to show their full potential, some children require individual intervention that helps to identify their learning style and enhance their learning. We believe that all students should be allowed to learn and to demonstrate their ability under conditions that are as fair as possible. Some students will require different teaching and assessment arrangements due to needs such as :

- high level of ability
- specific learning issues
- language issues
- emotional and behavioural issues
- physical, sensory and medical conditions

Where students experience such needs, the PYP and MYP is flexible enough to allow differentiated approaches to learning and assessment that can be adapted to the needs of the student.

Aims and objectives

The aims of the learning support policy are:

- To create an inclusive learning environment that meets the individual support needs of each learner
- To ensure that support provision matches the needs of the learner, and allows them to develop and display the traits of the learner profile

- To support staff in implementing an inclusive approach in order to enable learners to have full access to all elements of the school curriculum
- To ensure that the individual needs of learners of all abilities are identified, assessed and provided for at the earliest opportunity
- To make clear expectations to all involved in the learner's education, including the learner, parents and external professionals
- To identify the roles and responsibilities of staff in providing for each learner's individual needs

All BIS-NY teachers respond to the needs of all students by:

- Promoting a class and school environment that welcomes and embraces the diversity of all learners
- Valuing and using diversity of cultural perspectives to enhance learning
- Liaising with parents to establish understanding of how best to collaborate to achieve shared goals
- Explicitly activating learners' prior knowledge
- Using their knowledge of learners' prior understanding to differentiate tasks and activities
- Recording information in learning profiles that will support planning for future differentiation and inform teacher practice
- Considering the time and strategies necessary for activating and building up background knowledge when planning a unit of work
- Using scaffolding to support learning
- Providing appropriate opportunities to extend learning

At BIS-NY, parental partnerships are a vital part of each child's education. Where additional support needs and interventions have been identified, parents are kept fully informed at every stage as to their child's needs, support and progress. The learning support coordinator and learning support teacher maintain regular contact with parents through:

- Email correspondence
- Telephone calls
- Informal meetings
- Formal review meetings

The learning support coordinator is available to meet with parents on request during parent teacher conferences.