



**TUNG DER HIGH SCHOOL**

**DIPLOMA PROGRAMME**

**Inclusion Policy**

The first edition in March, 2024

## **Mission Statement**

Our mission at Tung Der High School is to empower students to become compassionate lifelong learners who will positively commit to becoming global citizens.

We dedicatedly strive to nurture inquiring minds, develop critical thinking skills and intercultural understanding, and most importantly foster a sense of responsibility towards our world. Over and above, we encourage students to always seek to be knowledgeable and humble individuals.

Consistently developing and implementing a balanced academic curriculum, we aim to cultivate a reflective and communicative learning environment for students and educators in our school.

## **School Philosophy**

At Tung Der High School, we are dedicated to cultivating an inclusive and globally-minded learning community. We aim to create a conducive environment that provides students with opportunities to find joy and passion in learning.

Applying a constructivist and collaborative approach to inquiry-based teaching, we strive to nurture responsible, holistic lifelong learners capable of thriving in our rapidly changing and diverse society.

Through rigorous academic programs and a focus on character development, our mission is to empower students to become inquisitive, knowledgeable, and compassionate individuals.

## **Tung Der High School Learning Inclusion Philosophy**

The core philosophy of Tung Der High School revolves around learning diversity and inclusion, placing it at the center of its mission. The academy firmly believes in the potential of every student to evolve as lifelong learners and valuable members of society. With this in mind, Tung Der High School offers a comprehensive range of services aimed at enriching and maximizing student learning experiences.

Tung Der High School offers a diverse array of services aimed at enriching and optimizing student learning experiences. The school operates with a commitment to fostering inclusive learning environments, offering a wide range of services aimed at enhancing the educational journey of every student. These services are carefully tailored to address the individual needs and strengths of each learner, reflecting a collaborative approach involving various stakeholders. Referrals for support are welcome from homeroom teachers, classroom instructors, Program Coordinators, community professionals, and parents, initiating a process that encompasses comprehensive assessment of academic achievements, learning strategies, and areas for development.

Observations conducted across different settings, including classrooms and social situations, further inform the creation of personalized support plans. Regular conferences bring together students, parents, educators, and relevant professionals to discuss strategies and interventions, with a focus on developing and implementing Individual Education Plans (IEPs) where necessary. Ongoing support is provided for core academic subjects, supplemented by short-term groups or programs designed to address specific needs as they arise.

Additionally, the school ensures accessibility to its programs through careful screening of admissions documents and facilitates seamless transitions into and out of the school environment by liaising with former and future educational institutions. This holistic approach to student support underscores the school's commitment to nurturing a culture of inclusion and excellence in education.

## **Learning diversity and inclusion at Tung Der High School**

Tung Der High School promotes learning diversity and inclusive education by providing tailored support to students needing assistance, within our resource capabilities. We ensure that all students have equal access to learning across various aspects of their academic curriculum, emphasizing active participation and achievement rather than mere placement.

### **Learning support/requirements**

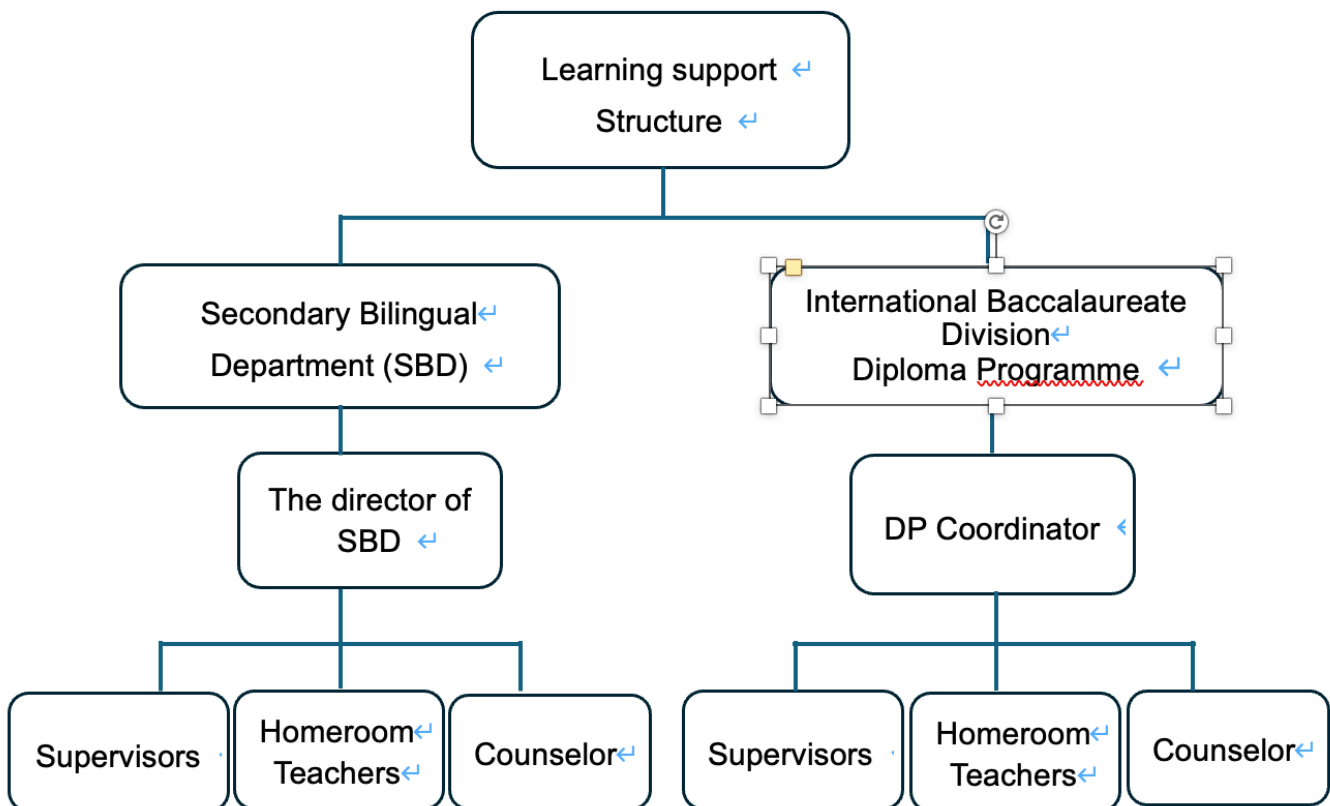
Support and/or accommodations are necessary to facilitate the academic success of certain students who can meet all curriculum and assessment standards, enabling them to realize their full learning potential. It's important to note that not all students requiring access accommodations will necessarily need additional learning support.

Students facing various challenges, including but not limited to learning difficulties, speech and communication impediments, physical limitations, social or emotional struggles, behavioral issues, as well as medical or mental health conditions, may require learning support. Additionally, learners acquiring an additional language may benefit from support to enhance their language skills. However, it's crucial to recognize that learning support extends beyond students with identified challenges and should be available to any student in need of assistance.

## Tung Der High School Learning Support Structure

The learning support committee, consist of Head of School, Vice Principal, all program coordinators and counselor, will meet once a semester to review all learning support actions undertaken. The learning support teams, led by the Program Coordinators, aim to meet once every two weeks to review support being provided within the program. Homeroom teachers are included in meetings when needed.

The learning support committee convenes on a semester basis to comprehensively evaluate all learning support efforts undertaken throughout the academic term. Additionally, the learning support teams, under the guidance of the Program Coordinators, strive to gather biweekly to assess and refine the support provided within the program. Homeroom teachers are actively engaged in these meetings as required, ensuring collaborative efforts in addressing student needs.



## **Admission and Placement of Students with Learning Support Needs**

Tung Der High School extends a warm welcome to students facing learning difficulties, provided that the school's Learning Support Team possesses the necessary resources to cater to their needs. Prospective parents of students with Special Education Needs (SEN) are expected to furnish the school with comprehensive documentation delineating the nature and extent of their child's learning challenges. In cases where documentation is incomplete, the school reserves the right to request an educational evaluation, at the parents' expense, prior to rendering an admission decision.

The administrative team meticulously reviews all admissions applications, flagging any files indicating potential learning needs for further assessment by the Learning Support department. Instances where prior academic reports suggest weaknesses or parents specifically advocate for their child's admission despite academic struggles are duly considered by the administrative team. Together, they evaluate whether the applicant would be able to effectively engage with the educational programs offered at Tung Der High School.

This evaluation process entails several steps, including examining the current enrollment of students receiving Learning Support at the relevant grade level, seeking additional information from parents or previous schools, reviewing results from past achievement or ability tests, gathering medical history from specialists, conducting interviews with both the student and their parents, administering educational achievement tests, and potentially recommending formal psycho-educational assessments. The aim is to determine the level of support required, feasibility of chronological age enrollment, and any provisional or conditional enrollment criteria.

## **In-Class Support at Tung Der High School**

In-class support is facilitated through differentiated instruction by both homeroom and single-subject teachers, following guidance from the Learning Support department.

Additionally, the Learning Support Specialist may offer occasional in-class assistance to individual students as determined through collaborative discussions within the Learning Support framework. This approach ensures that students receive tailored support based on their specific needs, enhancing their overall learning experience within the classroom environment.

## **Reference**

International Baccalaureate DP: From Principles into Practice, May 2015

International Baccalaureate Access and Inclusion Policy, November 2022

## **Review Cycle**

This policy will be reviewed every two years. The next review is to be conducted in June 2026.