Secondary Learning Support Services
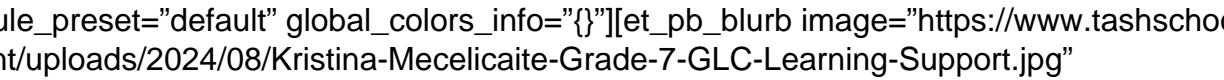
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Philosophy of Inclusion at TIS

TIS recognizes that some students will require additional support in order to achieve their potential in the educational programmes it offers; every effort will be made to be as inclusive as possible. TIS strives to provide opportunities for all students to be successful learners, and is committed to educating students with a range of abilities who are able to benefit from the educational services available at TIS.

Inclusion is an ongoing process that aims to increase access to and engagement in learning for all students by identifying and removing barriers and responding positively to each individual's unique needs. It involves institutional change encompassing reflection on the broader objectives of education, teaching methodology, curriculum and assessment. This can only be successfully achieved in a culture of collaboration, mutual
respect, support and problem solving, involving school leadership, teachers, parents and students.

IB Principles of Inclusive Education

? Education for all is a human right
? Learning is considered from a strength-based perspective
? Learning diversity is valued as a rich resource for building inclusive communities
? All learners belong, and experience equal opportunities to participate and engage in quality learning
? Full potential is unlocked through connecting with, and building on, previous knowledge
? Assessment provides all learners with opportunities to demonstrate their learning, which is rewarded and celebrated
? All students in the school community fully participate in an IB education, and some students who

have identified special needs complete courses diploma.
? All students in the school community have a voice and are listened to so that their input and insights are taken into account
? Diversity is understood to include all members of a community
? All students experience success as a key component of learning

Stages of Support

Stage 1	Classroom Differentiation, Monitor Progress
Stage 2a	Partial support, either: ? 1-2 periods of pull-out or in-class support, or ? check-in meetings as needed
Stage 2b	Full support, either: ? attends Learning Support instead of World Languages (4 periods), or ? receives both 2a/2b literacy support and math support
Stage 3	Intensive support ? modification of curriculum content, maximum possible level of support ? student may have a personal assistant

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