



漢鼎書院
Han Academy

Responsibility for Policy
Implementation:

政策負責方:

Principal

校長

Relevant to:

政策關聯方:

All Han Academy academic staff,
students and parents

所有漢鼎書院教職員、學生、家
長

Approved by:

政策批准方

Supervisor

校監

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Relevant Documents:

政策相關文件:

Inclusive Education Needs Policy

全納教育需求政策



INCLUSIVE EDUCATION NEEDS POLICY

Increasing demand for inclusive practices and a growing awareness of the rights of parents and students have changed perceptions of inclusive educational needs. Teachers are strongly encouraged to be engaged in the process of educating students with inclusive education needs, who historically were separated and often consulted only after a difficulty or issue became identified as a problem. The focus has shifted from a medical model of a student with a special need to a focus on the whole child. This has led to practicing differentiation through identifying a student's learning style and making adjustments in the curriculum in order to develop and meet the student's full potential.

Inclusive Education Needs (IEN) Policy (hereinafter, the Policy) is aligned with the dedication Han Academy (hereinafter, the School) has to provide education according to its students' needs. The School accepts that its students can represent a variety of cultural backgrounds, even though Chinese culture plays a titular role in the School. The School is committed to protecting the cultural diversity of its students and to support a diversity of learning. The core of such commitment and understanding lies in the strong acceptance of the education philosophy aimed to encourage students "to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right," as the International Baccalaureate mission statement states." (IB, 2004)

1. POLICY PHILOSOPHY

1.1 The School respects difference and diversity and ensures that its students are provided with equitable access to the curriculum.

1.2 The School recognises that students may benefit from adaptations to general teaching approaches and ensures that supporting students' inclusive educational needs and including them in the whole education system of the School should align with the School's mission statement.

1.3 The School is determined to develop an understanding of the range and potential of its students' inclusive needs and the provision of such at the School. Relevant information on cases of students with inclusive education needs is to be provided by the School's administration (Admin Office) to the respective homeroom teacher and subject teachers, and the information is to be treated confidentially.

1.4 The School recognises that individual differences among students are viewed as opportunities for enriched learning and views diversity as a positive resource.

1.5 All students are viewed as equal participants in the School's community. The School is committed to non-discrimination and equitable access to education, ensuring that students with inclusive education needs are supported fairly and included fully in all academic and extracurricular aspects of school life.

1.6 Being committed to providing the necessary academic and pastoral support to its students, the School, at the same time, acts within the limitations of its human and technical resources.



1.7 The School accepts that all students are unique and capable individuals, who have different educational and behavioural needs and aspirations, acquire and communicate information at different rates, and require different strategies and approaches for learning.

1.8 The school strives to see its students being active, compassionate lifelong learners, who embrace the differences of other people and recognise individual perspectives and experiences.

1.9 The School believes that enhancing the motivation to learn from multiple perspectives can lead to positive outcomes for all its students. These outcomes include improved academic and social skills, increased self-confidence and positive relationships with others in the community.

1.10 The School understands that cases of students' academic and development progress can be more achievable if their inclusive education needs are identified and professionally recognised/diagnosed as early as possible and addressed accordingly. Particular teaching methods, classroom layout, and sensory sensitivities (not limited to these only) can be addressed to enable the student to better engage both academically and socially.

1.11 The School is committed to the idea, which is supported by the IB, that student diversity is a positive resource with regard to what it means to be internationally minded and inter-culturally aware, and it can be included as a resource, seeing individual differences not as problems to be fixed, but as opportunities for enriched learning.

2. IDENTIFICATION OF INCLUSIVE EDUCATION NEEDS

2.1 It is the responsibility of the family to inform the School of any inclusive education needs of a student, which is to be done at the time of admission to the School. The family is expected to provide any relevant documentation upon request by the School; failure to do so can lead to inadequate support for the student by the School.

2.2 The School conducts student admission according to the current admission policy and procedures. A decision to enroll a student is made based on the data available at the School. Prospective students/applicants should be interviewed by a panel which consists of i) a member of the School's senior leadership team (SLT), ii) a member of the admissions team, and iii) an experienced subject teacher of an examinable subject to exercise due diligence. The panel should keep a detailed record of the student's performance as a reference for assessing discussion related to IEN. For students who are confirmed/suspected to have SEN, their parents/guardians should also be interviewed by the School panel to allow the School to understand the parents' willingness to accept the students' alternative learning needs and the support that can be provided at home.

2.3 The Coordinator of Inclusive Education (hereinafter, the Coordinator of IE) will work with teachers and parents to support the academic and social/emotional learning needs of the students. When processing applications for new students, the School's potential to meet their learning needs will be considered. For the avoidance of doubt, if a prospective student is confirmed or suspected to have IEN, their potential of fitting in with the other members of the proposed class group should be carefully taken into consideration, as well as assessing whether the School can provide the support needed for the said student to excel to their fullest potential.

2.4 It is considered possible that an inclusive educational need will only be identified after a child is admitted to the school. Therefore, teachers are advised to expect that some of their students can have inclusive education needs.



2.5 When it is identified that a student has inclusive education needs, it is essential and required for a teacher to raise the issue as soon as possible for the School to be able to address it in a timely manner. This is especially crucial in the case of younger students, as early intervention can significantly impact their development and learning outcomes.

3. MEETING INCLUSIVE EDUCATION NEEDS

3.1 All the students enrolled at the School are to be provided with an equal opportunity in terms of the learning environment and study choices.

3.2 Support to students with inclusive education needs is normally provided in the classroom environment. The School (senior leadership team) should organise professional development events/training for homeroom and subject teachers relating to educating and managing IEN students.

3.3 In the process of meeting a student's inclusive education needs it is seen as essential to identify and remove possible barriers. Support by the student's parents and other family members is highly expected in the process. The School values collaborative partnerships with parents in supporting students with inclusive education needs. While the School leads the educational planning, the active engagement of families is essential to ensure a consistent and supportive approach across home and school environments.

3.4 The School applies a whole school approach in creating an inclusionary environment for its students, where the latter are supported in a manner that acknowledges the students' opportunity to share and enjoy the same learning experiences that their classmates receive.

3.5 The School recognises that there are times when students with inclusive education needs need to work on an individual basis or in small groups. Such work can aim to reduce or close the academic achievement gaps or develop appropriate behaviours through social and emotional skills intervention programmes. The school should seek to employ bilingual support staff (assisting the IEN Coordinator/staff in charge) to support students' learning and to help in the identification of the level of IEN needed. The assisting staff (ideally, a bilingual LSA) should be present in the classroom to assist newly admitted students who are still under observation.

3.6 Differentiated learning is put at the heart of the provision of an inclusive environment, with differentiated teaching being the practice of adjustments made in the teaching process, materials, with assessment conducted in a way to meet the learning needs of students to ensure they develop academically and personally. Regular evaluation exercises shall be conducted regarding the progress of IEN students' learning and the effectiveness of teaching approaches led by the Head of the Curriculum Centre.

3.7 The School considers extra-curricular activities (ECA) as an integral component of inclusive education. Differentiation is applied both inside and outside of the classroom, including in ECAs.

3.8 The School is committed to ensuring its teachers develop professionally, in particular, by advancing their teaching differentiation skills. One professional development (PD) session shall be conducted/organised in the School for subject and/or homeroom teachers at least once per academic semester.

3.9 The School's staff dealing with inclusive education needs of its students includes the Principals (Primary and Secondary), the Coordinator of IE (or a staff member nominated to perform relevant duties), homeroom and subject teachers, as well as the School's Administration



when it comes to student admission and support throughout their study at the School. Meetings can be conducted on regular and special relevant cases as instructed by the School's senior management (the Head of Curriculum Centre for academic matters and the Head of Pastoral for student personal development matters). Meetings will be planned at the onset of the school year and revisited each term to provide a fluid and transparent approach to making amendments to learning plans. Parents and the School should trust their teachers' professionalism, and there should be a document which is shared internally within teachers of the class group listing out SEN students and their particular learning needs/ IEP; without such protocols in place, it is deemed impossible for teachers to support the students to reach their full potential. Parents are expected to inform and disclose to the School should their child has an SEN, and once such information is disclosed, parents should not be given the choice whether details of the student's SEN profile are shared with their teachers. The IEN Coordinator or the nominated staff member shall work with teachers of the IEN student (homeroom and subject teachers) on a regular basis. The IEN Coordinator/nominated staff member receives the information about a particular IEN student from the School's Admin (general) Office.

3.10 The School deals with each student with inclusive education needs on an individual basis. Specific conditions of the student, including the medical history, if any, are to be considered, with appropriate actions designed and implemented. Such conditions can be (but not limited to) epilepsy, dyslexia, ADHD, social and emotional challenges, etc., as well as physical disability, be it of a temporary or permanent nature.

4. ACTIONS FOR MEETING INCLUSIVE EDUCATION NEEDS

4.1 The School is committed to dealing with any case of inclusive education needs of its students.

4.2 As a result of teacher observations, the School's team is to meet and discuss the case, as set by the IEN Coordinator/staff in charge, at least twice per semester (ideally, at the beginning and close to the end of each semester).

4.3 Based on teachers' or other staff members' reports and evidence provided to the team, strategies will be discussed to implement in the School in regard to the student involved.

4.4 The parents of a student are to be informed at this time by the homeroom teacher and/or the Coordinator of IEN, and they are to be asked for their input and given guidance on home support and/or to get independent diagnostic testing, if necessary.

4.5 In case of a medical intervention and/or tests taken, the parents are strongly encouraged to share the results of the given diagnosis with the School in order to help the latter conduct appropriate adjustments to the learning environment of the student.

4.6 Based on all the collected information, the School's actions conducted may include (but are not limited to) extending assignment deadlines, changing the seating arrangement, provision of extra tutoring, assistance with class organisation, access to relevant technology, engagement of a counsellor, and other measures.

4.7 The measures implemented by the School will be reviewed at the beginning of each semester, with the student's teachers and the staff members involved in the decision-making process related to the student's case (frequency of meetings/discussions, as mentioned above). A decision will be made whether the applied (or other possible) measures are to be continued in case of the student. The School reserves the right to request service of external support, including but not limited to: a shadow teacher, a personal learning assistant, a scribe, etc., at the expense of the parents.



4.8 The whole process described in this section of the Policy is to be recorded and kept in the School, as instructed by the Principal of the School (Primary or Secondary).

4.9 Aiming to engage the student's parents in the above-mentioned process, the School ensures they are made aware of the respective School's arrangements, by involving them in the process as soon as possible, by providing them access to the team of School's staff members involved in the student's case, by sharing the measures to be applied in case of the students, and by supporting the parents in regard to their application for external advice and support.

5. ASSESSMENT OF STUDENTS

5.1 Students identified to have an inclusive education need will have an Individual Education Plan (IEP) developed collaboratively by the Coordinator of IEN, teaching staff, parents, and the student whenever appropriate, to promote student voice and ownership in their learning journey. The IEP will contain long-term goals for the academic year, short-term goals for that term and strategies as to how these goals can be worked on. The effectiveness of a student's individualised program and the School's ability to meet the needs of that student will be assessed termly by way of an IEP by the Coordinator of SEN in collaboration with the School's team, parents and, where appropriate, the student, and will be made available to each of the student's subject teachers.

5.2 The evaluation will involve assessments of class work, the student's involvement in the academic program, behavior observations, input provided by the student's subject teachers, homeroom teacher, and parents.

5.3 It will be expected that a student who has been in an individualised programme, is able to progress to the next level of the school. However, students can only progress through the school if in the judgment of the staff involved in the inclusive education programme set for the respective student, the student gains value from being in the School and the latter can appropriately meet the student's needs. Communication relating to meeting the special needs of students should take place throughout the whole academic year, considering the student's progress, according to the IEP.

5.4 The final decision concerning progression to the next level of school is made by the Principal of School.

6. POLICY EVALUATION

6.1 The Policy, as a document in progress, will be reviewed on a regular basis, at least once every academic year.

6.2 Review of the effectiveness of the intervention programmes is based on the input from the teachers involved and the School's administration, and every group of new students and teachers will be involved in the process. The Policy will be discussed by the teachers, the Coordinator of IEN, and the senior leadership of the School (Principals of Primary and Secondary, and other involved staff members). Necessary changes will be incorporated into collaborative discussions and will be shared with the students' parents each term/year.

6.3 In the process, analysis of student academic performance results and development (non-academic) progress is to be considered, in particular, the student's inclusion in the School's community.



6.4. This Policy is to be reviewed at least once per academic year. The Principal (Secondary) is in charge of the review process (or another staff member, as nominated).

REFERENCES

1. International Baccalaureate Organisation, Learning Diversity in the International Baccalaureate Programmes: Special Educational Needs Within the International Baccalaureate Programmes, August 2010.
2. International Baccalaureate Organisation, Meeting student learning diversity in the classroom, May 2013.
3. International Baccalaureate Organisation, Programme Standards and Practices, October 2010.
4. Hillside World Academy Special Education Needs Policy, Singapore
5. Island School Special Education Needs Policy, Hong Kong.

