



INCLUSIVE EDUCATION POLICY

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| 2. | <i>Subject to review every 2 years, or as needs dictate</i> | | |
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SCHOOL MISSION

As a student-centered, family-focused community, we will guide learners on their journeys towards fulfilling their individual potential, embracing their own independence and internationalism in a safe, supportive and challenging environment.

IB MISSION STATEMENT

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Renaissance International School is passionate about delivering the IB's Mission through its ten learner profiles, its approaches to teaching and its approaches to how students learn.

The ten attributes of the Learner Profile are as follows:



Everything taught at Renaissance International School involves and is delivered through the ten learner profiles with the defined intention of helping our students become truly global citizens and a proud Renaissance IB student in the process. These ten attributes help build character and resilience.

Introduction

This policy aims to promote a culture of inclusion that celebrates and values diversity by building community understanding and removing barriers to learning through high-quality education, wellness, and well-being. The school aims to provide equal access to all aspects of school life and make sure every member of the community is valued as an individual regardless of sex, ethnicity, race, nationality, religion/beliefs, gender, or sexual orientation.

Purpose

Renaissance International School is committed to providing an accessible education to all students in the school through a culture of collaboration, mutual respect, support and problem-solving. This inclusion falls under the school's core value: belonging. Therefore, we ensure that the voices of the whole community: learners, their parents and caregivers, teachers, support staff and non-teaching staff- are heard and considered.

Scope of the Policy

This policy is a whole-school approach to inclusive education.

Renaissance International School endeavours to teach and model inclusiveness, does not tolerate discrimination and promotes equitable opportunities for all.

Definition of an Inclusive Education

Inclusive education is an approach to teaching, learning and assessment that values human diversity and seeks to create equitable opportunities and remove barriers to learning.

Inclusive Education in Vietnam

The legal framework for inclusive education in Vietnam is primarily governed by the Law on Education (2019) and Decree No. 86/2015/ND-CP on education for children with disabilities. These laws provide a general framework for inclusive education and emphasise the rights of children with disabilities to access quality education. Provision to inclusive education in Vietnam include:

1. **Non-discrimination:** The Law on Education prohibits discrimination against students with disabilities or special needs in access to education and educational services.
2. **Support and accommodations:** The law stipulates that students with disabilities or special needs should receive appropriate support and accommodations to ensure their access to education on an equal basis with other students. This may include individualized education plans, assistive devices, or additional teaching support.
3. **Teacher training:** The law emphasizes the importance of providing professional development and training for teachers to enhance their skills in inclusive education and support students with disabilities or special needs.
4. **Collaboration and partnerships:** The law encourages collaboration between schools, families, and relevant organisations to promote inclusive education and support the development of children with disabilities or special needs.

It is important to note that the effective implementation of inclusive education in Vietnam may face various challenges, including limited resources, infrastructure, and specialized support services. However, the Vietnamese government has been working towards addressing these challenges and promoting inclusive education as part of its commitment to the rights of all children to education.

At Renaissance International School, we seek to embrace and reflect the diversity of global citizens. To this end, all teaching staff and learning support services aim to frame their pedagogy using universal design. Our whole school pedagogy seeks to support and facilitate the inclusion of all students in mainstream lessons as much as possible, practical, and helpful for them to learn and progress.

Curriculum Principles

Our curriculum fosters and promotes the development of cultural competency and global citizenship.

Inclusive Education Policy (Final).docx

We recognise the need to ensure a high standard of educational attainment for all our students and are committed to providing them with the resources and curriculum that will best meet their individual needs.

Our anti-bias pedagogy develops analytical thinking, problem-solving, and leadership- which will aid their success inside and outside the classroom. We value providing our students with an inclusive education, emphasising the whole child's development. Our programmes challenge and support a wide range of learners so that all students experience success.

Multilingualism

Multilingualism is an essential component of education, as language is the primary means of acquiring knowledge. All teachers have a responsibility to support language development. Purposeful and mindful use of language significantly enriches teaching and learning experience across various areas, including academics, social interactions, and personal growth. The language used for instruction establishes a shared foundation for developing a comprehensive understanding of the language itself.

Moreover, language serves as a doorway to culture. Within both the context of families and the wider world, the languages we employ convey cultural values and individual identities. The profound connections between language, identity, culture, and power have recently influenced our pedagogical perspectives. We now recognise that learners' diverse multilingual, multicultural, and multimodal characteristics are valuable assets that can facilitate further learning and foster the development of critical literacy.

In the IB programmes, language learning, multilingualism, and the cultivation of critical literacy are considered crucial elements in promoting intercultural awareness and nurturing an international mindset. These elements align with the organisation's mission and are integral to our commitment to education (IB, 2011).

Link to our **Whole School Language Policy** [here](#)

Stakeholders' Responsibilities

Head of School

The Head of the School ensures the school is a safe and supportive space where all members of its community can flourish irrespective of differences. The Head of School, together with Heads of Section, ensures the curriculum reflects diversity, that our teaching, learning, and assessment practices are inclusive, and that our school is accessible to all regardless of sex, ethnicity, race, nationality, religion/beliefs, gender, and sexual orientation.

The Head of School is dedicated to providing all stakeholders with an understanding of the importance of inclusion and acceptance, through relevant policies, procedures and messaging.

Heads of Section

The Heads of Section ensure that teachers receive adequate training and support in inclusive practices. They collaborate with educators to provide professional development opportunities that enhance their understanding of diverse student needs and equip them with effective strategies to address those needs. The Heads of Section allocate resources and support the acquisition of materials, technologies, and tools that promote inclusive education. By providing comprehensive teacher training, removing barriers to learning, and allocating resources, the Heads of Section embrace whole school inclusion, enabling each student to reach their full potential.

Recruitment and Admissions

Our school strives to attract and recruit high quality teaching faculty to serve the needs of the student body. The Head of the School ensures that hiring practices are principled, inclusive and fair. All staff recruited should align with the school's philosophy and definition of inclusive education, whilst meeting the educational needs of the school.

Our school Admissions Policy caters for all qualifying students.

Link to the **Recruitment Policy** [here](#)

Link to the **Admissions Policy** [here](#)

Faculty

All teaching staff are responsible for student safety and accessibility to the learning environment. We recognise that the learning process is best served and enriched by including diverse backgrounds, perspectives, and experiences within our teaching and staff practices. We are committed to creating and supporting an environment where everyone is respected.

At Renaissance, all faculty are expected to ensure the following:

- Differentiated Instruction: Adapting teaching to meet diverse student needs;
- Culturally Responsive Teaching: Incorporating cultural relevance into lessons;
- Collaboration and Communication: Working with colleagues and parents to support students;
- Inclusive Classroom Environment: Creating safe and respectful spaces for all;
- Universal Design for Learning: Providing multiple ways for students to access and engage in learning;
- Positive Behaviour Support: Promoting positive behaviour and a supportive classroom/school-wide culture;
- Continuous Professional Development: Engaging in ongoing learning to foster an inclusive educational atmosphere and practices;
- Ensure that students are learning through an anti-bias, globally minded lens;
- Acknowledge that children and adults can make mistakes and strive to use their education as an opportunity to resolve conflicts and tensions that may arise.

We take the safety and security of our students, staff, and families very seriously and require criminal background checks for all staff members. We prioritise safeguarding efforts and have strict guidelines to help ensure that all individuals are safe, secure, and free from harassment or discrimination.

Link to the Safeguarding Policy here (currently under review)

Learning Support

We aim to give each student the best chance of reaching their learning potential. To do that, we must address each student's short-term and long-term needs and provide support with available resources in the proper setting.

Link to the **Student Support Services Policy** [here](#)

Language Acquisition

At Renaissance International School, a tiered approach to learning English as an Additional Language support provides equity and progression for students. It results in a system in which students receive the support required based on an individual's level of proficiency. A combination of push-in and withdrawal support is employed.

Link to our **EAL Tiering Policy** [here](#)

The Inclusivity Committee

The Inclusivity Committee is responsible for supporting the school's Leadership Team in promoting an inclusive and diverse workplace for faculty, and a healthy environment for students that fosters collaboration and understanding.

Library

The Library is responsible for providing access to information and activities that reflect the diversity of our global community and is designed to create an inclusive, and balanced, environment that makes everybody feel welcome. . We strive to create an environment that is respectful, equitable, and welcoming to all, regardless of race, ethnicity, religion, gender identity, sexual orientation, age, ability, or any other characteristics that make us

unique. We are committed to increasing awareness, understanding, and appreciation of our community's diverse cultures, backgrounds, and perspectives.

The Library will, as part of its service to an IB whole school community, provide a balanced approach to both developing, and displaying, the resources in its collection.

Link to the **Library Collection Development Policy** [here](#)

Link to the **Library Management Policy** [here](#)

Wellness & Wellbeing

Our wellness and wellbeing framework is committed to creating an inclusive, and equitable paradigm where everyone feels welcomed, listened to, respected, and valued. We recognise that fostering inclusion and diversity requires ongoing effort and commitment- and we are dedicated to advocating for and supplying fair access to resources; creating opportunities for cross-cultural communication and understanding; and promoting a safe and supportive atmosphere for all community members.

Link to the **Pastoral System and Program** [here](#)

Student Voice

Our school strives to ensure that all students have opportunities to participate in the school community. We provide resources and programs that encourage cross-cultural engagement and understanding between students. We create safe spaces for students to share their experiences and learn from each other during wellness and wellbeing times and student parliaments.

Our school cultivates and promotes student leadership as an integral part of our school culture. We encourage student voices and participation in school decisions, activities, and events. We also provide resources and support to ensure all students have a chance to develop their leadership skills.

Link to our **Anti-Bullying and Anti-Discrimination Policy** [here](#)

Review Process

IB programme coordinators will review this policy as needs dictate. Programme Coordinators and Senior Leadership will ensure its implementation where necessary, through measures including but not limited to: policy dissemination, review, CPD budget allocations, resourcing, collaborative planning meetings, classroom visits and appraisals.

References

IB. Language and Learning in the IB. Cardiff, UK. *International Baccalaureate*, 2011

IB. "Mission." *International Baccalaureate*®, 2019, www.ibo.org/about-the-ib/mission/.

IB. Learning Diversity and Inclusion in IB programmes. *International Baccalaureate*, 2020.