



BERKELEY INTERNATIONAL SCHOOL

Passionate Resilient Inquisitive Dedicated Ethical

Berkeley International School Inclusion Policy

We incorporate inclusive practices and recognize that developing the learning of all students is the shared responsibility of everyone in the classroom with the support of teachers, parents, and/or guardians. Berkeley is committed to creating an educational setting where all students benefit from a multimodal approach that facilitates all learning styles in an authentic, interactive learning environment.

Statement of Belief

At Berkeley International School, we believe that all students can learn. We respect and celebrate each student as an individual and know that he or she has specific learning needs. Berkeley International School provides support for its students and for their teachers. Collaborative planning and reflection are valued at Berkeley and ensure differentiation for students' learning needs and styles. We understand that one size does not fit all, so teaching and learning are differentiated and scaffolded to meet our students where they are socially, emotionally, and academically. At Berkeley, all students will be empowered to acquire and understand the traits of the Berkeley Learner Profile (PRIDE).

P	Passionate
R	Resilient
I	Inquisitive
D	Dedicated
E	Ethical

We believe that these traits will help students to become well-rounded difference makers in our community and in the global environment.

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Berkeley supports the change and process of including all students in a whole-school program. Our school has embraced the following initiatives in our classrooms to make this possible:



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- Create optimal learning environments that embrace the diversity of all learners
- Use technology that is accessible to all learners
- Develop collaborative learning activities that involve all members of the school community
- Encourage students to view learning as something that they do for themselves

In the taught curriculum, we ensure inclusive classrooms through:

- Differentiating instruction to meet students' learning needs and styles;
- Creating a resource-rich environment which facilitates learning;
- Placing students in flexible groupings that allow them all to experience success;
- Responding to the diverse needs of the children in an equitable and compassionate manner;
- Focusing on the Berkeley Learner Profile (PRIDE) to create a safe and caring peer environment and support students' social-emotional development.

Teachers and support staff ensure that all children:

- Feel secure and know that their contributions are valued;
- Appreciate and value the differences they see in others;
- Take responsibility for their own actions;
- Participate fully regardless of disabilities, religious beliefs or medical needs.

Inclusion and What it Means

Inclusion is an organizational paradigm that involves change. It is a continual process of increasing learning and participation for all students. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment. It is an educational approach to which all schools should aspire. Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community. Through the American Common Core Curriculum, Berkeley succeeds in offering an inclusive learning environment that is friendly, welcoming and protective for all students.



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Inclusion Policy

Berkeley's Inclusion Policy goals uphold that:

- All children, regardless of ethnicity, religion, nationality, sexual orientation, or gender identity should have an equal opportunity to attend Berkeley based on the school's guidelines, and this includes neurodiverse students that we are able to accommodate with our resources.
- Value individuals and celebrate their achievements.
- Ensure policies and systems are in place to promote inclusive provision and practice.
- Identify and respond to individual needs.
- Identify and overcome barriers to learning for groups and individuals.
- Set suitable learning challenges for all students.
- Ensure that the special needs of our Primary students are identified early, assessed, and provided for in line with our capabilities to support a specific disability/difficulty.
- There are limitations to the structure of the building, which limit the range of physical disabilities that Berkeley can accommodate.
- We will do our best to anticipate and adjust to the needs of a pupil or member of staff with disabilities before he or she joins the school.

Reflection and Revision

We maintain ongoing educational inclusion by continually reflecting upon our practice, asking ourselves these questions:

- Do all our children achieve their best?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children whom we know are not achieving their best?
- Are our actions effective?
- Are we successful in promoting racial, gender, and cultural harmony and preparing pupils to live in a diverse society?

This policy is updated annually or as needed to meet the needs of our students.