



AFFILIATED SCHOOL OF JNU
For HongKong & Macao Students
广州暨大港澳子弟学校

Inclusion Policy (PYP & MYP) 全纳政策

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1. Purpose of the Inclusion Policy

At ASJ we believe all students want to learn. As such, we strive to provide all students with a holistic and inclusive education in a caring and stimulating environment. We place great emphasis on the responsibilities of all teachers to be aware of and provide for students with exceptionalities. We believe all students should be responsible for their own learning by taking an active role in identifying, monitoring, and meeting their own learning needs and abilities. We view a student's education as a partnership between the student, the parent(s)/guardian(s), the school and various community resources. This policy serves to:

- Communicates the expectations for creating and maintaining an inclusive educational environment for all students.
- Establishes clear responsibilities of all stakeholders - administrators, teachers, students, and parents toward inclusive arrangements.
- Clearly communicates the various support opportunities that are available to students.
- Describes how inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community.

2. Philosophy

In ASJ,

- All children, irrespective of caste, creed, sex or economic background, should have an equal opportunity to attend our school, including children who learn differently.
- There are limitations to the structure of the building, which limit the range of disabilities the school can cater for.
- We value individuals and celebrates their achievements. We ensure that policies and systems are in place to promote inclusive provision and practice.
- We identify and respond to individual learning needs to the best of its resources and capacity, and aim to integrate all students into the mainstream classroom as much as possible.
- We identify and overcome barriers to learning for groups and individuals.
- We set suitable learning challenges for all students.
- We ensure that the special needs of our IB students are identified, assessed, and provided for.
- Teaching staff continue to be responsible and maintain high expectations for the learning of all students in the class, ensuring an inclusive and respectful climate.
- We encourage cooperative planning and teaching by all teachers for all students
- We will allocate resources to assist students in accessing all elements of the curriculum.

3. Learning Support

We strive to follow the practices and procedures developed by the school's leadership team, programme coordinator and all IB educators, to remove barriers to learning in our classrooms.

Inclusive values are reflected through the following

- Every educator is an educator of all students. Given the fact that every child learns differently at a different pace, teachers are trained to recognize, adapt and accommodate those learning needs.
- Teachers are encouraged to give individualized/differentiated instruction to meet and respond to individual students' needs.
- Flexible groupings within classrooms, prior knowledge assessment and formative assessments to discover students' strengths and areas to focus targeted instruction on, open ended learning engagements designed to address students' level of readiness.
- Weekly Enrichment classes are given within the school hours to all the learners in small groups.



It provides additional instructional support and resources to help students who are performing below or above grade level to obtain the necessary academic skills in reading and math.

- All students in the school community have a voice and are listened to so that their input and insights are taken into account.
- All students in the school community develop the IB learner profile attributes and develop into inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.
- The school relies on the information provided at the time of admission by the parents/guardians. At the time of admission, an induction test and interaction takes place between the admission team, child and parent to identify the child's strengths and stretches. It allows school to identify if a child needs learning support and the same is discussed with parents to plan the learning support from both school and home.
- Certain learning delays/disorders are addressed by special educators and any problems beyond her expertise are recommended to experts in the city.
- Special educators observe and attend the classes to observe students in case a request is made by the teacher to help her identify and report the issue.

Refer to Appendix 1 for detail student support services available at ASJ.

4. Rights and Responsibilities

At ASJ Community, we consider inclusion as a journey, rather than an end. Students have the rights to

- access to an inclusive learning environment
- learn without barriers
- celebrate their personal and cultural identities
- share their views respectfully

School Administration's Responsibilities

- ASJ assists in promoting and directing high standards of teaching and learning for learning support and in overall implementation & confidentiality of this programme.
- ASJ will work collaboratively with the teaching team to support students with special education needs.
- Provide information on training/workshop on special education to teachers when available.
- Maintain discretion and confidentiality in providing special education needs services.

Teachers' Responsibilities

- All teachers will participate in all required training when available.
- All teachers will identify learners, inform and discuss academic plans with the ASJ and coordinator.
- All teachers will maintain accurate records of students' progress and discuss the strategies and interventions needed to cater to the individual student's needs with their parents.
- The homeroom/subject teachers will provide differentiate instructions and content to support and scaffold the learning of students.
- The homeroom/subject teachers will maintain discretion and confidentiality in providing special education needs services.



Parents' Responsibilities

- Partnership with parents plays an active role in a child's education, enabling students with special needs to achieve their potential and the best ways of supporting them.
- Parents will communicate to the school all information and documentation regarding their child's special needs at the time of admission.
- Parents will be available to meet homeroom/subject teachers on a regular basis and ensure that the child attends enrichment and other special classes.

5. Case Referral

If students require additional support from teaching and learning programs, or if support services are needed for students experiencing academic, social, and emotional challenges that cannot be alleviated through scaffolding, extended learning, or minor classroom adjustments, the school will facilitate through established procedures. For details, please refer to Appendix 2.

6. Connections to the other IB policies

Admission Policy

In line with our admission policy, our enrolment is on a first-come, first-served basis. We welcome all children regardless of their gender, race, language, ethnicity, sexuality, abilities, or challenges.

Language Policy

The Language Policy, acknowledging that language is a modality to provide instruction and maximize learning, is deeply connected to the Inclusion Policy. Language instruction is differentiated to meet the needs of all learners. At the beginning of school, students' English proficiency is assessed through a placement test, so that students can be placed in the appropriate level of English learning. At the same time, small-group intensive courses are provided to support students in advancing their language learning. Our language programs (including mother tongue and second language) promote international awareness in the school environment by affirming cultural diversity and cultural awareness, encouraging open and respectful attitudes towards others and other cultures, and promoting additional bilingual and biculturalism, which is a goal of international education.

Assessment Policy

The Assessment Policy, acknowledging that data is crucial to understanding students and individualizing their academic program, is deeply connected to the Inclusion Policy. Teachers use assessment for a variety of purposes including: gaining understanding of students' thinking and processing, diagnosing student needs, checking for mastery of skills and concepts, guiding instruction, differentiating instruction, reflecting on the effectiveness of their teaching, providing opportunities for reciprocal feedback, and developing a student's sense of self-efficacy. Each of these purposes for assessment are seen through the lens of inclusion, such that each student can show thinking in ways adapted to his/her needs and abilities. Teacher Based Teams meet regularly to design and implement appropriate assessments and review student data to plan appropriate instruction to meet varying student needs.

Academic Integrity Policy

The Academic Integrity Policy, acknowledging that knowledge can be attained in a variety of ways, is connected to the Inclusion Policy. Teachers use developmentally appropriate strategies and expectations to support student understanding of the importance of intellectual property. A scope and sequence is provided in the policy that allows all students to be successful in developing original thoughts.



7. Policy Review Process

This policy document will be constantly monitored, particularly if children with different needs join the school. It will be reviewed as and when the coordinators deem it to be necessary, but certainly no later than 5 years from the date of publication. Programme coordinators will ensure its implementation through planning meetings, classroom visits and appraisals. It is shared with all stakeholders.



1. 全纳政策的目的

在 ASJ，我们相信所有学生都想学习。因此，我们努力在充满关怀和刺激的环境中为所有学生提供全面和包容的教育。我们非常重视所有教师的责任，要意识到并为学生提供特殊待遇。我们相信所有学生都应该对自己的学习负责，在识别、监控和满足自己的学习需求和能力方面发挥积极作用。我们认为学生的教育是学生、家长/监护人、学校和各种社区资源之间的伙伴关系。此政策的目的在于：

- 传达对为所有学生创造和维护包容性教育环境的期望
- 确立所有利益相关者（管理人员、教师、学生和家長）在包容性安排方面的明确责任
- 清晰地传达可供学生利用的各种支持机会
- 描述如何在合作、相互尊重、支持和解决问题的文化中促进包容，涉及整个学校社区

2. 理念

在广州暨大港澳子弟学校：

- 不论种姓、信仰、性别或经济背景如何，所有儿童都应有平等的机会入学我们的学校，包括学习方式不同的儿童。
- 学校建筑结构存在限制，限制了学校能够服务的残障范围。
- 我们重视个体并赞扬他们的成就。我们确保建立政策和制度以促进包容性的供给和实践。
- 我们会尽最大的资源和能力识别并响应个体的学习需求，并致力将所有学生尽可能地融入主流教室。
- 我们会识别并克服群体和个体的学习障碍。
- 我们为所有学生设定适当的学习挑战。
- 我们确保明确识别、评估和提供 IB 学生的特殊需求。
- 我们确保识别、评估并满足 IB 学生的特殊需求。
- 教职员工继续对班级中所有学生的学习负责，并保持着高期待，确保一个包容和尊重的氛围。
- 我们鼓励所有教师进行合作规划和教学，为所有学生服务。
- 我们将分配资源，以帮助所有学生获取课程的所有要素。

3. 教学支援

包容性价值观体现在以下方面

- 每位教育工作者都是所有学生的教育者。鉴于每个孩子的学习方式不同，学习进度也不同，教师经过培训，能够识别、适应和满足这些学习需求。
- 鼓励教师进行个性化/差异化教学，以满足和回应个别学生的需求。
- 教室内的灵活分组、预先知识评估和形成性评估，以发现学生的优势和重点指导领域，开放式学习活动旨在解决学生的准备程度。



- 在上课时间，为所有学习者提供小组为单位的丰富课程。它提供额外的指导支持和资源，以帮助表现低于或高于年级水平的学生，以获得必要的阅读和数学方面的学术技能。
- 学校社区的所有学生都有发言权，并得到倾听，以便他们的意见和见解得到考虑。
- 学校社区的所有学生都培养了 IB 学习者特征，并发展成为有探究精神、知识渊博、有爱心的年轻人，他们通过跨文化理解和尊重，帮助创造一个更美好、更和平的世界。
- 学校依靠家长/监护人在入学时提供的信息。入学时，招生团队、孩子和家长之间会进行入学测试和互动，以确定孩子的优势和潜力。这使学校能够确定孩子是否需要学习支持，并与家长讨论，以计划学校和家庭的学习支持。
- 特殊教育工作者会解决某些学习延迟/障碍，任何超出其专业知识范围的问题都会被推荐给专家。
- 特殊教育工作者观察并参加课堂，以观察学生，以防老师提出要求，帮助她识别和报告问题。

请参阅附件一，了解 ASJ 提供的详细学生支援服务。

4. 权利与责任

在广州暨大港澳子弟学校，我们认为全纳是一种旅程，而不是终点。学生有权利：

- 访问包容的学习环境
- 无障碍地学习
- 庆祝他们的个人和文化身份
- 尊重他人并分享自己的观点

学校管理部门的责任

- ASJ 协助促进和指导高标准的教学和学习，以提供学习支持，并协助该计划的全面实施和保密。
- ASJ 将与教学团队合作，为有特殊教育需求的学生提供支持。
- 在可用时向教师提供关于特殊教育的培训/工作坊的信息。
- 在提供特殊教育需求服务时保持谨慎和保密。

教师的责任

- 所有教师将在可用时参加所有必需的培训
- 所有教师将确定学习者，通知并讨论与 ASJ 和协调员的学术计划
- 所有教师将准确记录学生的进步，并与家长讨论满足个别学生需求的策略和干预措施
- 班主任/学科教师将提供差异化指导和内容，以支持和搭建学生的学习
- 班主任/学科教师将对提供特殊教育的需求服务保持谨慎和保密

家长的责任

- 与家长的合作关系在儿童教育中发挥着积极作用，使有特殊需求的学生能够发挥他们的潜力，并获得最佳的支持方式。
- 家长在入学时将向学校提供有关其孩子特殊需求的所有信息和文件。
- 家长将定期与班主任/科目教师见面，并确保孩子能参加丰富课程和其他特殊课程。



5. 个案转介

如果学生需要教学和学习程序提供的额外支持，或者需要为正在经历学术和/或社会和情感挑战的学生提供支持服务，而这些挑战无法通过脚手架、扩展学习或轻微的课堂调整来缓解，学校将通过既定程序来促进。详情请参看附件二。

6. 与其他学校政策的联繫

招生政策

与招生政策相同，我们会按照先到先得的方式录取学生。我们收生无分性别、种族、语言、宗教、性取向、残疾状况等原因。

语言政策

语言政策承认语言是提供指导和最大化学习的形式，与包容政策密切相关。语言教学是有区别的，以满足所有学习者的需求。在开学时，学生的英语水平通过分班考试进行评估，以便学生可以进入适当的英语学习水平。同时，提供小组强化课程，以支持学生提高语言学习。我们的语言课程（包括母语和第二语言）通过肯定文化多样性和文化意识，鼓励对他人和其他文化的开放和尊重的态度，以及促进额外的双语和双文化，来促进学校环境中的国际意识，这是国际教育的一个目标。

评估政策

评估政策承认数据对于了解学生和个性化他们的学术课程至关重要，与全纳政策密切相关。教师使用评估来达到各种目的，包括：了解学生的思维和处理方式，诊断学生的需求，检查技能和概念的掌握情况，指导教学，差异化教学，反思教学的有效性，提供相互反馈的机会，以及培养学生的自我效能感。评估的每个目的都是通过全纳的视角来看待的，这样每个学生都可以以适应他/她的需求和能力的方式展示思维。教师团队定期开会，设计和实施适当的评估，并审查学生数据，以计划适当的教学，以满足不同的学生需求。

学术诚信政策

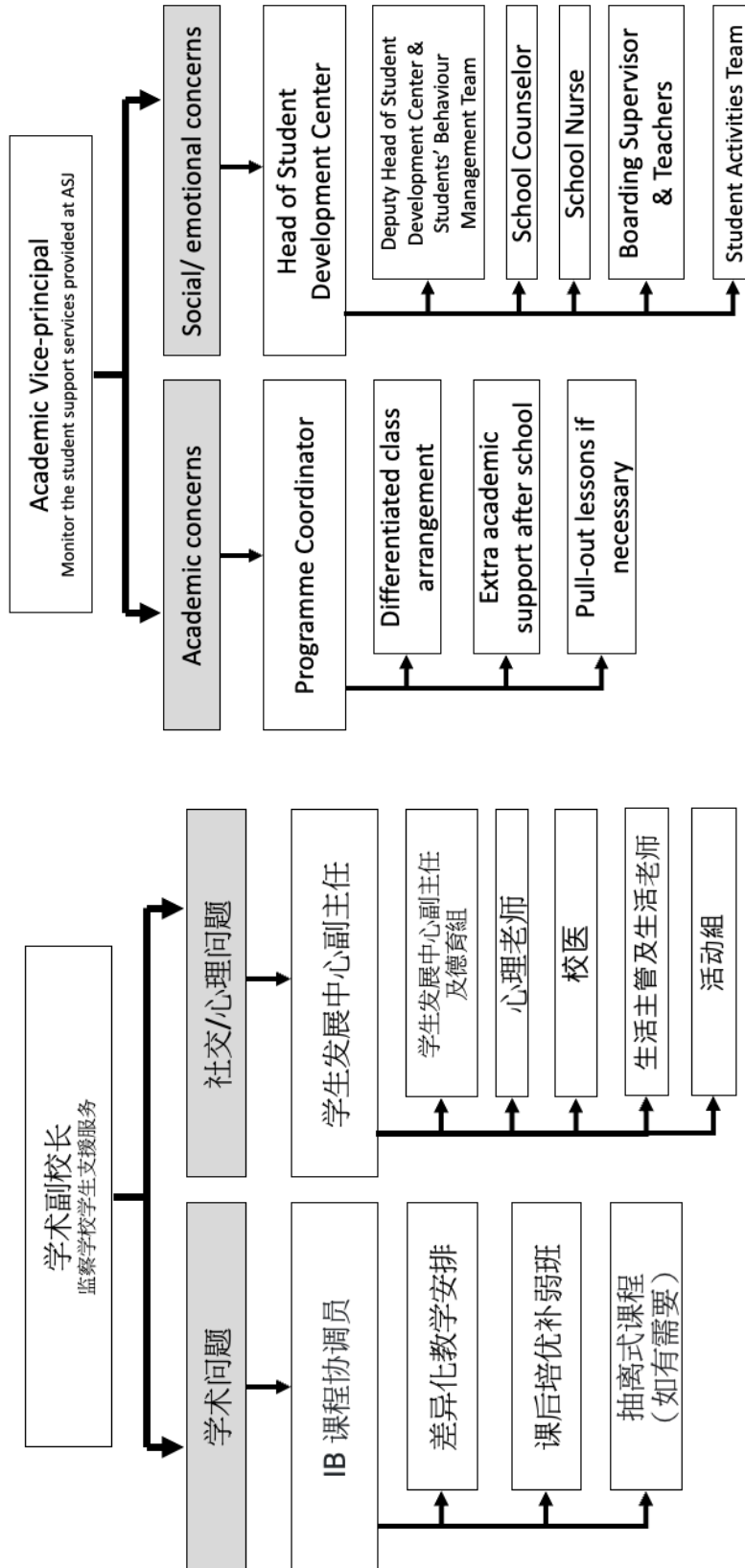
学术诚信政策承认知识可以通过多种方式获得，与全纳政策相关。教师使用适合学生发展的策略和期望来支持学生对知识产权重要性的理解。政策中提供了范围和顺序，使所有学生都能成功地发展原创思想。

7. 政策审核流程

本政策文件将不断受到监控，特别是如果有不同需求的儿童加入学校。当项目协调员认为必要时，将对其进行审查，但肯定不会晚于发布之日起5年。项目协调员将通过计划会议、课堂访问和评估确保其执行。所有利益相关者都会分享该文件。



Appendix 1 Student Support Services at ASJ 附件一 学生支援服务





Appendix 2 Case Referral Flowchart 附件二 个案转介流程图

