



X.L.X XM 全纳政策

**X.L.X XM INCLUSION
POLICY**



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IB 国际文凭组织使命宣言

IB 国际文凭教育的目标是培养勤学好问、知识渊博、富有爱心的年轻人，他们通过对多元文化的理解和尊重，为开创更美好、更和平的世界贡献力量。为了实现这个目标，IB 国际文凭组织与众多的幼儿园、政府以及其他国际组织进行合作，开发出一系列具有挑战性的国际教育项目和严格的评估体系。这些项目鼓励世界各地的幼儿成长为既积极进取又富有同情心的终身学习者，他们理解尽管人与人之间存在差异，但他人的意见也可能是正确的。

XLX 愿景

培养心有中华、行有世界，能够参与全球对话并推动可持续发展的未来领袖。

XLX 使命

厚植中国心、开阔世界眼、乐学善思、勇于表达、乐于合作。

XLX 核心价值观

在学乐星双语，我们

珍视传统
(知识渊博)

激励变革
(积极探究 勇于尝试)

乐见进步
(胸襟开阔)

从而能够 ...

独立自主
(全面发展)

接纳多元
(勤于思考)

感恩他者
(懂得关爱)

以 ..

勇于担当
(坚持原则)

笃行求真
(及时反思)

克己修身
(善于交流)

标准与实践 (2022 年)

在开发与审查所有政策时应遵循以下 IB 项目标准。

环境 (02)

- 2.2 幼儿园应支持满足既定的幼儿需求，并通过规划、政策与实践落实相关支持行动。

文化 (03)

- 2. 幼儿园应实施和推广全纳政策并进行定期审查，以营造良好文化氛围，支持所有幼儿充分发挥自身潜能。
- 2.1 幼儿园应实施和审查符合IB项目指导原则的全纳政策。(0301-02-0100)
- 2.2 幼儿园应在全纳政策中明确自身的所有法律要求，并说明幼儿园的合规结构与流程。(0301-02-0200)
- 2.3 幼儿园应在全纳政策中说明幼儿园社区所有成员的权利与职责，并明确阐述幼儿园的全纳项目实施愿景。(0301-02-0300)

概述与简介

“全纳教育是一个长期持续的过程，旨在通过发现并消除障碍，为所有幼儿提供接受和参与学习的更多机会。”——*国际文凭课程中的学习多样性*

全纳政策的宗旨是为教师、家长及幼儿园提供指导，帮助其为存在学习障碍的幼儿提供有效的学习支持。全纳政策的使命是确保人人享有接受IB课程教育的机会，从而打造更加多元化的社区。

定义：根据特殊教育需要 (SEN) 实务守则 (2001年)

“存在学习障碍且需要为其提供特殊教育的幼儿，则视为其有特殊教育需要。”

符合以下情况的幼儿可视为存在学习障碍：

- 1) 较大多数同龄幼儿有明显较大的学习困难；
- 2) 有身体残疾，阻碍或阻止了幼儿利用幼儿园为同龄幼儿提供的教育设施等。

不得仅以幼儿在家中使用的语言或交流媒介与其计划学习的语言存在差异为由而视其为存在学习障碍。

学习支持原则

根据IB项目与上海市浦东学乐星幼儿园的使命，幼儿园支持满足幼儿的学习需求，鼓励教师为幼儿提供学习支持。根据IB项目指导原则，在开展学习支持项目过程中，需明确幼儿特定的学习风格，为幼儿搭建学习框架，提供差异化的课程。

幼儿园致力于为所有幼儿提供最优质的教育，因此，为保障入学机会平等，每份入学申请的审查均确保公平公正。

幼儿园通过以下方式践行全纳价值理念：

- 有效的全校学习政策【包括全部三阶段IB项目：幼儿园、小学（PYP）项目、中学（MYP）项目、大学预科（DP）项目】和家长参与；
- 环境创设的全纳性设置无障碍设施（如低矮扶手、宽敞通道），确保特殊需要幼儿能自由活动；区域材料多样化，满足不同发展水平孩子的需求（如为感官敏感幼儿准备安静角，为动手能力弱的孩子提供易操作的玩具）。
- 营造包容、尊重的氛围，通过绘本、故事传递“每个人都不同，都值得被爱”的理念，减少对特殊幼儿的偏见。
- 活动设计兼顾不同能力幼儿，让每个孩子都能参与并获得成就感。
- 融入个别化支持，对有特殊需求的幼儿（如自闭症、发育迟缓），教师会调整指令方式（如用图片代替语言）、增加辅助引导，帮助他们融入集体。
- 建立有效的家校合作伙伴关系，包括制定面向家长的支持策略；
- 通过评估幼儿的需求与具体学习目标，针对接受补充教育的每位幼儿制定和实施个人学习计划。这些计划由幼儿的班主任、学习支持教师及家长共同制定与实施。

落实学习支持

幼儿园针对三阶段IB项目实施以下全校方法：

- 尽快发现存在学习障碍的幼儿，尽早行动，满足其学习需求；
- 与家长合作，定期联系并交流；
- 与幼儿合作，帮助幼儿达成学习目的和目标；
- 适当联络外部机构并寻求援助；
- 培养有学习障碍的幼儿对幼儿园和学习的自尊自信与积极态度；
- 支持幼儿自我监督学习，成为独立学习者；
- 通过开展有效的家长支持项目，调动家长积极性，为子女学习提供支持；

- 与教师加强合作，落实全校学习政策，为有学习障碍的幼儿提供支持。为新任教师举办迎新指导会，助其熟悉幼儿园的全纳政策。

教师负责为有学习障碍的幼儿提供各类支持，帮助在课堂干预措施和差异化教学下仍未进步的幼儿克服障碍。

全校提供外加式教学与抽离式教学两种形式的支持。在外加式教学中，学习支持教师以小组或1对1形式与幼儿合作，帮助幼儿参与课堂活动，包括给予幼儿额外的学习支持与鼓励。在抽离式教学中，学习支持教师针对有特殊学习需要但无法通过课堂获得支持的幼儿提供个别辅导。

明确学习支持需求

招生筛选流程

PYP 项目：

PYP 学生遵循国家义务教育入学政策，并根据相关入学政策登记入学。入学登记前无需进行筛选。

学习支持

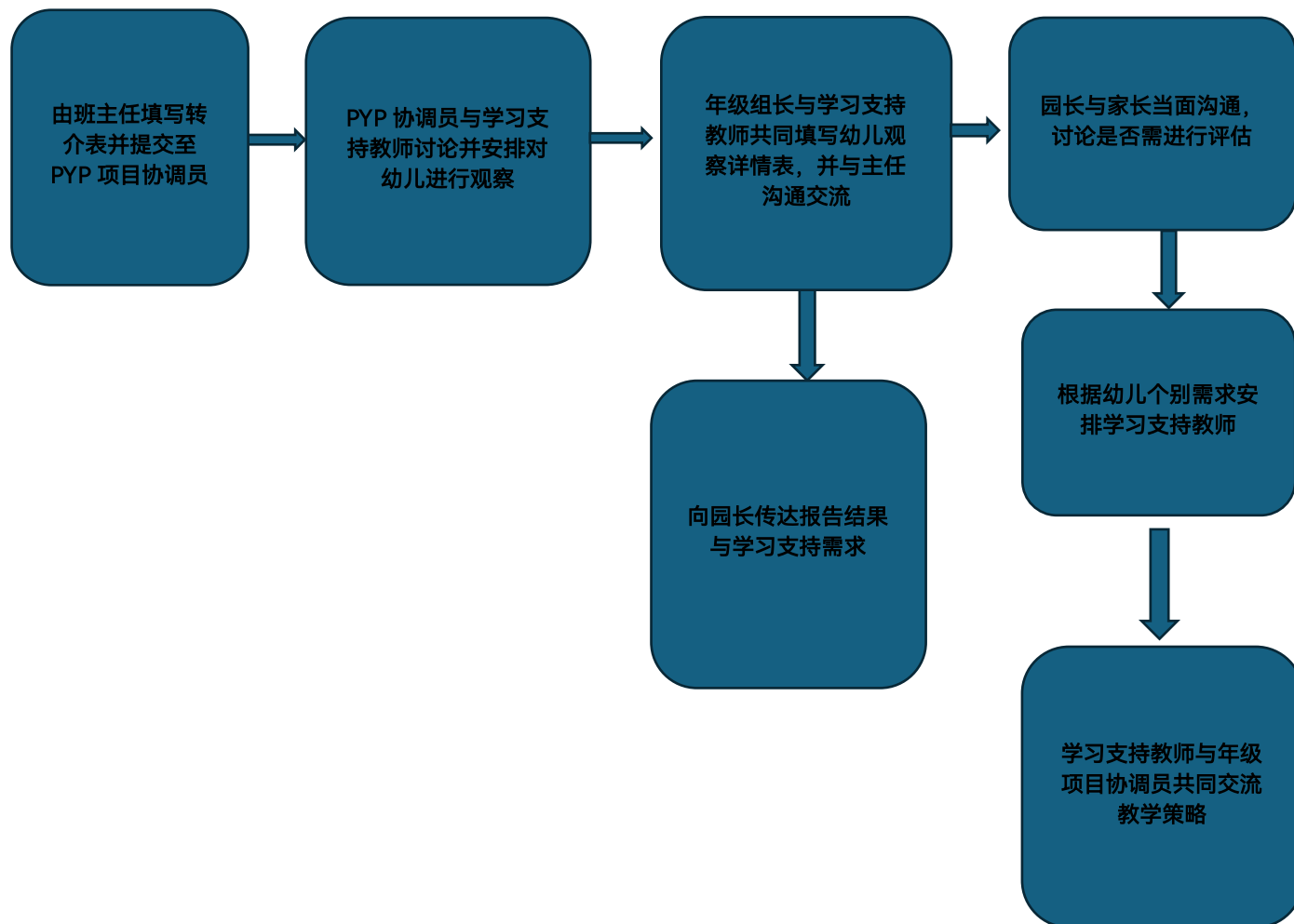
部分幼儿并未出具专家诊断报告，但根据班级教师的观察结果确定需要学习支持并转介至学习支持部。这些幼儿在实施课堂干预措施与差异化教学后仍无法达到特定要求。此类幼儿将由幼儿园教师进行非正式评估/筛查，幼儿园会为其提供外加式/抽离式教学或策略和资源等支持，并安排教师在课堂上为其提供帮助与支持。

幼儿园致力于为需要学习支持的幼儿提供全纳教育与融合教育课程，并通过丰富的幼儿园活动为其提供更多支持与鼓励。幼儿将有机会充分接受广泛、全面的相关教育及相应课程。所有幼儿均有机会充分发挥自身潜能，成为自信的学习者。需要学习支持的幼儿能够与其他同龄幼儿共同参与大多数活动。幼儿园深知提供学习支持的重要性，因此教职工和家长均有责任支持满足幼儿的教育及其他特殊需求。

幼儿园流程与规程

辅导与学习支持转介流程

PYP 项目



经外部专业人员评估的专家支持

如果幼儿未取得预期进步，在发生以下情况时，教师可建议家长由外部机构根据幼儿需要进行心理教育评估：

- 幼儿在幼儿园接受学习支持后仍未取得明显进步或任何进步；
- 在动手能力或团队合作方面长期面临阻碍
- 尽管学习环境已经过调整与改善，但感官或身体障碍仍持续影响幼儿学习。

教师与家长当面沟通，就观察报告进行讨论，并根据幼儿的学习进步情况和需要建议由外部专业机构进行评估。

针对获得可证明诊断结果的幼儿制定个别化教育计划。该计划应重点解决以下问题：

- 学业；
- 社交和情感技能培养；
- 行为技能；
- 班主任教学策略；

该计划还应包括：

- 对家长提出的建议；
- 所有利益相关方的签名；
- 个别化教育计划每学期审查方案。

教师负责制定相应的个别化教育计划，并设定具体的学习与行为培养目标，以满足幼儿的学习需求。

角色与职责

班主任与任课教师

- 确保能够让有特殊教育需要的幼儿尽其最大潜力学习到整个课程；
- 鼓励所有经验的老师都承担起特殊教育责任，为不同水平的幼儿提供支持；
- 教师和协调员需参加会议，参与幼儿园决策；
- 鼓励并确保有经验的教师能够公平地为所有有特殊教育需求的幼儿提供帮助；
- 确保特殊教育政策与幼儿园核心理念相一致；

- 确保教职工对幼儿的情况高度负责，确保所有老师对所有幼儿都有统一的高标准；
- 确保幼儿园所提供的特殊教育支持真正满足幼儿的需求，以确保完成课程教学目标；
- 鼓励支持教职工因材施教，确保所有幼儿都能够学习该课程；
- 鼓励全体教职工协作支持该政策的落实；
- 营造一个温馨包容的氛围，培养幼儿的自信心和自尊心，让所有幼儿都觉得自己深受幼儿园重视，能够勇于尝试、不怕犯错；
- 与校外专业机构和/或专家建立合作，协助我校对特殊教育幼儿的识别、评估和帮助工作。

园长对整个特殊教育政策的管理负责，且有责任让管理层充分知情。

学习支持教师

- 提高全校师生对学习差异的理解水平；
- 根据既定的个别化教育计划，定期与班级/任课教师协调并规划学习支持活动；
- 规划抽离式支持教学课程。
- 为教师提供指导与专业发展培训，帮助其为有需要的幼儿提供额外支持；
- 与班级教师和园长协调并制定个别化教育计划；
- 与家长保持定期积极有效的沟通，就相关学习支持进行交流；
- 对学习支持记录进行更新，并根据实际情况归档备案；
- 保持长期的专业知识学习，维护与学习支持相关的个人职业发展活动档案；
- 根据IB课程指导原则，在评估考核期间采取支持/干预措施。
- 推荐可在家中为幼儿提供支持的资源或策略；
- 必要时联络外部机构，寻求非正式建议和其他帮助。

幼儿园

- 负责更新全纳政策与规程；
- 必要时在家长会期间为团队提供支持；
- 向教职工传达学习支持规程；
- 推广使用个别化教育计划，将其作为跟进幼儿学习支持项目进展的一种主要方式。

家长

- 向班主任与学习支持教师提供所有相关信息，包括有关幼儿身体健康、早期发展与家庭行为表现的详细情况；
- 在所有家校联络安排文件上签字并交回；
- 为孩子提供支持与鼓励；

- 家园共育，帮助孩子实现设定的学习目标；
- 参加所有评审会议；
- 确保孩子得到充足的睡眠和休息，准备好上学所需的工具并按时上课；
- 就孩子学习进展和学习支持情况向幼儿园提出反馈意见；

幼儿

幼儿有权在如下环境中接受教育：

- 促进归属感、安全感、自我价值感及成长；
- 重视学习多样性，视其为构建包容性社区的丰富资源；
- 让所有学习者融入此环境，并拥有平等机会参与和体验高质量学习；
- 评估为所有幼儿提供展示学习成果的机会，并得到认可和祝贺；
- 倾听幼儿心声，使其意见得以考虑；
- 参与自身学习相关的决策；
- 明白多样性包括社区中的所有成员；
- 让幼儿尽可能多地接触 IB 项目组成部分。

幼儿责任：

- 理解自身于他人学习中的角色；
- 主张自我；
- 参与自身学习及相关机会；
- 理解个人身份；
- 理解作为学习者的自身；
- 反思学习情况；
- 培养包容文化。

信息交流

学习支持教师尊重家长对子女所负有的权利与职责，并致力于与家长共建恰当合作关系，以支持幼儿实现最大程度的个人发展。教师与家长保持长期沟通。幼儿园将定期与家长交流孩子的学习反馈与进步情况。

幼儿机密档案记录保存在带锁的文件柜和电子版个人档案夹中，其中的相关信息包括个别化教育计划和课程报告。这些档案可供教师、协调员、园长以及总园长查阅使用。

机密信息相关规程

该等文件不得用于个人目的，且必须在应用于教学目的后将其放回文件柜或从个人硬盘中删除。

退出学习支持

- 在作出最终决定前，与幼儿家长充分沟通这一决定及其相应的影响；
- 班主任负责填写学习退园申请表。
- 若家长或监护人提出退出学习支持，将随时获得许可。

学习支持项目开发

幼儿园始终致力于开发学习支持项目。对学习支持项目的实施进行持续评估有助于作出改进与完善。幼儿园定期为教职工提供培训与交流机会，助力其提高个人技能，并根据幼儿需要对全纳政策进行定期审查。

免责声明

XLX 全纳政策的实施与 XLX 学术诚信政策、XLX 评估政策、XLX 招生政策和 XLX 语言政策保持一致，并符合当地、国家及 IB 国际文凭组织的规定。

审查

幼儿园各政策系根据修订后的 IB 项目标准与实践制定而成。本政策在幼儿园审查期间得以完善，并将社区反馈纳入其中。

起草：2023 年 9 月

更新：2025 年 8 月

下一次审查：2026 年 6 月

本文件每两年进行一次审查与修订。

负责起草本政策的初始委员会：总校长、小初校长、PYP 项目协调员、年级组长、幼儿支持服务中心。

参考文献

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- 国际文凭组织《课程标准与实践》。日内瓦，国际文凭组织，2022 年。



The International Baccalaureate Mission

The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help 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 programs of international education and rigorous assessment. These programs encourage students worldwide to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

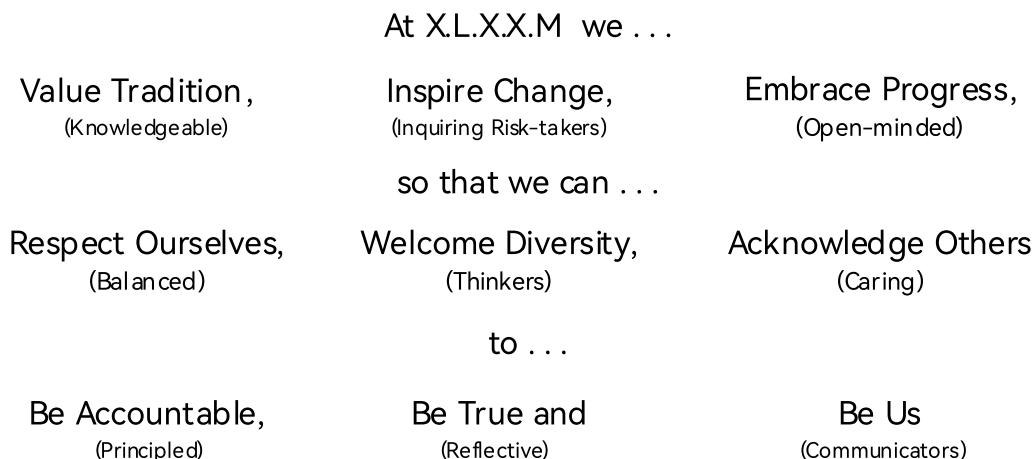
XLX Vision

To cultivate future leaders with a Chinese heart and a global mindset, who will contribute to sustainable development and meaningful worldwide engagement.

XLX Mission

Nurture a Chinese identity, broaden global perspectives, foster joyful learning and critical thinking, and develop expressive and collaborative abilities.

XLX Core Values



Standards and Practices (2022)

The following IB standards were kept in mind while developing and reviewing all

policies.

Environment (02)

- 2.2 The school supports the identified needs of students, and evidence this support through planning, policy, and practice.

Culture (03)

- 2. The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential.
- 2.1 The school implements and reviews an inclusion policy that meets IB guidelines.
- 2.2 The school identifies in its inclusion policy all its legal requirements and outlines the school's structures and processes for compliance.
- 2.3 The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes.

Overview and Introduction

“Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.” — Learning Diversity in the International Baccalaureate

The primary purpose of the Inclusion Policy is to provide guidance to teachers, parents, and the entire school community on the provision of effective learning support for students with learning barriers or difficulties. The mission is to develop a more diverse community by providing access to IB education for all.

Definition: According to the SEN Code of Practice (2001), “A child has special educational needs if he or she has a learning difficulty that requires special educational provisions to be made for him or her.”

A child has a learning difficulty if he or she:

- A) Has significantly greater difficulty in learning than most children of the same age;
- B) Has a disability that hinders or prevents the child from making use of educational facilities of a kind provided for children of the same age in schools.

A child must not be regarded as having a learning difficulty solely because the language or medium of communication at home is different from the language in which he or she is, or will be, taught

Principles of Learning Support

XL supports its students in learning needs and empowers the teachers to support learning as per the IB and XLX mission. As per the IB guidance, the learning support programme is run by identifying the students' specific learning styles, scaffolding their learning and differentiating the curriculum.

XLX believes in providing the best education to all, therefore, there is an unbiased consideration of each admission application to evaluate if the school will be able to provide equal opportunity to succeed.

XLX inclusive values can be reflected through the following:

- Effective whole-school policy (all three IB programmes: PYP, MYP, and DP) and parental involvement;
- The inclusive environment is equipped with barrier-free facilities (such as low handrails, wide passageways) to ensure that children with special needs can move freely; regional materials are diversified to meet the needs of children at different levels of development (such as quiet corners for children with sensory sensitivity and easy-to-operate toys for children with weak hands-on ability).
- Create an inclusive and respectful atmosphere, convey the idea that "everyone is different and deserves to be loved" through picture books and stories, and reduce prejudice against special children.
- The activity design takes into account children of different abilities, so that every child can participate and gain a sense of achievement.
- Incorporating individualized support, teachers will adjust the way they give instructions (such as using pictures instead of words) and add guidance to help children with special needs (such as autism or developmental delays) integrate into the group.
- Establish effective home-school partnerships, including the development of support strategies for parents;
- Develop and implement individual learning programmes for each student in receipt of supplementary teaching, based on an assessment of needs and a specification of learning targets for the student. These programmes are drawn up and implemented collaboratively by the student's homeroom teachers, learning-support teacher and parents.

Implementation of Learning Support

At XLX we promote the following whole-school approach for all the three IB Programmes:

- Identifying a child at risk as quickly as possible and take early action to meet these

needs;

- Working in partnership with parents by making regular contact to share progress;
- Working in partnership with students to reach targets and goals;
- Liaising and seeking assistance, where appropriate, of outside agencies;
- Developing positive self-esteem and positive attitudes about school and learning in these students;
- Enabling these students to monitor their own learning and become independent learners;
- Involving parents in supporting their children's learning through effective parent-support programmes;
- Work closely with teachers to implement school-wide learning policies and support students with learning disabilities. Organize orientation sessions for new teachers to help them become familiar with the school's inclusive policies.

The Student Support Centre provides various forms of assistance for children who face barriers to their learning. Support is offered to students who are unable to make progress despite in-class interventions and differentiated teaching. The types of support provided throughout the school include both push-in and pull-out services.

During push-in support, the learning support teacher works with the student in a small group or one-on-one setting to help them participate in class activities. This is achieved by providing additional academic support and encouragement. In contrast, during pull-out support, the learning support teacher works individually with a student who has a specific learning need that cannot be adequately addressed in the classroom.

Identification of Learning Support Needs

Admissions Screening Process

PYP : Admissions Screening Process

PYP : PYP children follow the government's compulsory education enrolment policies and register for admission according to relevant enrolment policies. There is no screening before enrolment registration.

Learning Support

Some students who did not provide expert diagnosis reports were identified as requiring academic support based on observations by homeroom teachers and subject instructors. These students still failed to meet requirements after implementing classroom interventions and differentiated instruction. Such students

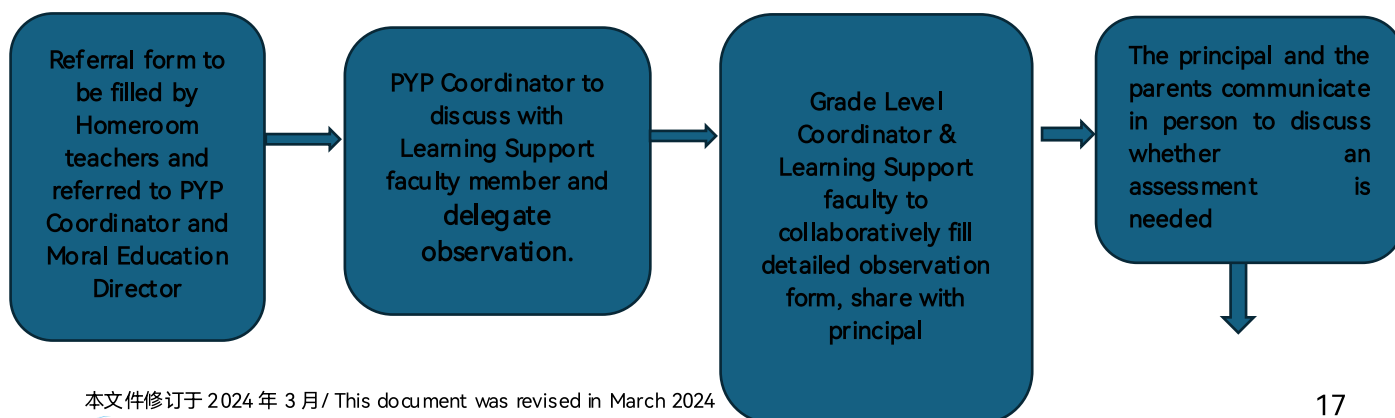
will undergo informal assessment/screening by their homeroom teachers, with the school providing supplementary/

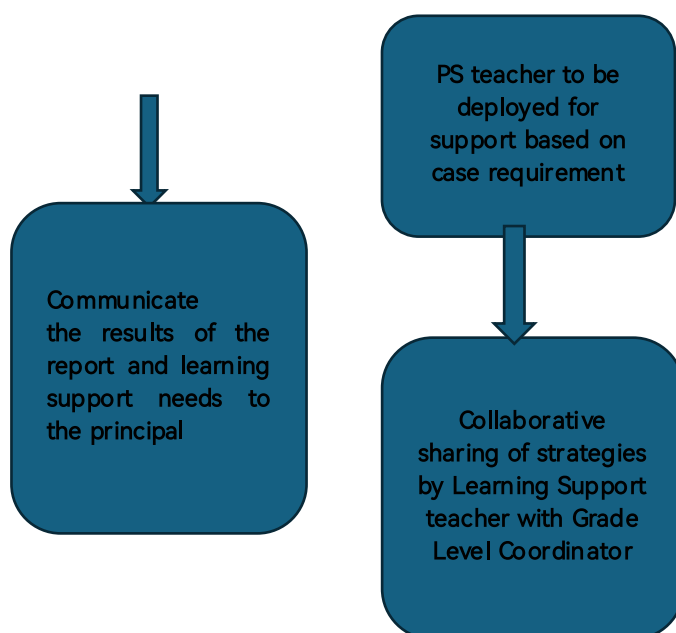
The school aims to provide for its students with learning support requirements, an inclusive and integrated setup across classes and further encourages them through school activities and events. They are offered full access to a broad, balanced and relevant education, including an appropriate curriculum. Each student is given an opportunity to achieve their potential and to become a confident learner. Students with learning support requirements are included with their peers in most of the activities. The school recognizes the vitality of learning support and henceforth the staff and parents take the responsibility in supporting student education and other specific need(s).

Processes and Procedures in School

Counselling & Learning Support Referral Process

PYP





Specialist Support Assessed by External Professionals

If a child is not making sufficient progress, the learning support team may suggest a psychoeducational evaluation by an outside agency, according to the student's need based on the following:

- Little or no progress even when a student is receiving learning support in school;
- Long-term obstacles to hands-on skills or teamwork;
- Sensory or physical problems which continue to affect learning, despite accommodations and modifications to the child's learning environment.

The Division Principal meets with the parents to discuss the observation report and to suggest an assessment by an outside professional agency, according to the progress and needs of the student.

Students who then receive an attestable diagnosis will receive an IEP (Individual Education Plan). The IEP should help in catering the following areas of concern:

- Academics;
- Social and Emotional development;
- Behavioural skills;
- Strategies for homeroom teacher;

It also includes:

- Recommendations to parents;
- The signatures of all stakeholders involved;
- The IEP is reviewed each term.

The learning support teacher charts out an appropriate IEP with specific learning and behaviour targets to suit the learning needs of the child.

Roles and Responsibilities

Teacher

- To ensure that students with special educational needs are able to learn the full curriculum to their maximum potential.
- All experienced teachers are encouraged to take on the responsibility of special

education, providing support for students at different levels.

- Teachers and coordinators are required to attend meetings and participate in decision-making in the kindergarten.
- Encourage and ensure that experienced teachers are able to provide assistance to all students with special educational needs in a fair manner.
- Ensure that special education policies are consistent with the core philosophy of the school
- Ensure that the faculty and students are highly responsible for their situation.
- To ensure that the special education support provided by the school truly meets the needs of students to ensure the completion of the teaching objectives of the course;
- Encourage and support staff to teach according to individual needs, ensuring that all students are able to study the course;
- Encourage all faculty and staff to collaborate in supporting the implementation of this policy
- Create a warm and inclusive atmosphere, cultivate students' self-confidence and self-esteem, so that all students feel valued by the school, dare to try, not afraid of making mistakes;
- Establish cooperation with off-campus professional institutions and/or experts to assist our school in the identification, assessment and assistance of students with special education.

The principal is responsible for the management of the overall special education policy and is responsible for keeping management fully informed.

Learning Support Teacher

- Promotes a school-wide understanding of learning differences;
- Coordinates and plans learning support with the classroom/subject teacher on a regular basis based on the developed IEP
- Plans lessons for pull-out support sessions and assigns homework if necessary;
- Provides guidance and professional development to specialists to assist them in meeting the needs of students receiving additional support;
- Coordinates the development of the IEP with the homeroom/subject teacher and the division principals;
- Maintains frequent, effective and positive communication with parents by sharing information pertaining to learning support;
- Keeps learning support records current and filed as appropriate;
- Participates in on-going professional learning and maintain a personal portfolio of professional development activities relevant to learning support;
- Provides for provisions/interventions during assessments as per IB guidelines including extra time, reader and scribe services in school;

- Suggests possible resources or strategies that could be used in support of the child at home;
- Provide for provisions/interventions during assessments as per IB guidelines
- Contact outside agencies for informal advice and further information if needed.

The school

- Responsible for updating inclusion policies and procedures.
- Supports the team during parent-teacher meetings when necessary.
- Communicates the learning support procedures to staff.
- Promotes the use of the IEP as one of the primary means of tracking student progress in the learning support program.

The Parents

- Provide the homeroom teachers and the learning support teacher with any relevant information, including details about the child's health, early development and behaviour at home;
- Sign and return copies of any home-school liaison arrangements;
- Offer support and encouragement to the child;
- Home and school work together to help children achieve their learning goals
- Attend all the review meetings;
- Ensure their child has adequate sleep and rest and is fully equipped and punctual for school;
- Provide the school with their views on the child's progress and the support given.

The students

- Students have a right to be educated and included in an environment where:
 - a sense of belonging, safety, self-worth, and growth are promoted
 - learning diversity is valued as a rich resource for building inclusive communities
 - all learners belong and experience equitable opportunities to participate and engage in quality learning
- Assessing the provision of all young children with opportunities to demonstrate their learning outcomes, and to be acknowledged and congratulated;
- they have a voice and are listened to so that their input is taken into account
- they are included in decisions about their learning
- diversity is understood to include all members of a community
- they have access to the relevant IB program components to the greatest extent

possible

- Students are responsible for:
- understanding their role in the learning of others
- self-advocacy
- engaging with their learning and opportunities
- understanding their own identity
- understanding themselves as learners
- reflecting on their learning
- fostering an inclusive culture.

Sharing of Information

Learning support teachers in understanding their rights and responsibilities as guardians, while working with families to build collaborative partnerships that foster students' personal growth. Through ongoing communication, schools regularly share learning progress and achievements with parents.

The confidential records of the children are kept in a locked file cabinet and an electronic personal folder, which contain information such as individualized education plans and curriculum reports. These records are available for use by teachers, coordinators, the principal and the superintendent.

Procedures Regarding Confidential Information

The files are not to be used for personal reasons and must be returned back to the cupboard or deleted off their personal drive after the content has been used for educational purpose.

Exit from Learning Support

- Before any final action is taken, the student's family is fully informed of the decision and the implications;
- The head teacher is responsible for filling in the study withdrawal application form
- Parents or guardians may withdraw from the learning support at any time and will be granted permission.

Learning Support Programme Development

In XLX there is a constant endeavour to develop the learning support programme.



Consistent evaluation of the delivery of our programme helps us to improve and make it better. Educators are provided with regular training and networking opportunities to hone their skills. Time and again the Inclusion policy is reviewed in accordance with the student's needs.

Disclaimer

The XLX Inclusion Policy is implemented in alignment with XLX Academic Integrity Policy, XLX Assessment Policy, Admission Policy and X.L.X Language Policy and in accordance with local, national and IB regulations.

Review

The school policies have evolved and are based on the revised IB standards and practices. This policy is updated as part of the school's review cycle and feedback from the community has been incorporated where relevant.

Drafted: September, 2023

Updated: Aug, 2025

Next Review: June, 2026

This document will be reviewed and revised every two years.

Initial committee responsible for drafting this policy: Principal, Primary school principal, PYP program coordinator, grade leader, and preschool support service centre.

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