

Inclusion Policy – Silver Fern International School

Vision Statement of SFIS:

To inspire and empower every learner to thrive as a compassionate, curious, and globally responsible individual—ready to lead meaningful change in an interconnected world.

Mission Statement of SFIS:

At SFIS, we are a collaborative learning community committed to nurturing internationally-minded learners. We empower students to become creative and critical thinkers, fostering a spirit of inquiry and reflection. Through meaningful learning experiences, we support them in becoming compassionate, knowledgeable, and principled individuals who take responsible action to make a positive difference in their local and global communities.

Date Adopted: July 2025

Next Review: July 2026

1. Rationale

Silver Fern International School recognizes that inclusive education is essential to realizing the rights of all learners and is a fundamental principle of the International Baccalaureate (IB) philosophy and the Thai Ministry of Education (MOE) mandate for equitable access to quality education.

Our school community is enriched by a diversity of cultures, languages, abilities, and backgrounds. We believe that inclusion is not only about accommodating differences but also about **embracing learner diversity as a resource** that enhances academic and personal growth for all. Inclusion promotes dignity, empathy, respect, and fairness, preparing our students to thrive in a globally interconnected society.

This policy ensures that every learner at SFIS receives the support they need to **access, engage with, and demonstrate learning**. It provides a framework for removing barriers to learning and outlines the shared responsibility of educators, families, and leaders in fostering inclusive practices. It reflects our commitment to the IB Learner Profile, which calls for principled, caring, open-minded individuals, and aligns with the **UN Convention on the Rights of the Child** and **UN Sustainable Development Goal 4: Inclusive and equitable quality education for all**.

By promoting inclusive education, SFIS aims to:

- **Uphold student agency** and the belief that all learners can achieve success in different ways and at different times.
- **Support academic, emotional, and social well-being** through a whole-school approach.
- **Ensure compliance** with both international best practices and national regulatory requirements.

This rationale drives the development and consistent implementation of the Inclusion Policy across all levels and departments at Silver Fern International School.

2. Philosophy of Inclusion

Silver Fern International School (SFIS) is committed to cultivating an inclusive, equitable, and supportive learning environment where all students are valued and respected. In alignment with the **International Baccalaureate (IB) philosophy** and the **Thai Ministry of Education (MOE)**, we believe every learner has the right to access high-quality education and reach their fullest potential, regardless of their abilities, learning styles, cultural backgrounds, or linguistic needs.

Inclusion is not just a program but a mindset at SFIS. We embrace diversity and provide differentiated teaching and learning opportunities that support all students in becoming confident, capable, and compassionate global citizens.

(Sources: IB “Learning Diversity and Inclusion in IB Programmes,” 2010; Thai MOE Basic Education Act, 2002)

3. Purpose of the Policy

This policy aims to:

- Ensure inclusive practices are embedded in the school’s philosophy, pedagogy, and operations
 - Provide clarity on the support structures for learners with diverse needs
 - Ensure compliance with IB expectations and Thai MOE guidelines
 - Promote a collaborative learning environment where all stakeholders contribute to a culture of inclusion
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4. Definitions

- **Inclusion:** A commitment to provide equitable access to learning for all students by removing barriers to participation and achievement.
 - **Diverse Learners:** Students with varied cultural backgrounds, language abilities, learning styles, or those with identified exceptionalities (e.g., cognitive, emotional, physical, or behavioral needs).
 - **Learning Support (LS):** Targeted academic and behavioral support for students who require adjustments to meet grade-level expectations.
 - **Access Arrangements:** Measures and accommodations provided to enable all learners to demonstrate their abilities during instruction and assessment.
 - **IEP (Individualized Education Plan):** A personalized plan developed for students with specific learning needs, including goals, strategies, accommodations, and assessment modifications.
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5. Inclusion Principles at SFIS

At SFIS, we believe that:

- All students are capable of learning and making progress.
- Diversity enriches the learning community.
- Teachers are facilitators of inclusive learning experiences.
- Families and students are essential partners in the learning process.
- A whole-school approach is needed for effective inclusion.

(Source: IB Programme Standards and Practices, 2020)

6. Inclusive Admissions and Enrollment

As outlined in our Admissions Policy:

- Students with mild to moderate learning differences are welcomed and supported if their needs can be met through available resources.
- A trial period and observation process help determine if SFIS can support the student effectively.
- Additional support (e.g., shadow teachers, therapists) may be provided at the family's expense.

- Enrollment may be provisional during an initial adjustment period.

(See: SFIS Admissions Policy)

7. Roles and Responsibilities

Head of School

- Ensures resources, staffing, and policies support inclusive practices
- Makes final decisions on admissions and accommodations

Pedagogical Leadership Team (PLT)

- Coordinates the implementation of inclusive practices
- Reviews IEPs and access arrangements
- Oversees professional development in inclusive education

Learning Support Coordinator

- Designs and monitors IEPs
- Collaborates with teachers to implement strategies and accommodations
- Communicates with families and external professionals

Teachers

- Differentiate instruction and assessment
- Collaborate with LS and EAL departments
- Foster inclusive, safe, and respectful classrooms

Parents

- Share relevant background and documentation
 - Collaborate in developing and reviewing IEPs
 - Support learning strategies at home
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8. Inclusive Teaching and Learning Practices

SFIS implements inclusive teaching strategies across all grade levels:

- **Differentiated instruction:** Tasks adapted to students' readiness, interests, and learning profiles
 - **Scaffolding:** Step-by-step support to build understanding and independence
 - **Multimodal learning:** Use of visual, auditory, kinesthetic, and digital tools
 - **Collaborative learning:** Peer mentoring, flexible grouping, and shared inquiry
 - **Flexible assessment:** Use of rubrics, portfolios, performance tasks, oral assessments
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9. Identification and Support Process

9.1 Early Identification

- Observations, baseline assessments, and feedback are used to identify potential learning needs as early as possible.

9.2 Learning Support Referral

- Teachers refer students to the Learning Support Team using observation notes and work samples.
- Parents are consulted, and permission is obtained for additional screening or testing.

9.3 Individualized Education Plans (IEPs)

- For students with diagnosed or observed needs, IEPs are created collaboratively with families, LS staff, and homeroom/subject teachers.
- IEPs are reviewed at least twice per year.

9.4 Review and Exit

- Students may exit LS when goals are met and consistent progress is demonstrated.
 - An exit report is documented, and monitoring continues for a minimum of one term.
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10. Access and Assessment Arrangements

SFIS ensures that students with learning differences can participate equitably in assessments by providing:

- Extra time, breaks, or alternative scheduling
- Use of assistive technology (e.g., text-to-speech software)
- Modified formats (e.g., large print, oral presentation)
- Simplified instructions or translated support
- Reduced workload or alternative tasks

These adjustments are in line with both IB expectations and Thai MOE inclusive guidelines. All accommodations are documented in the student's IEP and shared with staff.

(Sources: IB “Access and Inclusion Policy,” 2018; Thai MOE Inclusive Education Framework, 2020)

11. Collaboration with External Professionals

SFIS may recommend or work alongside:

- Educational psychologists
- Speech and language therapists
- Occupational therapists
- Behavioral specialists

Referrals are made with parental consent. The cost of external services is the responsibility of the family.

12. Inclusion in School Culture

The SFIS community celebrates diversity and promotes equity by:

- Marking International Day of Persons with Disabilities
- Providing IB Learner Profile awards that recognize empathy, caring, and open-mindedness
- Encouraging student-led advocacy through student council and PYP Exhibition

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- Integrating SEL (Social-Emotional Learning) in daily classroom practice

13. Thai MOE Alignment

SFIS upholds the Thai MOE's inclusive education framework:

- Non-discrimination based on physical, intellectual, or emotional differences
- Support for students with disabilities in regular classrooms
- Collaboration with parents and communities to promote inclusive attitudes
- Documentation and reporting of inclusive practices to relevant Thai authorities

(Sources: Thai MOE “Inclusive Education Operational Manual,” 2015; Basic Education Act B.E. 2545)

13. Review Cycle

This policy shall be reviewed every **year** to ensure it:

- Reflects updates from IB and MOE authorities
- Meets evolving needs of the school population
- Is implemented effectively and consistently across school divisions

The **Head of School, Learning Support Coordinator, and PLT** will lead the review process in collaboration with teaching staff and families.

14. Associated Policies

- Admissions Policy
 - Assessment Policy
 - Language Policy
 - Academic Integrity Policy
 - Child Protection Policy
 - Learning Support Procedures
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15. References and Sources

1. International Baccalaureate (2010). *Learning Diversity and Inclusion in IB Programmes*
2. International Baccalaureate (2018). *Access and Inclusion Policy*
3. International Baccalaureate (2020). *Programme Standards and Practices*
4. Thai Ministry of Education (2002). *Basic Education Act B.E. 2545*
5. Thai Ministry of Education (2015). *Inclusive Education Operational Manual*
6. Silver Fern International School (2022). *Learning Support Procedures*

