



## LA SALLE GREEN HILLS IB Diploma Programme SEN/Inclusion Policy

### I. IB Mission

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 programs of international education and rigorous assessment.

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

### II. LSGH Vision and Mission

#### Vision:

LSGH 2025: The school of choice.  
Building character, forming leaders.

#### Mission:

Inspired by the teachings of Jesus and the charism of St. John Baptist de La Salle, La Salle Green Hills, a Catholic school, promotes the values of Faith, Service, and Communion.

We bring out the best in our students by nurturing their gifts, passion, and full potential through: innovative and relevant educational programs; highly competent and committed educators; and 21st century learning environment.



Working together as a community, we develop Lasallians who are exemplary leaders who care for the poor and the environment.

### III. The IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

- **Inquirers**  
IB learners exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems and make reasoned, ethical decisions.
- **Knowledgeable**  
IB learners explore concepts, ideas, and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- **Thinkers**  
IB learners exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems and make reasoned, ethical decisions.
- **Balanced**  
IB learners understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others.
- **Caring**  
IB learners show empathy, compassion, and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference in the lives of others
- **Communicators**



IB learners understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

- **Principled**  
IB learners act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- **Open-minded**  
IB learners understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
- **Risk-takers**  
IB learners approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national, and global communities.

#### IV. Introduction to Inclusion/ SEN Policy

The Declaration on the Lasallian Educational Mission outlines several features of Lasallian education, including its comprehensiveness in addressing all aspects of a person, such as their habits, physical and emotional well-being, intellectual and ethical development, professional preparation, and spiritual dimension. This education is also inclusive in uniting theory and practice, providing unity and meaning, and preparing students to live well as citizens.



Another key foundation of Lasallian pedagogy is student-centered education, which emphasizes the importance of teachers having knowledge about each individual student, including their learning style, personality, and unique qualities. This knowledge is crucial for implementing differentiated, adapted, and personalized education that is effective, efficient, social, holistic, *inclusive*, and Christian. To achieve this, certain principles like demand, flexibility, logical follow-up, and complexity must be acquired through pedagogical progress.

## V. Principles of IB Inclusion Policy

The International Baccalaureate (IB) has a strong commitment to inclusion and diversity, and its inclusion policy aims to ensure that all students have access to an IB education, regardless of their background or individual needs.

The IB inclusion policy is based on the following principles:

1. **Access and Equity:** The IB is committed to providing equal access and opportunities to all students, including those with disabilities, learning difficulties, or other special needs. The IB aims to create an inclusive environment that supports the learning and development of all students.
2. **Differentiation:** The IB recognizes that students have diverse learning styles and needs, and therefore provides a flexible and differentiated curriculum that allows teachers to adapt to the needs of individual students.
3. **Collaboration:** The IB encourages collaboration between teachers, students, and families to ensure that all students are supported and can reach their full potential. The IB also promotes collaboration between schools and communities to create inclusive learning environments.
4. **Continuous Improvement:** The IB is committed to continuous improvement and regularly reviews its policies and practices to ensure that they are inclusive and meet the needs of all students.

The IB inclusion policy is designed to ensure that all students have access to a high-quality education that meets their individual needs and supports their learning and development.



## VI. Objectives of the SEN/ Inclusion Policy

At La Salle Green Hills, we are committed to creating a welcoming and inclusive environment that celebrates diversity and promotes equity for all students in the IB Diploma program. Our inclusion policy is designed to ensure that every student has equal access to opportunities and resources, regardless of their race, gender, religion, sexual orientation, socio-economic status, or ability.

To achieve this, we aim to:

1. Provide a safe and respectful learning environment for all students. Any form of discrimination, harassment, or bullying has corresponding sanctions stipulated in the student formation handbook.
2. Ensure that our policies are inclusive and responsive to the diverse needs of our students by providing reasonable accommodations and support to students with exceptional needs (SEN). Please see the provision for support to exceptional students on page 3 of this document.
3. Provide professional development opportunities for our staff to increase their cultural competence and promote inclusivity in their teaching practices.
4. Encourage student participation in extracurricular activities, clubs, and events that celebrate diversity and promote social justice. The list of curricular and co-curricular activities/clubs is found in the Student Handbook pages 95-97.
5. Create partnerships with community organizations and stakeholders that support our commitment to inclusivity and diversity. The Integrated Lasallian Formation Program of the school promotes this partnership and you can find it on page 80 of the Student Handbook.
6. Review and assessment of inclusion policy and practices are regularly done at the end of the school year to ensure that they are aligned with the IB's mission statement.



## VII. Special Education and Student Services

To ensure that our policies are inclusive and responsive to the diverse needs of our students, the school has mandated an office to provide accommodations and support to students with exceptional needs (SEN).

The Education Intervention Program under Guidance and Education Intervention Services (GEIS) of La Salle Green Hills has SPED teachers assigned to help students with learning difficulties and external linkages to address student's exceptional needs.

The Education Intervention Program specifically aims for the following objectives:

1. Assist the counselors and teachers in handling students with learning difficulties.
2. Provide results of classroom observations in monitoring student's classroom performance and behavior.
3. Recommend appropriate interventions/accommodations to address particular difficulties and giftedness concerns in the classroom.
4. Follow up, monitor, and review the implementation of the suggested interventions in the classroom.

### A. Education Intervention Program Referral

1. The homeroom adviser, subject teacher, administrator/s, and/or parents concerned may refer students with behavioral, learning, and giftedness concerns to their grade-level counselor.
2. The counselor reviews the student's available assessment report/s and monitors the student's performance in the classroom. He/She conducts conferences with parents and teachers for preliminary interviews and assessment. If a student needs to be assessed for a probable condition, the Guidance Counselor refers the student to a recommended specialist (developmental pediatrician, psychologist, and/or psychiatrist). If the student has not yet submitted a formal assessment report, the Guidance Counselor then advises parents to submit the assessment. If the student needs special education services, the Guidance Counselor endorses the case to the EIP teacher.



3. A student without a formal diagnosis yet, but manifests to have common signs of learning difficulties or giftedness may be referred for EIP classroom observations by his/her respective Guidance Counselor and/or teacher. The student will be required to submit a formal assessment report if recommended to be in the EIP.
4. The EIP teacher conducts classroom observations to the student referred by the guidance counselor pending his submission of the assessment report. The result of classroom observations is then submitted to the level guidance counselor, adviser, and respective Learning Community Coordinator (LCC).
5. The EIP teacher will prepare a report about the observation and this will be shared with the IB DP Coordinator (IBDPC), Homeroom Adviser (HRA), and IB Counselor (IBC). Based on the counselor's interview and EIP observation, the IBC may recommend the student for assessment to the developmental pediatrician or psychologist.
6. A meeting with the parents will be called by the IBC and the observation and counseling feedback will be shared. Referral to a developmental pediatrician or psychologist will be made available to the parents but they may opt for their preferred doctor.
7. If a student has been diagnosed with learning difficulties or giftedness by a specialist, a copy of the assessment report needs to be submitted to the IB Counselor, EIP teacher, and IBDP coordinator.

Inclusion to the EIP Program is based on the following:

- a. Recommendation of the Counselor to EIP teacher;
- b. Assessment of the EIP teachers based on the following:
  - Formal Assessment Report (to be reviewed and requirement in the EIP enlistment);
  - Consistent failing marks on the report card for learning difficulties
  - Outstanding performance in report card for gifted
8. The parents submit copies of the student assessment report/s to the counselor and EIP teacher for the student to be enlisted in the EIP program. Upon enlistment of the student, the following are expected to be accomplished by the parents:
  - Submit the most recent Assessment Report from a



Developmental Pediatrician or Clinical Psychologist

*\*Updated assessment reports are strictly required by the Guidance Counselors and EIP teachers*

- Submit the Home School Partnership Agreement (HSPA)
- Accomplished Student Information Sheet
- Do parent interview with the EIP teacher

*Note: Student enlistment to the EIP is done annually.*

## B. Education Intervention Program - Intervention Plan

1. Based on the psychological report the IBDPC, IBC, and EIP teacher will draft an academic, counseling, and individualized intervention plan (the counseling plan aligns with mental health support, the individualized educational plan (IEP) aligns with learner inclusion and support, and the academic plan aligns with homeroom and academic intervention).
2. In drafting the IEP, other partners such as the Risk Management Compliance Office (RMCO), Developmental Pediatricians, Occupational and Speech Therapists, and Parents will be asked by the EIP Teachers to participate through coordination meetings and submission of psychological reports.
3. Once the integrated education program is approved by the IB Coordinator, GEIS head, and Principal, the IEP will be cascaded to the adviser, teachers, specialists, and parents to help in the implementation and monitoring.
4. The document serves as a roadmap on how parents, SPED teachers, counselors, subject teachers, and administrators collaborate to help a student manage learning difficulties /opportunities.
5. The parents, adviser, subject teacher, EIP teacher, and counselor may meet periodically to update observations and intervention plans. The counseling, IEP, and academic intervention plan will be updated by each member of the collaborative team yearly.
6. Parents are required to continue sessions with the Developmental Pediatrician and other Specialists. Monitoring of student's school performance (teacher's feedback, report card, collaboration with the





guidance counselors, class adviser, subject teachers, and administrators) will be done at the end of each trimester.

## VIII. On legal requirements compliance

1. All documents with sensitive information are treated with utmost confidentiality by the school.
2. The school strictly observes the data privacy of each stakeholder.
3. The Risk Management Compliance Office is a dedicated office that oversees all legal documents and requirements of the school especially those that would cause risk to students.

## IX. Students with Special Needs on IB Assessments

The IBDP Coordinator collaborates with students, parents, and IB Counselor to submit requests for inclusive assessment arrangements. Any reasonable adjustments for a candidate about his/her unique needs will be considered.

The IBDP Coordinator observes the following procedures to ensure access arrangements for students with inclusive assessment needs:

1. At the start of the school year, the IBDP Coordinator requests a report that identifies all students enrolled in an IB course who also may require assessment accommodations.
2. The IBDP Coordinator collaborates with parents, EIP teachers, school psychologists, and school health professionals to verify the necessary assessment arrangements and collect supporting documents.
3. The IBDP Coordinator submits a request for inclusive assessment arrangements to the IBO through IBIS.
4. After receiving approval for the inclusive assessment arrangements, the IBDP Coordinator adjusts the assessment timetable and supervisor roles as necessary.
5. The IB Coordinator meets with each student individually to explain his or her assessment access arrangements.



## X. Linkages with other Policies

1. In the Admissions Policy, the school is clear on its admissions requirement for students with learning conditions/difficulties and or with exceptional needs: an official document from the attending physician and a treatment/intervention plan that the school may refer to in case there is a need to request an inclusive access arrangement during the scheduled external assessment.
2. For students with learning conditions/difficulties and or with exceptional needs, the school will provide support accordingly and will adjust as to how a student can be assisted by the language teachers.
3. In the assessment policy, students with learning difficulties or exceptional needs may request inclusive access arrangements during the scheduled external assessment provided that documentation is available from the attending physician.

## XI. Opportunities for IB Policy Review

The IB team and teachers review the IB policies during collaborative meetings to ensure consistent implementation of the policy and proper dissemination to the Lasallian community.

## XII. References

Declaration on the Lasallian Educational Mission. La Salle Worldwide | [lasalle.org](https://www.lasalle.org) | Rome. (2020, July 29). Retrieved March 30, 2023, from <https://www.lasalle.org/en/declaration-on-the-lasallian-educational-mission/>

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