



Social and Emotional Learning and Inclusion Policy





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IB Mission Statement

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 programmes of international education and rigorous assessment.

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

School's Mission Statement

Our mission is to provide students with the skills and knowledge to become global citizens and lifelong learners. We do this by creating a positive, supportive environment where students from different cultural backgrounds grow together, academically, socially, and emotionally.



Rationale

The American School of Wrocław treats social and emotional learning and inclusion with utmost priority and sensitivity. Our students understand their agency and their role as a member of the school, the local and the global communities. The SEL and Inclusion policy at the school helps all the stakeholders to understand the role that they play in developing and maintaining an inclusive atmosphere and a culture of tolerance so as to create an optimal learning environment.

SEL and Inclusion Policy and the Learner Profiles

Principled

The SEL and Inclusion policy is based on the IB learner profile attribute of being principled and understanding what is beneficial for the students and the other stakeholders. It takes into account the importance of having a sound mental and emotional health and aims to establish a culture that helps foster that.

Caring

Students at the school are aware of their rights and responsibilities, and they understand their roles and agencies. They are guided by the spirit of inclusion and multiculturalism that is the very backbone of the school. They understand local and global issues pertinent in the society and are motivated to take action with appropriate ethical considerations and in a sustainable manner.

Balanced

With regard to social and emotional learning and inclusion, the school has a holistic and sustainable approach. All the stakeholders at the school understand the sensitive nature of SEL and Inclusion. Appropriate support is provided by the school counsellor and the SEN team in a balanced manner that benefits the entire school community.

Social and Emotional Learning and Inclusion Policy

The SEL and Inclusion Policy at the school is based on providing students and teachers with appropriate resources, support and teaching aids that can ensure that every child has equal access to learning. It is also based on ensuring that all stakeholders participate in the learning journey and understand their roles and responsibilities. It is also based on a shared sense of understanding, empathy and mutual respect among all stakeholders at the school. The school believes in early identification and appropriate intervention, so parents and students are required



to declare whether they would require any specific SEL and Inclusion support. The teachers monitor the progress of the students and submit their observations quarterly. Students can also request for SEL and Inclusion support on their own.

Confidentiality

The school understands the sensitive nature of SEL and Inclusion, therefore it treats all matters concerning the students in this regard with utmost confidentiality. Appropriate information may be shared with the stakeholders only if it is deemed as necessary and beneficial for the student(s).

Role of the Stakeholders

School Principal

Monitors and oversees the implementation of the Social and Emotional Learning and Inclusion Policy at the school. Ensures that appropriate funds are allocated for this.

Segment Coordinator

- Oversees the day-to-day implementation of the SEL and Inclusion policy.
- Coordinates with the SEN team and the school counsellor to ensure that students are being provided with appropriate support.
- Supports the professional development of staff by providing continuous professional development sessions on aspects of SEL and Inclusion.
- Liaise with other schools and external agencies to acquire appropriate data to ensure effective transition of students with SEL and Inclusion requirements.
- Liaise with the admission team regarding applications for students who require support and intervention.
- Connect with the IBO regarding support and intervention requirements for students during assessments and apply those at the school.

School Counsellor

- Maintains comprehensive case files of the students.
- Conducts psychological and academic assessments using standardised tools.
- Plans and administers counselling and psychotherapeutic sessions.
- Provides professional referral information.



SEN facilitator

- Maintains case files of students who require support.
- Develops and implements Individual Education Plans (IEPs). (Appendix 3)
- Conducts learning support classes within the classroom or individually outside the classroom.
- Liaises with parents of students with special educational needs.
- Supports the teachers in preparing differential teaching plans in the classrooms.
- Regularly updates the teachers on the developments in the field of learning support by conducting workshops.
- Collaborates with teachers to plan and prepare students for assessments and examinations.

Medical nurse

Provides appropriate medical aid to students when required.

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Teachers

- Identifies students who would potentially require learning and therapeutic support by filling the support referral sheet quarterly. (Appendix 2)
- Implement recommended accommodations in the class for students with special needs.
- Plan and implement differential teaching and learning support within the classrooms.

Parents

- Submit details of the support required with the student's admission form to the admission team.
- Attend meetings regarding student's progress with the support staff.
- Coordinate and participate with the support staff in the student's growth and achievement process.

Students

- Participate in the development of goals for their IEPs and other support plans mentioned in the ASW Student Passport. (Appendix 1)
- Demonstrate commitment and personal responsibility towards achieving their goals to the best of their abilities.

Communication of the Policy



The contents of all the policies and the norms mentioned in the SEL and Inclusion Policy are regularly communicated to the stakeholders through sessions with parents, students, teachers and the management. The policies are also available on the school's website so that all the stakeholders can access them with ease.

Policy Review Timeline

All policies framed at ASW are reviewed annually.

Policies	Review Timeline
Policy Drafted	October 2022
Policy Reviewed	November 2022
Next Policy Review	August 2023



Bibliography

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2. International Baccalaureate. *Programme Standards and Practices*. International Baccalaureate Organization , 2014.
3. International Baccalaureate. *Access and Inclusion Policy*. International Baccalaureate Organisation, 2018.
4. Universal Design for Learning Overview, Harvard University. Retrieved from:
<https://www.gse.harvard.edu/news-tags/universal-design-learning>






Appendix

1.

ASW Student Passport

Name: Grade: Nationality: D.O.B:	<p style="text-align: center;"><u>Inclusion Passport</u></p> Type of Passport: Semester:	 AMERICAN SCHOOL OF WROCLAW
Access Arrangements. Extra Time: Reader: Scribe: Laptop:	Type of Support:	Date: Review Date: Inclusion Teacher: Shadow Teacher:
Photo:	I would like you to know that:	I find it difficult to:



It would help me if you could:

Targets:	Strategies to be used/ Resources.	Comments and date completed.
1.		
2.		AMERICAN SCHOOL OF WROCLAW
3.		
Review comments:		



2. Student Support Referral Sheet

Grade:

Form tutor's name:

Date:

Sr. No.	Student's Name	Academics	Behaviour	Evidence/ examples	Any other comments
		<p>Visible change in:</p> <p><input type="checkbox"/> Focus/attention</p> <p><input type="checkbox"/> Reading/writing</p> <p><input type="checkbox"/> Classwork/homework</p> <p><input type="checkbox"/> Grades</p> <p><input type="checkbox"/> No significant change</p>	<p>Visible change in:</p> <p><input type="checkbox"/> Activity level</p> <p><input type="checkbox"/> Mood</p> <p><input type="checkbox"/> Temperament</p> <p><input type="checkbox"/> Behaviour towards others</p> <p><input type="checkbox"/> No significant change</p>		
		<p>Visible change in:</p> <p><input type="checkbox"/> Focus/attention</p> <p><input type="checkbox"/> Reading/writing</p> <p><input type="checkbox"/> Classwork/homework</p> <p><input type="checkbox"/> Grades</p> <p><input type="checkbox"/> No significant change</p>	<p>Visible change in:</p> <p><input type="checkbox"/> Activity level</p> <p><input type="checkbox"/> Mood</p> <p><input type="checkbox"/> Temperament</p> <p><input type="checkbox"/> Behaviour towards others</p> <p><input type="checkbox"/> No significant change</p>		
		<p>Visible change in:</p> <p><input type="checkbox"/> Focus/attention</p> <p><input type="checkbox"/> Reading/writing</p>	<p>Visible change in:</p> <p><input type="checkbox"/> Activity level</p> <p><input type="checkbox"/> Mood</p>		



		<input type="checkbox"/> Classwork/ homework <input type="checkbox"/> Grades <input type="checkbox"/> No significant change	<input type="checkbox"/> Temperament <input type="checkbox"/> Behaviour towards others <input type="checkbox"/> No significant change		
		Visible change in: <input type="checkbox"/> Focus/attention <input type="checkbox"/> Reading/ writing <input type="checkbox"/> Classwork/ homework <input type="checkbox"/> Grades <input type="checkbox"/> No significant change	Visible change in: <input type="checkbox"/> Activity level <input type="checkbox"/> Mood <input type="checkbox"/> Temperament <input type="checkbox"/> Behaviour towards others <input type="checkbox"/> No significant change		

Would you want to refer a student to the support team or the counsellor?

Any specific observation or information regarding the student being referred?

Signature of the form tutor.



3. Individual Education Plan (IED)

Student's Name:

Grade:

Facilitator:

a) Areas of facilitation and support

Name of the subject:

Topic:

Current level of knowledge and understanding:

Learning outcomes:

Strategies:

Resources:

Learning outcome growth ladder:

b) Skills development:

c) Observation:

d) Reflection:

