

Inclusion Policy

Effective from: August 2025

Last Reviewed: January 2026

Next review due: August 2026



KING'S COLLEGE SCHOOL

PANAMA

Purpose and Ethos

King's College School Panama is committed to providing a broad, ambitious and inclusive education for all pupils from Early Years to IBDP.

Inclusion at King's ensures that:

- Barriers to learning are identified early
- Pupils are not placed at a substantial disadvantage
- High academic standards are maintained
- Support enables access without lowering expectations
- Parents and pupils are active partners in decision-making
- Provision aligns with British Schools Overseas standards, IB regulations and Panamanian legislation.

Inclusion is embedded within curriculum design, teaching practice, assessment systems and pastoral care. High quality first teaching remains the foundation of provision and is the responsibility of every teacher.

Equality, Non-Discrimination and Accessibility

King's College School Panama is committed to ensuring that pupils are not discriminated against on the basis of additional learning need, disability, medical condition or neurodivergence.

The school ensures:

- Equal access to a broad and balanced curriculum
- Access to co-curricular activities, educational visits and leadership opportunities
- Reasonable adjustments to prevent substantial disadvantage
- Respectful, dignified and non-stigmatising practice.

The school maintains an Accessibility Plan which addresses:

- Physical environment accessibility
- Curriculum accessibility
- Accessibility of information for pupils and parents.

Reasonable adjustments are made where proportionate and feasible. Adjustments do not alter academic standards, curriculum objectives or examination criteria.

Legal and Regulatory Framework

This policy aligns with:

- British Schools Overseas Standards
- Special Educational Needs and Disability Code of Practice 0–25
- Children and Families Act 2014

- Special Educational Needs and Disability Regulations 2014
- IB Access and Inclusion Policy and Assessment Access Arrangements guidance
- MEDUCA Procedures Manual for Special Education
- Code of Ethics and Professional Responsibilities for Psychologists in Panama.

Although UK legislation does not apply directly in Panama, the school adopts equivalent principles as best practice in an international context.

Definition of Inclusion

A pupil requires Inclusion provision when they need support that is additional to or different from high quality first teaching in order to access learning effectively.

This may include:

- Cognition and learning differences such as dyslexia, dyspraxia or processing difficulties
- Communication and interaction needs
- Social, emotional and mental health needs
- Sensory or physical needs
- Medical conditions impacting learning
- Pupils with high average or exceptional ability requiring extension.

Inclusion provision may be short term or long term depending on need. Inclusion does not imply lowered expectations and does not modify academic standards.

Admissions and Capacity

Admission decisions consider whether the school can reasonably meet a pupil's needs within available provision and resources.

Where additional needs are identified prior to admission:

- Documentation is reviewed by the Head of Inclusion
- Meetings may be held with parents and relevant professionals
- The school assesses whether reasonable adjustments can be made.

Where needs exceed the school's capacity to provide appropriate provision without compromising the education of others, transparent discussion takes place with parents. Decisions are made in the best interests of the child and the wider school community.

Leadership and Accountability

Head of School

- Has overall responsibility for Inclusion provision, compliance and strategic oversight.

Head of Inclusion

- Leads the strategic and operational implementation of this policy
- Maintains the Inclusion register
- Oversees identification, provision and review processes
- Advises on resource allocation
- Liaises with IB and external agencies
- Ensures secure and accurate record keeping
- Ensures quality assurance of IEPs and interventions.

Class and Subject Teachers

- Are accountable for the progress of all pupils in their care
- Deliver high quality first teaching
- Implement agreed strategies and access arrangements
- Contribute to review cycles.

Educational Psychologist

- Provides assessment and targeted intervention
- Supports teachers with evidence-informed strategies
- Liaises with licensed external professionals where required.

School Counsellor

- Supports emotional and behavioural development
- Works collaboratively within the pastoral structure.

Staff Training

All teaching staff receive ongoing professional development in:

- Differentiation and adaptive teaching
- Understanding specific learning differences
- IB access arrangements compliance
- Safeguarding and mental health awareness.

Identification and Graduated Approach

King's operates a structured graduated approach: assess, plan, do, review.

Movement between stages is evidence-based and not automatic. Pupils do not necessarily progress sequentially through each stage.

Identification may arise from:

- CAT4 and standardised assessments
- PASS data
- Academic diagnostic testing
- Teacher observation and professional judgement
- Progress tracking data
- Transition information
- Parent consultation
- External agency reports.

All concerns are recorded formally on iSAMS and reviewed during termly Pupil Progress Meetings.

King's Inclusion Pathways

Red Star

- Initial concern identified.
- High quality first teaching and differentiation implemented.
- Targeted classroom strategies applied.
- Concerns recorded and monitored.

Corresponds to Wave 1 support.

Yellow Star

- Parents formally consulted and written summary provided.
- Structured interventions introduced.
- Psychoeducational assessment recommended where appropriate.
- Monitoring documented.

Corresponds to Wave 1 and Wave 2 support.

Green Star

- Formal psychoeducational report received.
- Strengths and needs profile recorded.
- Access arrangements documented and shared with staff.
- IEP developed where required.
- Termly review cycle implemented with written feedback to parents.

Corresponds to Wave 1, Wave 2 and Wave 3 support.

Shadow Teachers

Where appropriate, a family-funded 1:1 shadow teacher may be agreed.

Shadow teachers:

- Must meet safeguarding clearance requirements equivalent to school staff
- Operate under a written agreement defining professional boundaries
- Remain accountable to the classroom teacher and Head of Inclusion
- Do not replace teacher responsibility
- May not alter curriculum standards or assessment criteria
- Are reviewed termly to ensure impact and appropriateness.

Individual Education Plans

IEPs are developed when provision differs significantly from standard classroom practice.

IEPs include:

- Clear strengths and needs profile
- Measurable and time-bound targets
- Agreed classroom strategies
- Named responsible staff
- Review dates.

IEPs are reviewed at least termly. Quality assurance is conducted by the Head of Inclusion. Exit from the register is evidence-based and parents are formally notified. Continued monitoring may occur where appropriate.

Classroom Accommodations

Teachers may implement:

- Structured seating plans
- Step-by-step instruction
- Multisensory teaching
- Scaffolded instruction
- Pre-teaching vocabulary
- Revision guides
- Adapted materials
- Processing time.

These strategies enable access without lowering curriculum expectations.

Assessment Access Arrangements

Internal assessment arrangements may include:

- Up to 25 percent additional time
- Separate room
- Reader
- Assistive technology
- Modified presentation where appropriate.

Arrangements:

- Must reflect the pupil's normal way of working
- Must be evidence-based
- Are proportionate and regularly reviewed.

For IBDP candidates:

- Arrangements are requested and approved through IB processes
- Internal assessment criteria are not modified
- Exemptions are requested only where reasonable adjustments cannot ensure access.

No arrangement confers unfair advantage.

Curriculum and Environment Adaptation

The curriculum remains broad, ambitious and aligned with British standards and IB frameworks.

Adaptations may include:

- Grouping strategies
- Assistive technology
- Adapted resources
- Targeted intervention sessions
- Tailored timetables in exceptional circumstances.

Any timetable modification is carefully reviewed to ensure it does not restrict future academic progression.

External Services

Where needs exceed school-based provision, referrals are made to appropriately licensed professionals in Panama. Professional boundaries are maintained and external reports are reviewed in line with regulatory guidance.

Partnership with Parents and Pupils

Parents are consulted at all stages.

Meetings ensure:

- Shared understanding of strengths and needs
- Agreement on intended outcomes
- Clear next steps
- Written documentation.

Pupil voice is incorporated into reviews where age appropriate.

Monitoring, Evaluation and Impact

The effectiveness of Inclusion provision is evaluated through:

- Termly analysis of progress data compared with CAT4 predictions
- Narrowing of attainment gaps where applicable
- IEP target achievement rates
- Attendance patterns
- Behaviour and pastoral indicators
- PASS data trends
- IB access approval rates
- Parent feedback.

Senior leadership oversight ensures that provision is targeted, proportionate and impactful. Pupils exit the Inclusion register when evidence demonstrates sustained progress and independent access to learning.

Safeguarding Alignment

Inclusion provision operates in full alignment with the Safeguarding Policy.

Where concerns intersect with safeguarding:

- Information is recorded in MyConcern where threshold is met
- The Designated Safeguarding Lead is informed
- Emotional need is distinguished from safeguarding risk
- Information sharing follows safeguarding protocols.

Complaints

Concerns regarding Inclusion provision are managed in accordance with the school's Complaints Policy. Early resolution through dialogue is encouraged before formal escalation.

Policy Review

This policy is reviewed annually or sooner if regulatory, IB or local legislative guidance changes.

Reviewed: February 2026

Next review: August 2027