Inclusion Policy

Effective from: August 2025
Last reviewed: August 2026
Next review due: August 2027

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 and participation are identified early;
- pupils are not placed at a substantial disadvantage;
- high academic expectations are maintained;
- support enables access without lowering standards;
- parents and pupils are active partners in decision-making;
- pupils are able to participate fully in the academic, co-curricular and wider life of the School; and
- provision aligns with British Schools Overseas standards, IB requirements and applicable Panamanian legislation.

Inclusion is embedded within curriculum design, teaching practice, assessment, pastoral care and the wider pupil experience.

High-quality adaptive teaching is 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 or placed at an unreasonable disadvantage because of additional learning need, disability, medical condition, neurodivergence or other barrier to participation.

The School promotes:

- access to a broad and ambitious curriculum;
- access to co-curricular activities, educational visits and leadership opportunities;
- reasonable adjustments where proportionate and feasible;
- respectful, dignified and non-stigmatising practice; and
- equitable participation in School life.

The School maintains an Accessibility Plan which considers:

- accessibility of the physical environment;
- curriculum access; and
- accessibility of information for pupils and parents.

Reasonable adjustments support access but do not alter curriculum standards, academic expectations or external assessment criteria.

Legal and Regulatory Framework

King's College School Panama operates within the legal and regulatory framework of Panama.

This policy is informed by:

- applicable Panamanian legislation relating to education, disability, equality and the rights of children;
- relevant MEDUCA requirements and special-education procedures;
- the Standards for British Schools Overseas;
- current IB access and inclusion requirements and assessment access-arrangement guidance;
- relevant Inspired Education inclusion requirements; and
- recognised British and international best practice in inclusive education.

UK SEND legislation, including the SEND Code of Practice, may inform the School's approach as a recognised British benchmark but does not create statutory duties for King's College School Panama under UK law.

Where there is any conflict between overseas guidance and applicable Panamanian law, Panamanian law takes precedence.

Definition of Inclusion

Inclusion at King's means ensuring that every pupil can access, participate in and benefit from an ambitious education and the wider life of the School.

Some pupils may require provision that is additional to, different from or more individualised than ordinarily available through high-quality adaptive teaching.

This may include pupils with:

- cognition and learning differences;
- communication and interaction needs;
- social, emotional or mental-health needs;
- sensory or physical needs;
- medical conditions affecting access to learning; or
- other identified barriers to participation or progress.

Pupils with high or exceptional ability may also require additional challenge, extension or enrichment to ensure that their needs are appropriately met.

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

Admissions and Capacity

Admission decisions consider whether the School can reasonably meet a pupil's identified needs within its available provision, expertise and resources.

Where additional needs are identified before admission:

- relevant documentation will be reviewed by the Head of Inclusion;
- meetings may be held with parents and relevant professionals;
- reasonable adjustments and support requirements will be considered; and
- the School will assess whether the pupil's needs can be met appropriately.

Where the School has concerns that it may not reasonably be able to provide suitable provision, this will be discussed transparently with parents.

Decisions will be made in accordance with the Admissions Policy, applicable Panamanian requirements and the best interests of the child, while also considering the School's capacity to provide safe, appropriate and sustainable support.

Leadership and Accountability

Head of School

The Head of School has overall responsibility for:

- strategic oversight of Inclusion;
- ensuring appropriate provision is available;
- ensuring appropriate resources are considered;
- promoting an inclusive School culture; and
- ensuring implementation of this policy.

Head of Inclusion

The Head of Inclusion leads the strategic and operational implementation of this policy.

Responsibilities include:

- maintaining the Inclusion register;
- overseeing identification and graduated-support processes;
- coordinating provision and intervention;
- advising on resource allocation;
- supporting teachers;
- liaising with parents and external professionals;
- supporting IB access-arrangement processes;

- ensuring secure and accurate record keeping;
- quality assuring IEPs and interventions; and
- monitoring the impact of provision.

Class and Subject Teachers

Teachers are accountable for the progress and participation of all pupils in their care.

They are expected to:

- provide high-quality adaptive teaching;
- identify emerging barriers to learning;
- implement agreed strategies and adjustments;
- maintain high expectations;
- contribute to assessment and review; and
- work collaboratively with Inclusion staff and parents.

Educational Psychologist

The Educational Psychologist may:

- provide assessment and targeted intervention;
- support staff with evidence-informed strategies;
- contribute to pupil planning; and
- liaise with appropriately licensed external professionals where required.

School Counsellor

The School Counsellor supports pupils' emotional and behavioural development and works collaboratively within pastoral, inclusion and safeguarding structures.

Staff Training

Teaching and relevant support staff receive appropriate professional development in areas including:

- adaptive teaching;
- specific learning differences;
- neurodiversity;
- inclusive classroom practice;
- assessment access arrangements;
- mental-health awareness;
- safeguarding;
- assistive technology; and
- responding to individual pupil needs.

Training priorities will reflect identified School and pupil needs.

Identification and Graduated Approach

King's operates a structured graduated approach based on:

Assess – Plan – Do – Review

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

Identification may arise from:

- standardised assessments;
- academic diagnostic testing;
- teacher observation and professional judgement;
- progress and attainment data;
- pastoral information;
- transition information;
- pupil voice;
- parent consultation; and
- external professional reports.

Concerns are recorded appropriately in iSAMS and reviewed through the School's pupil-progress and inclusion-review processes.

King's Inclusion Pathways

Red Star

- Initial concern identified.
- High-quality adaptive teaching reviewed and strengthened.
- Targeted classroom strategies implemented.
- Progress monitored and evidence gathered.

Yellow Star

- Parents formally consulted.
- Structured intervention introduced where appropriate.
- Further assessment or professional advice considered.
- Progress and intervention impact documented and reviewed.

Green Star

- Formal professional assessment or clear evidence of significant additional need is available.
- Strengths and needs profile is documented.
- Access arrangements are recorded where appropriate.
- An IEP is developed where required.
- Provision is reviewed at least termly with written feedback to parents.

The Red, Yellow and Green pathways are intended to support graduated provision. They do not imply fixed categories or determine future provision automatically.

Individual Education Plans

IEPs are developed where provision is significantly additional to or different from normal classroom practice and where a structured plan will support effective provision.

IEPs should include:

- strengths and needs;
- clear and measurable outcomes;
- agreed classroom strategies;
- relevant interventions;
- named responsible staff; and
- review dates.

IEPs are reviewed at least termly.

The Head of Inclusion quality assures IEPs and monitors whether provision is resulting in meaningful progress and participation.

Exit from the Inclusion register is evidence-based and parents are informed. Monitoring may continue where appropriate.

Classroom Adaptation and Support

Teachers may use strategies including:

- structured seating;
- explicit and step-by-step instruction;
- scaffolded learning;
- multisensory approaches;
- pre-teaching vocabulary;
- adapted materials;
- assistive technology;
- additional processing time;

- targeted intervention; and
- alternative ways of accessing or demonstrating learning where appropriate.

These strategies are intended to improve access while maintaining ambitious expectations.

Assessment Access Arrangements

Assessment access arrangements must be:

- evidence-based;
- proportionate;
- consistent with the pupil's normal way of working;
- regularly reviewed; and
- compliant with relevant School, IB and examination requirements.

Internal arrangements may include, where justified:

- additional time;
- separate or smaller-room provision;
- a reader or scribe where permitted;
- assistive technology;
- rest breaks; or
- modified presentation.

The precise arrangement will reflect demonstrated need rather than a fixed entitlement.

For IBDP candidates:

- arrangements will be requested and approved through IB processes;
- assessment criteria will not be modified;
- evidence requirements must be met; and
- exemptions will only be considered where permitted and where access cannot otherwise reasonably be secured.

No arrangement may provide an unfair academic advantage.

Curriculum and Wider School Access

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

Adaptations may include:

- grouping strategies;
- assistive technology;

- adapted resources;
- targeted interventions;
- supported transitions; and
- tailored timetables in exceptional circumstances.

Any timetable modification will be carefully reviewed to ensure that it does not unnecessarily restrict future academic progression.

Inclusion planning will also consider access to:

- co-curricular activities;
- educational visits;
- residential trips;
- sport;
- leadership opportunities;
- performances;
- House activities; and
- wider School events.

Shadow Teachers and 1:1 Support

Where appropriate, additional 1:1 support may be agreed.

Where a family-funded shadow teacher is used:

- safeguarding and suitability checks must meet School requirements;
- the arrangement must operate under a written agreement;
- professional boundaries must be clear;
- the individual must follow School policies and procedures;
- the classroom teacher retains responsibility for teaching and learning;
- the Head of Inclusion oversees the arrangement;
- the role must not create dependence or unnecessarily restrict pupil independence;
- support must not alter curriculum or assessment standards; and
- effectiveness and continued need will be reviewed regularly.

The School retains the right to determine whether a proposed 1:1 arrangement is appropriate within the School environment.

External Services

Where a pupil requires assessment or support beyond School-based provision, the School may recommend referral to appropriately licensed professionals in Panama.

External reports will be considered alongside:

- School evidence;
- teacher observations;
- pupil progress;
- the pupil's normal way of working; and
- relevant regulatory or examination requirements.

An external recommendation does not automatically determine School provision or assessment access arrangements.

Partnership with Parents and Pupils

Parents are important partners in inclusion planning.

Consultation will seek to ensure:

- shared understanding of strengths and needs;
- clarity about intended outcomes;
- agreed next steps;
- realistic expectations;
- appropriate documentation; and
- regular review.

Pupil voice will be incorporated into planning and review in an age-appropriate way.

Monitoring, Evaluation and Impact

The effectiveness of Inclusion provision will be evaluated through evidence including:

- academic progress;
- progress against individual starting points;
- IEP outcome achievement;
- quality of classroom participation;
- attendance;
- behaviour and pastoral indicators;
- pupil voice;
- access to the wider life of the School;
- successful use of assessment access arrangements;
- parent feedback; and
- evidence of increasing independence where appropriate.

Senior leadership oversight will ensure that provision is targeted, proportionate and impactful.

Pupils may exit the Inclusion register where evidence demonstrates sustained progress and independent access to learning, while appropriate classroom support may continue.

Safeguarding Alignment

Inclusion provision operates in full alignment with the Safeguarding and Child Protection Policy.

Pupils with additional needs may be more vulnerable to abuse, neglect, exploitation, bullying or other forms of harm.

Staff must avoid assuming that changes in behaviour, communication, mood or presentation are simply consequences of SEND, disability, neurodivergence or a medical condition.

Where an inclusion concern also raises a safeguarding issue:

- safeguarding procedures take priority;
- the Designated Safeguarding Lead must be informed;
- the concern must be recorded promptly on iSAMS Wellbeing Manager where appropriate;
- information sharing will follow safeguarding procedures; and
- appropriate pastoral, inclusion and safeguarding support will be coordinated around the pupil.

Complaints

Concerns regarding Inclusion provision will normally be addressed through early discussion with relevant School staff.

Where concerns cannot be resolved, the School's Complaints Policy and procedures will apply.

Monitoring and Review

This policy will be reviewed annually or earlier where required by:

- changes in Panamanian law or regulation;
- changes to BSO standards;
- changes to IB access and inclusion requirements;
- changes in Inspired Education requirements;
- significant changes to School provision;
- emerging pupil needs; or
- lessons learned from review and practice.