



XLIS

XI'AN LIANGJIATAN
INTERNATIONAL SCHOOL

2026-2027

**XI'AN LIANGJIATAN INTERNATIONAL SCHOOL
INCLUSION POLICY**

Xi'an Liangjiatan International School Inclusion Policy

XLIS aims to enable confident students through providing engaging and inclusive learning environments. The school is committed to creating a culture of inclusion by identifying and reducing barriers through differentiated instruction, language and enhanced learning support.

The school is responsible to comply with the legal requirements of the Law of the People's Republic on the Protection of Minors, Article 29 (2020) states that: "Schools shall care for and cherish their minor students and shall not discriminate against any student on the grounds of family circumstances, physical condition, mental health or learning ability."

The school's collective responsibilities are:

- to oversee the implementation of the policy.
- to provide opportunities for access and participation.
- to provide regular professional development on differentiation and learner variability.
- to provide resources for facilitating inclusion through dedicated Enhanced Learning teachers.
- to provide opportunities for collaborative work for teachers, enhanced learning, and one-on-one inclusion teachers.
- to ensure all teachers apply the IB principles of inclusive teaching (below).

The teachers' responsibilities are:

- to implement strategies to address learning, language diversity, and neurodiversity
- to ensure a safe and accepting environments for all students.
- to apply the four principles of inclusive teaching namely: addressing prior knowledge, affirming identity and building self-esteem, scaffolding, and extending learning (IBO, 2020, p11).
- to co-teach & collaborate with Enhanced Learning & One-on-One Inclusion teachers for planning differentiation & response to intervention.

The students' responsibilities are:

- taking ownership of their learning.
- seeking learning or language support when in need.

The students have the right:

- to an accessible curriculum available at their level and pace.
- to a curriculum that addresses their cultural and personal identities.
- to special arrangements to access curriculum and assessments.
- to individualized education plan or individualized learning plan where needed.

The parents' responsibilities are:

- to inform the school of known learning challenges of the child upon admission.
- to provide the school with any relevant documentation required for inclusive assessment arrangements and or additional learning or language support.
- to incur expense and comply with requests for Psychological Educational testing.
- to incur expense and comply with requests for One-on-One Aide support.

Terms used at school:

Adaptation: supporting students to achieve expected learning outcomes through changes processes, material, product.

Accommodation: supporting students with learning needs to achieve the same learning outcomes by altering presentation of tasks.

Co-teaching: two teachers working together to support students in the same classroom.

Interventions: strategies used to address gaps in knowledge and understanding.

Differentiation: varying methods and strategies to meet goals set for individual learners.

Extension: supporting students who need extra challenges to go deeper with learning.

Gifted and Talented: students with exceptional talent and natural ability in one or more subject

Inclusion: Students with diverse abilities learning together.

Individualized Educational Plan (IEP): Short- or long-term Goals based on student's needs and skills.

Individualized Learning Plan: Student's academic plan with strategies and accommodations.

Neurodiversity: individual differences in brain functioning regarded as normal variations within the population.

One-on-One Aid: Teacher who works with a student to support with individual learning needs.

Psychological Educational Evaluation: Detailed assessment of how a student learns completed by a licensed Psychologist.

RTI (Response to Intervention): A multi-tier approach through targeted teaching to help

struggling students catch up and monitor progress.

Scaffolding: a method in which teachers offer a particular kind of support to students as they learn and develop a new concept or skill.

Twice exceptional: A student who is both gifted and experiences a learning challenge.

Guidelines

Primary Years Programme

The PYP is an inclusive curriculum framework which provides access for all students to the programme. In line with the IB's commitment to inclusive education students are considered in terms of their strengths rather than using deficit labels. At XLIS we may refer to a challenge a student is experiencing rather than a label.

The school is responsible for:

- Monitoring students learning challenges and providing support.
- Ensuring the school is able to support a student who is admitted to the program.
- Creating a system of support to meet the diverse needs of the students.
- Educating the community on what an inclusive community looks like.

The teachers are responsible for:

- Communicating suspected learning needs through referral process.
- Providing differentiation strategies and provide Tier 1 support for learners as recommended by the Enhanced Learning teacher.
- Monitoring and communicating ongoing progress to the Enhanced Learning teacher.
- Ensuring accommodation suggested by the Enhanced Learning department are implemented and monitored.
- Utilizing translanguaging in the classroom.

The enhanced learning teacher is responsible for:

- Collecting referrals from teachers for students learning needs.
- Observing and preparing documentation about students with suspected learning needs.
- Leading teachers and initiating discussion on strategies for removing learning barriers.
- Making referrals for Psychological Educational Evaluation and other specific tests.
- Creating the individualized learning plans and sharing with students, parents, and teachers.
- Addressing learning barriers through (RTI) responsive to intervention.

- Communicating with teachers, students and parents about ongoing support and development of student learning.

The EAL teacher is responsible for:

- Conducting WIDA tests upon entry to the school and annually.
- Providing teachers with strategies for implementation in the classes.
- Collaborating with the teachers to devise strategies to share with the teachers.
- Documenting and sharing information about student's language development, language acquisition strategies, WIDA test results in the Learner Portfolios accessible to all teachers.
- Co-planning, co-teaching, co-assessing, and co-reflecting on the learning.

Middle Years Programme

The MYP curriculum framework is concept-based and inquiry-based, featuring best-fit criteria-based assessment adapted to individual student interest and abilities. Adaptation and extension of learning are supported through a focus on IB approaches to teaching (ATT) and approaches to learning (ATL) skills.

The schools is responsible for:

- Monitoring students learning challenges and providing support.
- Recommend and implement support.

The teachers are responsible for:

- Communicating suspected learning needs through referral process.
- Providing differentiation strategies and provide Tier 1 (RTI) support for learners as recommended by the Enhanced Learning teacher.
- Monitoring and communicating ongoing progress to the Enhanced Learning teacher.
- Reporting students of concern and attending meetings regarding students of concern.
- Ensuring accommodation suggested by the Enhanced Learning department are implemented and monitored.

The Enhanced Learning teacher/s is responsible for:

- Collecting referrals from teachers for students learning needs.
- Observing and preparing documentation about students with suspected learning needs.
- Leading teachers and initiating discussion on strategies for removing learning barriers.

- Making referrals for Psychological Educational Evaluation and other specific tests.
- Creating the individualized learning plans and sharing with students, parents, and teachers.
- Addressing learning barriers through (RTI) responsive to intervention.
- Communicating with teachers, students and parents about ongoing support and development of student learning.
- Documenting and sharing information about student's learning needs, strategies, RTI in the Learner Portfolios accessible to all teachers.

The Language Acquisition teachers are responsible for:

- Conducting WIDA tests upon entry to the school and annually
- Providing teachers with strategies for implementation in the classes.
- Collaborating with the teachers to devise strategies to share with the teachers.
- Documenting and sharing information about student's language development, language acquisition strategies, WIDA test results in the Learner Portfolios accessible to all teachers

Diploma Programme

The school is responsible to provide an 'optimal' environment for students to access the Diploma Programme and to prepare them to complete all assessments for the IBDP examinations.

In the Diploma Programme, access for special arrangements is made to the International Baccalaureate (IB) six months before the May examinations. Candidates eligible for inclusive access arrangements in examinations are supported within classes throughout the programme according to the recommendations of the IB.

The following sections should be read with the Language policy and the Assessment policy.

The Enhanced Learning Teacher is responsible for:

- Informing the DP Coordinator and teachers of the student with cognitive and learning differences.
- Working with the DP Coordinator and teachers to determine cognitive and learning differences of students.

- Requesting and advising families regarding updated Educational Psychological tests.
- Advising and sharing strategies with DP teachers and coordinator to support students with learning challenges.

The Language Acquisition teachers are responsible for:

- Conducting WIDA tests for all language acquisition students.
- Documenting and reporting for any student who has not achieved WIDA 4, and preparing for special access.
- Providing strategies for implementation in the classes.
- Collaborating with the DP coordinator to devise strategies to share with the teachers.

The DP Teachers are responsible for:

- Collaborate with the EAL teacher to devise ways to address the learning needs of the students.
- Provide samples of work to the Enhanced Learning teacher and DP Coordinator in the case where special arrangements are required.

The Diploma Coordinator is responsible for:

- Sending documents for special arrangements to the IB in the case of learning or language needs (language under WIDA 4).
- Ensuring that all Medical or Educational Psychological documentation are translated into English for submission to the IB.
- Gathering educational evidence of learning, language needs such as anecdotal observations or correspondence from teachers, learning enhancement teacher or counselor, IEP, ILP, samples of work (IBO, Access, and inclusion policy,2022).

Version 1: Updated in May 2023

Version 2 : Updated in December 2025

References

Law of the People's Republic of China on Protection of Minors (2020), Article 29

The IB guide to inclusive education: a resource for whole school development (2019)



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