



## UNITED SCHOOL OF PANAMA - INCLUSION POLICY 2021

### School Inclusion Policy General Statement

*This inclusion policy has been approved by the Board of Directors of United School of Panama.*

United School of Panama is committed to offering an optimal learning environment for each child's growth and development and is open to boys and girls of any race, religion, or nationality. USP exists to serve the educational needs of a diverse, international and multicultural community, believing that every student is entitled to develop their full potential. Diversity is valued as a rich resource, which supports the learning of all.

At USP, inclusion recognizes a child's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents and personal qualities.

USP aims to:

- Help students develop their personalities, skills, and abilities.
- Provide appropriate teaching which makes learning challenging and enjoyable.
- Provide equality of educational opportunity.

### Objectives

- Ensure the implementation of government inclusion recommendations.
- Ensure the school's inclusion policy is implemented consistently by all staff.
- Ensure any discrimination or prejudice is eradicated.
- Identify barriers to learning and participation, and provide appropriate resources to meet a diversity of needs.
- Ensure all students have access to an appropriately differentiated curriculum.
- Recognize, value and celebrate students' achievements, however small.
- Work in partnership with parents, guardians and outside agencies in supporting their child's education.
- Guide and support all school staff, governors and parents in inclusion issues.



### **Definition of inclusion**

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers to learning.

### **Inclusive provision**

USP offers a continuum of provisions to meet the diversity of students' needs. Although all classes are mixed, class teachers have the flexibility to set smaller ability groups within their class. Additional in-class support is available in all classes, which is provided by teaching assistants.

This additional support is targeted at individual students and small groups of students who are catching up on their basic literacy, numeracy and communication skills. Staff support students with emotional and behavioral difficulties, as well as working with the more able and talented students in need of extension and enrichment.

Team sports and group activities help children foster camaraderie and develop lasting friendships from shared experiences. We also believe these activities promote diversity and inclusion which are core principles we embrace at USP. For this reason, we offer a variety of Extra-Curricular Activities starting at the beginning of the school year, to help our students maintain a healthy lifestyle, find their passion, and develop their abilities.

### **External support**

The school academic team is able to provide advice and guidance on issues related to curriculum provision, gifted and talented students, early years provision, as well as assisting with the identification of students. The academic administrators are able to provide advice and guidance to parents when a student needs to have a formal assessment by an external professional. Depending on the assessment the student may require additional special support services. When needed, teachers and teacher assistants provide intervention in the form of in-class support, and assessment of the student's progress. Individual additional support will need the assistance of an external professional.

### **Evaluating the Inclusion Policy**

The inclusion policy is reviewed annually to evaluate if the aims and objectives are being met. In light of the findings, the policy is revised and amended accordingly.