

Inclusion Policy

Brent International School Subic



Introduction

“Human strength is of a threefold character-physical, mental, spiritual. Each aspect of strength is more or less dependent upon and sensitive to the condition of the other two. A sound mind asks for a sound body as the normal medium of expression; and mind and body at their best form a feeble alliance unless a noble spirit animates both.”

Bishop Charles Henry Brent

Mission Statement of All Brent School

Brent Schools, in a Christian ecumenical environment in the Philippines, are committed to develop individual students as responsible global citizens and leaders in their respective communities, with a multicultural and international perspective, and equipped for entry to colleges and universities throughout the world.

International Baccalaureate’s Mission Statement

“The International Baccalaureate (IB) aims to develop inquiring, knowledgeable and caring young people who help create a better and more peaceful world through intercultural understanding and respect. To this end, the organisation works with schools, governments, and international organisations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to be active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. “

Inclusion Policy Philosophy

At Brent school, we aspire to educate one another through mutual understanding, respect, and acceptance of the uniqueness and limitations of each learner. All children have the right to obtain a quality inclusive education. The school strives to provide opportunities for students to grow and develop into healthy individuals with a quality education. The school is responsible for providing such an education to its students through a comprehensive policy. Brent Subic will provide the necessary support to ensure that students are successful and progress well as they go through the Brent Subic program and the IB Diploma Programme.

This Inclusion policy aims to increase the chance of students with Special Education Needs to be accepted in this school to succeed in their education while at Brent. All students enrolled at Brent, including those with special needs, must meet and maintain grade level standards and adhere to the Expected Schoolwide Learning Results (ESLRs).

Legal Requirements

This policy aligns with Senate Bill 1414, ratified and implemented by the 17th Philippine Senate in 2017.

- (a) Conduct assessment of Children and Youth with Special Needs (CYSNs) to evaluate developmental domains and specific areas of concern and determine appropriate services and placement options;
- (b) Provide training to regular teachers, administrators, non-teaching personnel and parents on inclusive education;
- (c) Monitor case management of CYSNs within the division;
- (d) Ensure that the CYSNs within the division shall receive the appropriate services needed;
- (e) Implement the program of the Center, such as an individualized education plan, transition program, and other alternative educational programs;
- (f) Provide access to auxiliary aids that are non-educational but which enhance the education process for the CYSNs; these services may include:
 - (1) Language and speech therapy, occupational therapy, physical and physiotherapy, among other modes of treatment, through a multidisciplinary specialist team;
 - (2) Quality reading or other effective methods of delivering accessible reading materials to individuals with visual impairment;
 - (3) Appropriate classroom accommodation;
 - (4) Other similar services and actions or all types of aids and services that facilitate the learning process of CYSNs; and
 - (5) Assistance and monitoring of the transfer or admission of qualified CYSNs to post-secondary or tertiary education institutions.

A. Inclusion Policy Goals

Within the framework of mutual understanding and respect, the main goals of this policy are:

- To ensure that accepted students with special needs have access to the Brent curriculum according to their potential.
- To ensure that the unique needs of students accepted are identified, assessed and communicated to the personnel involved.
- To clarify family and school expectations.
- To provide an environment for special-needs students that allows intellectual, emotional and physical growth.
- To provide an environment for special-needs students to develop self-confidence and a positive outlook.

- To allow the Guidance Counselor to access school decisions and plan interventions.
- To ensure that all relevant staff provide support and cooperative planning and take responsibility for the learning of all students in the class.
- To provide access to and develop partnerships with outside providers to identify, assess, and support students with special needs.

B. Admissions

Brent International School Subic (Brent Subic) accepts students based on academic, moral, and behavioural standards. The admissions policy and office outline the criteria for acceptance to the school. The school will make every effort to accommodate learners with diverse needs. While the school does not have a formal, structured learning support department, we have supported learners with varied learning profiles in the past. However, our ability to provide accommodations may at times be limited by the availability of appropriate resources.

The Admissions office will confer with the Headmaster and School Principal before a student with special needs is accepted to the school. The student's background will have to be reviewed and assessed to enable the school to determine whether their needs can be accommodated. Parents must disclose relevant information regarding the child's special needs and medical history. Undisclosed special needs or medical history may result in the revision of a student's status of admission.

In the IB DP, the Admissions office will consult the Guidance Counselor and the IB DP Coordinator to ensure that teaching and assessment can be made to accommodate the needs of the student. Parents will be made aware of the accommodations and/or modifications that will be made available to the student.

General Accommodations and Modifications may include but are not limited to the following:

- *preferential seating*
- *use of explicit rubrics*
- *use of graphic organizers*
- *use of note taker*
- *use of online platforms or a computer-mediated format*
- *use of note cards on tests and quizzes*
- *extended time on assignments*
- *extended time on assessments*
- *assessments in a pullout setting*

After the decision is made and the student with special needs is accepted, the student has the right to access all resources and curriculum.

The school then has to provide the opportunity for growth, success and all the necessary support within its limits.

C. The Learning Support Team

The school recognizes that education and learning needs may arise at any time during the school year.

Without a Special Needs Department, relevant personnel are brought together, spearheaded by the Guidance Counselor, to help monitor, assess, refer and plan interventions for students who may require special needs support. In the absence of a Guidance Counselor, the principal shall assume these responsibilities.

C.1 Composition of the Learning Support Team

- a. Guidance Counselor
- b. Principal
- c. Homeroom Teacher
- d. Faculty Members Involved
- e. IB DP Coordinator, as needed
- f. Nurse, as needed

C.2 Procedures

For students with identified special needs upon admission:

1. Neurodivergent needs are communicated to the headmaster, principal and Guidance Counselor. Psychoeducational Reports, and other relevant reports are shared with them.
2. The Guidance Counselor creates the Individualized Learning Plan (ILP) for the student, which is communicated and shared with the student's teachers and relevant personnel.
2. Team members are provided with additional guidance in the implementation of the ILP where necessary by the principal and/or counsellor
3. The Guidance Counselor, Principal, or Faculty designate monitors the effectiveness of accommodations and student progress.
4. Teachers engage in both informal and formal collaboration as necessary regarding ILP implementation.
5. Evaluation and assessment occur after each academic year, in consultation with the entire school team to determine any significant changes.
6. Regular updates of the psycho-educational evaluation (3-year cycle). Psycho-educational evaluations should be updated every three years.
7. To ensure privacy and confidentiality of psychoeducational reports, the guidance counselor and admissions officer (for reports received upon admission) are the sole repositories of information.

For students with special learning or educational needs arising within the school year:

8. Consistent behavior is observed that impacts academic performance, behavior and socio-emotional functioning.
9. Teachers may collaborate with each other in Student Support Meetings to verify the presence of this behaviour in different subject areas and learning environments.
10. Faculty, administrators, and staff members in direct regular contact with students (ie. coaches, nursing staff) who observe an unusual consistent behaviour will communicate their observations to the Guidance Counselor.

11. Guidance Counselor gathers more information and may at this point call the student or parents to try to resolve the issues.
12. Guidance Counselor communicates to the homeroom teacher and relevant classroom teacher(s), who all monitor student's progress.
13. If the behaviour persists and/or the issue is unresolved, the Guidance Counselor arranges a meeting with the Learning Support Team
14. The Team evaluates and assesses the issue and makes recommendations. Recommendations include but are not limited to referral for formal assessments by an educational psychologist, properly coordinated through the Guidance Office.
15. As soon as evidence and more data is collected, the Guidance Counselor will draft an Individualized learning plan which outlines accommodations and interventions that the student requires to achieve success.
16. This learning plan is shared to teachers and is included in the student's file. This plan will possibly include the student's learning goals and strategies to support students learning needs. In cases where student needs cannot be accommodated by the school due to limitations in human and physical resources or any other limiting factor, the student may be recommended to move to an educational institution where their needs could be better accommodated.

D. Special Needs and IB

Brent International School Subic's inclusion policy supports our belief on "mutual understanding and belief." Brent International School Subic's inclusion policy supports our commitment to mutual understanding and shared values.

In the event that a student is accepted in the Brent Subic Diploma Programme, careful consideration has to be done in choosing the right courses to ensure that the student with special needs will succeed in the program. As part of best teaching practice, particularly within the IB, teachers implement differentiation strategies aligned with the student's Individualised Learning Plan (ILP).

In updating this policy, the school referred to the IB's Access and Inclusion guidance (accessed 4 December 2025, 11:35 AM) and reviewed the primary and secondary barriers to learning, teaching, and assessment to ensure that appropriate accommodations are provided to remove and reduce learning barriers.

For internal and external assessments, the IB authorises the school, in certain conditions, to make provisions for a "Special Access Arrangements" provided all documents have been submitted and approved by the IB. No "Special Access Arrangement" is given without prior approval from the IB.

Special Access Arrangements to remove or reduce learning barriers may include:

- additional time
- separate assessment room
- use of headset (NO bluetooth) with noise concealer
- rest periods
- use of a word processor
- reader

- modification of the exam papers, for example, use of Braille machine
- use of assistive equipment/software
- extension to deadlines

Applications for special arrangements are made through the IB DP Coordinator following the processes outlined by the IB.

Differentiation is integral to IB classroom practice, supporting equitable access and student success.

E. Implementation and Revision

This Inclusion Policy has been written as a result of the IB 5-year self-study, and has been written in accordance with what was already practiced by the Headmaster, School Principal;; Admissions Director; Guidance Counselor; IB DP Coordinator; and staff of Brent International School Subic.

This policy should be made available to the stakeholders of the school community, included in the admissions packet and published in the school's handbook.

Contents of this policy should be reviewed by all faculty and administrators annually as part of school orientation.

This policy should be reviewed every three years to update the student's and school's needs as well as the school's resources.

RESOURCES

International Baccalaureate Organization. "Access and Inclusion." *Programme Resource Centre*. Accessed 4 December 2025, 11:35 AM.

https://resources.ibo.org/dp/topic/Access-and-inclusion/works/edu_11162-53587?root=1.6.2.4.9&lang=en

Brent Subic Special Education Needs Policy. Revised 2022

Brent Subic IB Programme Information Booklet, 2014

Brent Subic Middle/Upper School Student-Parent Handbook, 2014-2015

Handbook of Procedures, 2014

Towards a continuum of international education, IB, 2008

The Diploma Programme: from principles into practice, IB, 2009

