

Política de Inclusión



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I. Fundamentals

i. Craighouse School and the value of diversity

Craighouse School, in its philosophy and Educational Project, upholds the importance of creating an educational environment of commitment to the student, of affection and respect, with the aim of developing their full potential and personal interests. The Educational Project states:

"The school's objective is to provide an education through which our students and members of our community can choose to achieve their best results and develop their personal interests, taking into account the individuality and educational needs of each of them."

"It is our job to support students in their personal growth and education, so that all can access, participate and progress in the teaching-learning process."

The school also values diversity in all its forms, both in terms of individual interests, abilities and aptitudes, and cultural, religious and social diversity. Craighouse School defines itself as an open-minded community that appreciates diversity and encourages teamwork (Educational Project, Craighouse School).

Another attribute of Craighouse School is its family orientation, understanding that both the school and the family share a commitment to helping students develop their full potential. In this sense, families are expected to collaborate by supporting their children's meaningful learning and their educational and academic development.

In line with its family orientation, Craighouse School believes that all children in a family deserve the same educational opportunities, and therefore the siblings of students already attending the school are accepted, provided they can benefit from the educational model proposed by the Educational Project, particularly in terms of its Bilingualism Policy (Educational Project, Craighouse School).

From a curricular point of view, Craighouse School has an academic curriculum that integrates the national curriculum set by the Ministry of Education with the International Baccalaureate programmes, PYP, MYP and DP. Similarly, this academic curriculum is integrated with a formative curriculum. At the heart of this curriculum proposal is a clear appreciation of diversity and, consequently, the relevance of the principles of inclusion.

Considering the future and the role of students in society, Craighouse School emphasises the importance of educating students with integrity and solid values of respect, honesty, effort, tolerance and solidarity. The challenge is for students to become active citizens of the 21st century through the education provided at the school, where inclusion is one of the main goals.

ii. MINEDUC regulations and guidelines on diversity and inclusion

Chilean laws and decrees take diversity into account and support the inclusion of children in the school system, regardless of their individual characteristics and conditions:

- The General Education Law (Law 20370 of 2009 or LGE), in Article 22 on special or differential education, states that this is an educational organisational and curricular modality within regular education, which, through human and technical resources and specialised knowledge, allows for the special educational needs that some students may have on a temporary or permanent basis during their schooling to be met, in order to guarantee equal rights to education.
- Law 20.422 (2020) on Equal Opportunities and Social Inclusion for Persons with Disabilities states that regular educational establishments must incorporate innovations and adaptations in the curriculum, infrastructure and support materials to facilitate the permanence and progress of persons with disabilities in the educational system.
- Decree 83/2015 on the diversification of education establishes criteria and guidelines that make curricular measures more flexible for students with special educational needs, ensuring their learning with relevant and quality educational proposals. For its application, it is necessary to refer to the national curriculum, its general objectives and the knowledge and skills stipulated in the corresponding curricular bases. According to this decree, the principles that should guide decision-making in curricular adaptations are: equal opportunities, educational quality with equity, educational inclusion and appreciation of diversity, and flexibility in educational response.
- The Miscellaneous Law of 2022 introduces amendments to the General Education Law Education. In particular, Article 10 establishes changes to Decree with Force of Law No. 2 of 2009 of the Ministry of Education, which contains the consolidated, coordinated and systematised text of Law No. 20,370 together with the provisions in force of Decree with Force of Law No. 1 of 2005.
- New ninth and tenth paragraphs are added to Article 11, with the following content:

"Private fee-paying educational establishments must incorporate school inclusion programmes into their educational projects. These must include the necessary adjustments and support – such as diversified teaching strategies and curriculum adaptations – to ensure

access and retention for students with disabilities or permanent special educational needs.

Under no circumstances may a student be expelled, suspended, or have their enrolment cancelled because they have a disability or permanent special educational needs."

iii. Diversity and inclusion in the International Baccalaureate (IB)

In essence, diversity and inclusion are not just add-ons to the IB programme; they are fundamental principles that underpin its philosophy and are actively promoted and supported through its curriculum, policies and practices. The IB aims to create learning environments where all students feel valued, respected and empowered to succeed, regardless of their background or individual differences (International Baccalaureate, 2020 revision).

The International Baccalaureate maintains that schools should be organised in such a way that students of all kinds can be considered a positive resource, viewing individual differences not as problems but as opportunities for more enriching learning (International Baccalaureate, 2020 revision).

Inclusion is understood as a continuous process that aims to increase access and participation in learning for all students by identifying and removing barriers. It is an organisational paradigm that involves change and therefore a process of ongoing learning and participation for all students (International Baccalaureate, 2020 revision).

For the International Baccalaureate, inclusion is an educational approach that all schools should aspire to, achieved through a culture of collaboration, mutual respect, support and problem-solving that encompasses the entire school community (International Baccalaureate, 2020 revision).

In this context of inclusion, the IB refers to "student variability" as an expression that welcomes all students and does not exclude them on the basis of strengths, difficulties, age, social status, economic position, language, gender, race, ethnicity or sexuality. Taking into account the changes that occur in their histories, circumstances and contexts, student variability represents the changing combination of strengths and difficulties that students experience. In this sense, it is recognised that there is no such thing as an "average brain" and, therefore, no such thing as an "average student". The concept of 'student variability' upholds the principle that classifying students according to labels derived from diagnoses does not provide reliable indicators of their potential or appropriate teaching strategies (International Baccalaureate, 2020 revision).

The principles advocated by the International Baccalaureate (2020 revision) in relation to inclusive education are as follows:

- Education for all is considered a human right.
- Education is fostered by creating supportive and responsive environments that promote a sense of belonging, security, self-esteem and holistic growth in each learner.
- Every educator is an educator of all students.
- Learning is viewed from a perspective based on the strengths of the students.
- Diversity in learning is valued as a rich resource for building inclusive communities.
- All students belong to a learning community and enjoy equal opportunities to participate in quality learning and to take on the commitment that this represents.
- The full potential of each student is developed by establishing links with prior knowledge and expanding on it.
- Assessment provides all students with opportunities to demonstrate what they have learned, which is rewarded and celebrated.
- Multilingualism is recognised as a fact, a right and a resource.
- All students in the school community participate fully in IB education and are empowered to exercise their rights and responsibilities as citizens.
- All students in the school community have the opportunity to express themselves and are listened to, so that their contributions and ideas are taken into account.
- All students in the school community develop the attributes of the IB learner profile.
- IB learning community and become caring, knowledgeable and inquiring young people who contribute to a better and more peaceful world, within a framework of mutual understanding and intercultural respect.
- Diversity is understood to include all members of a community.
- All students experience success as a key component of learning.

iv. International standards on diversity and inclusion

According to UNICEF (2001), in recent decades international regulations have made very clear statements regarding inclusion: "the Convention on the Rights of the Child (1990), supported by the Salamanca Statement (1994), the Standards on Equal Opportunities for Persons with Disabilities (1994) and the Education for All Framework of Action (2000)". These regulations commit countries to respecting the right of all children to access quality education without any form of discrimination.

UNESCO (2017), for its part, points out that "inclusion is a process that responds to the diverse needs of all students through greater participation in learning, cultures and communities, and a reduction in exclusion in education."

According to the United Nations in its 2030 Agenda for Sustainable Development, it is stated that the goal (SDG 4), "Quality Education", aims to ensure inclusive, equitable and quality education and promote lifelong learning opportunities for all.

II. The concept of Special Educational Needs in the school context

As stated in the principles of this Inclusion Policy, Craighouse School affirms that one of its main attributes is the value it places on diversity. Inclusion, therefore, will be the way in which this statement is realised in the educational process.

In this sense, when considering inclusion in the field of learning, it is relevant to refer to the concept of special educational needs.

Special Educational Needs

In Chile, the Ministry of Education defines a student with Special Educational Needs (SEN) as one who requires additional support and resources, whether human, material or pedagogical, to guide their development and learning process and contribute to the achievement of educational goals. The concept of SEN implies a transition in the understanding of learning difficulties, from a deficit-centred model to a properly educational approach, focusing not only on the individual characteristics of students, but rather on the interactive nature of learning difficulties (LGE art. 23, 2009).

Special Educational Needs (SEN) are defined in Supreme Decree 170 of 2009, which implies that any student who encounters barriers to progress in relation to school learning, regardless of the reason, receives the special assistance and resources they need, either temporarily or permanently, in the most normalised educational context possible.

Special educational needs may be temporary or permanent and are defined by the General Education Act 2009 (MINEDUC) as follows:

i. Transitional Special Educational Needs (NEET)

These are learning difficulties experienced by students at some point in their school life, which require additional or extraordinary support and resources for a certain period of their schooling to ensure their learning and participation in the educational process. It requires the school system to provide quality educational responses to the different ways of learning, paces, abilities and interests of students. This places a strong emphasis on identifying and removing barriers to learning and participation that may be present in the school, social and family environment. This means that 'special educational needs' are not

inherent to the student alone, but arise from the interaction between their characteristics and contextual barriers.

Transitional SEN may be associated with learning difficulties, Specific Language Impairment (SLI), Attention Deficit Disorder and Borderline Intelligence Quotient, as described below:

1. Specific Learning Difficulties (SLD)

These are a set of neurobiological disorders that significantly interfere with the acquisition and use of one or more cognitive processes involved in understanding or using spoken or written language, which can manifest as difficulties in listening, thinking, speaking, reading, writing, spelling, or performing mathematical calculations. These difficulties are specific, as they have no other cause. They are characterised by a significant and persistent discrepancy between the level of performance expected for the individual's age and intellectual ability in the affected areas. (DSMV)

2. Specific language disorders (SLD)

Significant limitation in the level of oral language development manifested by delayed onset or slow and/or deviant language development. This difficulty is not explained by sensory, auditory or motor deficits, intellectual disability, psychopathological disorders such as pervasive developmental disorders, socio-emotional deprivation, or obvious brain injuries or dysfunctions, nor by characteristics specific to a particular social, cultural, economic, geographical and/or ethnic environment. Dyslalia and phonological disorders should not be considered indicators of specific language impairment.

3. Attention deficit hyperactivity disorder (ADHD)

This is a neurodevelopmental disorder that begins in childhood, usually before the age of 12, and is characterised by a persistent pattern of inattention, hyperactivity and/or impulsivity that significantly interferes with the individual's functioning or development. These symptoms must be present consistently for at least six months and manifest themselves in two or more contexts (such as home, school or social environments). ADHD can affect a student's academic performance, social relationships, and overall behaviour.

This disorder is the result of differences in brain development and functioning, particularly in areas related to impulse control, attention, and self-regulation.

There are three main clinical presentations of ADHD:

- a) Predominantly inattentive presentation
- b) Predominantly hyperactive/impulsive presentation

c) Combined presentation

4. Borderline intellectual functioning

This refers to students who, after a comprehensive assessment and considering multiple sources of information (including but not limited to standardised intelligence tests), have intellectual functioning within the low or borderline range. This functioning may manifest itself in significant difficulties in various areas of learning, problem solving, adaptation to the environment, and full participation in school, social, and potentially work contexts.

5. Emotional disorders

Along with these definitions proposed by the Ministry of Education in relation to SEN, Craighouse School has incorporated those related to temporary emotional or mental health problems that a student may experience during their school history. These include depression, anxiety disorders, post-traumatic stress disorders, eating disorders, and obsessive-compulsive disorders, among others.

ii. Permanent Special Educational Needs (NEEP)

SPEN, on the other hand, are defined as barriers to learning and participation, diagnosed by competent professionals, that certain students experience throughout their schooling and that require the educational system to provide additional or extraordinary support and resources to ensure their academic learning.

It is generally considered that permanent SEN are associated with visual and hearing impairments, dysphasia, autism spectrum disorder, intellectual disability and multiple disabilities, which are defined as follows:

1. Visual impairment

This is an impairment of vision that causes limitations in the reception, integration, and processing of visual information, which is essential for harmonious development and adaptation to the environment.

2. Hearing impairment

This is a hearing loss of more than 40 decibels that causes limitations in the reception and processing of auditory information, which has a significant impact on development and learning.

3. Dysphasia

A severe and permanent impairment of all components of language and the mechanism of language acquisition. It is characterised by atypical development of spoken or written language comprehension or expression and by problems with language processing and/or abstraction of meaningful information for short- and long-term storage, which significantly affects the social and school life of those who have it.

4. Autism spectrum disorder

Qualitative impairment in a set of skills related to social interaction, communication and mental flexibility, which may vary depending on the stage of development, age and intellectual level of the person presenting the disorder. In the case of social interaction, the delay can range from a lack of social interaction due to difficulty in understanding simple social situations to complete isolation. In the case of communication, alterations can range from deviations in the semantic and pragmatic aspects of language to incomprehensible verbal and non-verbal language and communication that is inappropriate to the social context. Flexibility ranges from rigidity of thought and ritualistic, stereotypical and perseverative behaviours to obsessive and limited content of thought and the absence of symbolic play.

5. Intellectual disability

This is defined by the presence of substantial limitations in the functioning of the child, young person or adult, characterised by significantly below-average intellectual performance, which occurs concurrently with limitations in adaptive behaviour, manifested in practical, social and conceptual skills, and which begins before the age of 18.

6. Multiple disability and deafblindness

This is defined by the presence of a combination of physical, medical, educational and socio-emotional needs, and often also sensory and neurological losses, movement difficulties and behavioural problems that have a significant impact on educational, social and vocational development.

III. Curricular adaptations: definitions from MINEDUC:

MINEDUC understands curricular adaptations as pedagogical tools that allow for equal conditions so that students with special educational needs can access, participate and progress in their teaching-learning process (Decree 83, MINEDUC).

Decree 83 promotes a Universal Design for Learning (UDL) approach as a strategy to respond to diversity in the classroom, seeking to maximise learning opportunities for all students. Curricular adaptations are implemented when measures to diversify teaching in the classroom are not sufficient to guarantee the participation and learning achievements of certain students.

As stipulated in the LGE (2009), students with special educational needs should be encouraged to advance through the different educational levels and acquire the essential basic learning established in the curriculum guidelines, while also promoting the development of their abilities with respect for their individual differences. It also states that the decision to implement curricular adaptations for a student must take the following into account:

- a. All information gathered during the comprehensive and interdisciplinary diagnostic assessment of special educational needs must be considered.
- b. They must ensure that students with special educational needs can remain and progress through the different educational levels with equal opportunities for a quality education, allowing them to develop their abilities in a comprehensive manner and in accordance with their age.
- c. They must be defined under the principle of favouring or prioritising those areas of learning that are considered basic and essential given their impact on the personal and social development of students, and whose absence could compromise their future life plans and jeopardise their social participation and inclusion.
- d. The process of defining and implementing curricular adaptations must be carried out with the participation of the establishment's professionals: teachers, specialist teachers and support professionals, together with the family, so that these adaptations are relevant and appropriate to respond to the special educational needs identified in the individual diagnostic assessment process (according to DS No. 170/2009).

i. Curricular adjustments for access

These are defined by the MINEDUC as those that attempt to reduce or eliminate barriers to participation, access to information, expression and communication, facilitating progress in curricular learning and equalising conditions with other students, without lowering learning expectations. They do not modify the learning objectives, but rather the way in which the student interacts with the content, methodology or assessment.

According to MINEDUC Decree 83/2015, the criteria to be considered for curricular adaptations for access are:

a. Presentation of information

The presentation of information should allow students to access it through alternative modes, which may include auditory, tactile, visual, and combinations thereof. Examples include enlarging font size or images, using contrasts, using colour to highlight certain information, videos or animations, using written or spoken text, using sign language, interpreter support and using Braille, among others.

b. Forms of response

The response method should allow students to carry out activities, tasks, and assessments in different ways and using various devices or technical and technological aids. These include responding through the use of an adapted computer, offering possibilities for expression through multiple media such as Braille, sign language, speech, illustration, design, manipulation of materials, multimedia resources, music, visual arts, sculpture, etc.

c. Environment

The environment must allow for independent access through adjustments to spaces, location, and the conditions in which the task, activity, or assessment takes place. For example, placing the student in a strategic location in the classroom to prevent them from becoming distracted and/or distracting others, or to allow them to read lips; facilitating personal movement or the movement of equipment; adjusting ambient noise or lighting, etc.

d. Time and schedule organisation

Time management should allow students autonomous access through modifications to the way the timetable or time for classes or assessments is structured. For example, adjusting the time allocated to a task or assessment, organising relaxation breaks and allowing changes to the day on which an assessment is taken, among other things.

These curricular adjustments for access must be consistent with those used in assessment processes, so that students are aware of them at the time of assessment and they do not constitute an additional difficulty.

ii. **Curricular adjustments in learning objectives.**

According to Decree 83/2015, learning objectives may be adjusted according to specific requirements in relation to the learning prescribed in the different subjects of the course group to which they belong. The learning objectives express the basic skills that all students must achieve during their schooling. A fundamental criterion to be taken into

account when deciding whether to use adjustments in learning objectives is to avoid eliminating those learning objectives that are considered basic and essential for the student's comprehensive development, which are requirements for further learning and are detailed below.

According to this decree, curricular adaptations in learning objectives may consider the following criteria.

a. Graduation of the level of complexity

This is a measure aimed at adjusting the degree of complexity of content when it hinders the approach to and/or acquisition of the essential aspects of a given learning objective. Some of the criteria that guide the grading of the level of complexity of learning are as follows:

- Knowing what students have learned, as well as what they have not achieved.
- Set learning objectives that are achievable and challenging, based on the learning objectives of the national curriculum.
- Operationalise and sequence achievement levels accurately in order to identify the appropriate level of learning for the student.

b. Prioritisation of learning objectives and content

This involves giving priority to certain learning objectives that are basic and essential for their development and the acquisition of further learning. Some of the content that should be prioritised as fundamental includes:

- The communicative and functional aspects of language, such as oral or gestural communication, reading and writing.
- The use of mathematical operations to solve everyday problems.
- Study procedures and techniques.

c. Timing

This consists of making the time allocated for learning more flexible. This type of adaptation is primarily aimed at addressing special educational needs that affect the pace of learning. It may involve allocating a longer or more gradual period of time for the achievement and consolidation of certain learning objectives.

d. Curriculum enrichment

This refers to the incorporation of unforeseen objectives that are considered to be of primary importance for the student's academic and social performance, given their characteristics and needs. These may include learning a second language or communication code, such as sign language, the native language, Braille or other alternative communication systems.

e. Elimination of Learning Objectives

The elimination of learning objectives should only be considered when other forms of curriculum adaptation are not effective. This is a decision to be made as a last resort and after exhausting other alternatives to achieve learning. Some of the criteria for making the decision to eliminate a learning objective are as follows:

- When the nature of the special educational need is such that other types of adaptation do not allow the student's learning needs to be met.
- When the expected learning outcomes represent a level of difficulty that the student with special educational needs will not be able to achieve.
- When the expected learning outcomes are irrelevant to the performance of the student with special educational needs in relation to the effort required to achieve them.
- When the extraordinary resources and support used have not had satisfactory results.
- When this measure does not affect essential basic learning, such as literacy, mathematical operations and all those that enable the student to function in everyday life.

In summary, with regard to curricular adaptations, Decree 83/2015 of the Ministry of Education states:

“The curricular adaptations to be used for students with special educational needs should not affect essential basic learning; therefore, it is important to consider access-related curriculum adaptations first before affecting the learning objectives of the curriculum. Curricular adaptations for access through minimal adjustments enable students to participate in the national curriculum on an equal footing with students without special educational needs.”

The decision to implement curricular adaptations is a collaborative and multidisciplinary process involving teachers, specialised professionals.

IV. Inclusion and differentiation: NEETs and NEEPs at Craighouse School

As noted, Craighouse School declares its commitment to diversity and inclusion. Consequently, progress must be made in how these principles are implemented in teaching and learning practices. From there, it is important to delve deeper into the concept of differentiation. Tomlinson (1999, 2001, 2003, 2008) states that differentiated teaching can be defined as the teacher's response to the diverse learning needs of students; in this sense, differentiation would be the process of identifying the most effective strategies for achieving objectives with each student.

Likewise, Lawrence-Brown points out that differentiated teaching involves adapting the curriculum, teaching, and assessment to meet the diverse needs of students, supporting the inclusion of those with different characteristics, abilities, or contexts within the regular classroom (2024).

From this approach, the teacher is responsible for meeting the needs of all students in the class, regardless of their abilities. In this way, they must ensure that each student can access and be challenged by the learning. To achieve this goal, the teacher must know the needs of each student in their class and use the most appropriate pedagogical skills to address them.

From the perspective of continuing teacher training, the school provides various opportunities for improving teaching practices in order to meet the needs of all students.

It is therefore understood that differentiation is expressed in different areas:

1. Planning: lessons must be planned and structured in such a way that they respond to the needs of all students. In addition, they must promote and stimulate interest and enjoyment in learning, and represent a challenge for each of the students.
2. Classroom development: teaching practices should be adopted that respond to the abilities and needs of all students in a classroom, determining how and when to differentiate. This would be achieved by using different strategies that allow all students to progress in the teaching-learning process. Furthermore, a comprehensive understanding of the physical, social, and cognitive development process of students at each stage of development is required.
3. Assessment: diverse formative and summative assessments should be carried out so that students can demonstrate their learning in different ways. These assessments should provide information about each student's achievements, challenges and needs. In addition, ongoing feedback should be provided to students, both in writing and orally, in order to promote progress in their learning.

i. Transitional Special Educational Needs (NEET) at Craighouse School

In the case of students with TEEN, defined according to the criteria established by the Ministry of Education, differentiation allows learning objectives to be effectively addressed through specific teaching practices within the classroom. In terms of curricular adaptations, only adaptations to access learning should be considered in these cases, without modifying the learning objectives established in the plans and programmes corresponding to their level.

Similarly, in the assessment of students with NEET, recorded as differentiated assessment, the objectives and content set for the level these students are studying are maintained, and only the conditions and/or the assessment instrument or modality may be modified if necessary.

In order to clarify the possibilities available to students with SEN with regard to assessment, the following categories are established:

Assessment of students with Special Educational Needs Special Needs (NEET)

	Considerations special	Differentiated assessment Differentiated I	Assessment Differentiated assessment II
Definition	Special conditions to promote the student's during their assessment.	Specific assessment strategies to address special educational needs.	Assessment assessment strategies to address address needs special needs.
Curriculum	Learning objectives and content are maintained. remain unchanged. The assessment tools are not modified.	Learning objectives and content remain unchanged. Partial summative assessments may be modified.	Learning objectives and content remain unchanged. remain unchanged. Final summative assessments may be modified.
To who	<ul style="list-style-type: none"> - Attention Deficit Disorder (ADHD). - Chronic medical conditions (e.g., arthritis diabetes). - Adjustment disorder due to life situations. - Foreign students with difficulty language skills. - Emotional disorders (depression, anxiety and OCD, eating disorders, among others). - High-performance athletes. 	<ul style="list-style-type: none"> - Specific learning difficulties (SLD) - Attention deficit disorder associated with learning difficulties. - Emotional disorder associated with learning difficulties. 	<ul style="list-style-type: none"> - Specific learning difficulties (SLD) - Expressive language disorder/mixed receptive-expressive language disorder receptive-expressive - Emotional disorder associated with a specific learning difficulty. - Autism spectrum disorder (ASD). - Cognitive difficulties (LI)

<p>Possible measures</p>	<ol style="list-style-type: none"> 1. Allow more time during the assessment. 2. Ensure understanding of instructions. 3. Allow the use of support materials if required (such as a dictionary for foreign students). 4. Do not consider spelling mistakes in foreign students, unless this is the objective of the assessment. 5. Monitor the seating in the classroom to facilitate attention. 6. Adjust the assessment schedule if necessary. 	<p>The measures proposed in Special Considerations can be used in these cases, and the following options are also available:</p> <ol style="list-style-type: none"> 7. Modification of partial summative assessment tools, without restricting the learning objectives of the curriculum. 8. Granting the opportunity for such as guides, assignments and oral examinations, which reflect the students' learning students. 	<p>The measures proposed in Special Considerations and Differentiated Assessment I may be used in these cases, and there is the possibility of:</p> <ol style="list-style-type: none"> 9. Modification of the final summative assessment instruments, without restricting the learning objectives of the curriculum.
<ul style="list-style-type: none"> • The adjustments will be made according to the needs and strengths of each student and in consideration of their section. 			

A student may be assessed differently for a specific period of time, or this type of assessment may be maintained throughout their school years.

Differentiated assessment may be formally requested by parents or guardians by submitting a certificate with a diagnostic assessment from an external professional, together with the request for differentiated assessment. Another way to access differentiated assessment is through internal assessment and diagnosis by professionals in the Educational Area, specifically in relation to learning disorders.

Once the external or internal diagnosis is available, the professionals in the Educational Area analyse the case and, considering the background information, establish the most appropriate level of differentiated assessment for the student, as well as the specific measures that this assessment entails. This process is carried out in coordination with the Academic Area, especially when it involves the design of a special calendar of differentiated assessments and/or tests.

ii. Permanent Special Educational Needs (NEEP) at Craighouse School

Since 2005, Craighouse School has been offering children from school families with permanent special educational needs the opportunity to be part of the community as regular pupils. In 2005, a child with Down syndrome joined the school, becoming the first pupil with SEN. Over time, new pupils with SEN have joined the school.

As stated, Craighouse School welcomes families with all their children, and when one of them has SEN, it also seeks to develop their full potential, advance their learning and promote their social and overall development as a person.

At Craighouse School, we firmly believe that diversity is a strength and a driver of growth. We actively promote an education that not only values and respects each student's individual differences, but celebrates them as a unique opportunity for the personal and social development of our entire community. We recognise that the variety of experiences, perspectives and talents enriches our learning environment, fostering a culture of understanding, empathy and innovation.

In the area of learning, students with SEN may require curricular adaptations in terms of access and/or learning objectives. At the curricular level, this fundamentally involves grading the level of complexity of their learning, prioritising learning objectives and, ^[1]_[SEP], eliminating some content. These decisions must be based on ensuring the achievement of basic learning, which is essential for their future integration into society.

The following table summarises the definition of NEEP and which group of students falls within this classification.

Permanent Special Educational Needs (NEET)

Definition	Barriers to learning experienced by certain students throughout their schooling, requiring additional or extraordinary support and resources to ensure their learning.
Curriculum	Substantial modifications are required in one or more subsectors of the curriculum. Objectives, content, methodologies and assessment are modified.
Who is it for?	<ul style="list-style-type: none"> - Intellectual disability (mild RM). - Visual impairment. - Hearing impairment. - Dysphasia * (admission criteria based on Bilingualism Policy). - Autism spectrum disorder *(admission criteria based on Bilingualism Policy). - Multiple disabilities and deafblindness.

As mentioned above, the teacher is responsible for each of their students in the classroom, which poses a great challenge in the case of a student with SEN. To this end, the teacher has the ongoing support of professionals from the Training Department (psychologists, educational psychologists and special needs teachers) to jointly design curricular adaptations, implement classroom methodologies, plan assessments and monitor the process.

V. Inclusion: consideration of talents or high abilities at Craighouse School

At Craighouse School, our inclusion policy not only addresses support needs, but also focuses on identifying and nurturing the diversity of talents or high abilities of each of our students. We believe that nurturing our students is valuable, providing them with the appropriate support to develop in various areas.

We understand talent broadly, recognising that it is not limited to academics. We draw on models that broaden the understanding of intelligence, such as Howard Gardner's Theory of Multiple Intelligences (1983) and Joseph Renzulli's Three Ring Model (2016). These show us that high potential manifests itself in the interaction of skills, creativity and motivation, ranging from the arts and sports to leadership and interpersonal intelligence.

This vision is aligned with national guidelines and those of our IB community:

- The Chilean Ministry of Education refers to academically gifted students as those who "clearly stand out from their peer group, given their potential and general or specific academic abilities in the areas of social sciences, natural sciences, humanities and/or mathematics" (MINEDUC, 2007).
- The International Baccalaureate (IB), for its part, defines gifted students as those who may excel in all areas, have talent in specific areas or excel in some areas, and even have difficulties in others (International Baccalaureate, 2017).

We know that high-potential students need to be challenged and stimulated. Therefore, it is crucial that our teachers, just as they adapt their methodologies for students with other educational needs, also do so for those who are gifted.

Our goal is for every student at Craighouse School, with their unique abilities and talents, to receive the support and opportunities necessary to develop fully and contribute to our community.

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Note:

This is only a referential document and the valid, official, and legal version in the country is the one written in Spanish.

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