

COGDEL SCHOOL
CHENGDU
成都康禮學校

成都康礼学校小学项目 全纳政策

Inclusion Policy

Chengdu Cogdel School
Primary Years Program

(2026年3月修订)
(Revised March 2026)

March 2026

培养自豪行走世界的领袖人才
Cultivating Proud Global Leaders



一、使命宣言

培养自豪行走世界的领袖人才。成都康礼学校旨在培养具有中华底蕴和国际视野的全球公民。学生将通过修身立德、博古通今、融贯中西的成长路径，发展成为兼具社会责任感的终身学习者。他们在扎根中华文化传统的同时，能够以开放包容的胸怀理解多元文化，以自身实际行动应对和解决全球挑战。

我们将通过以下方式实现我们的使命：

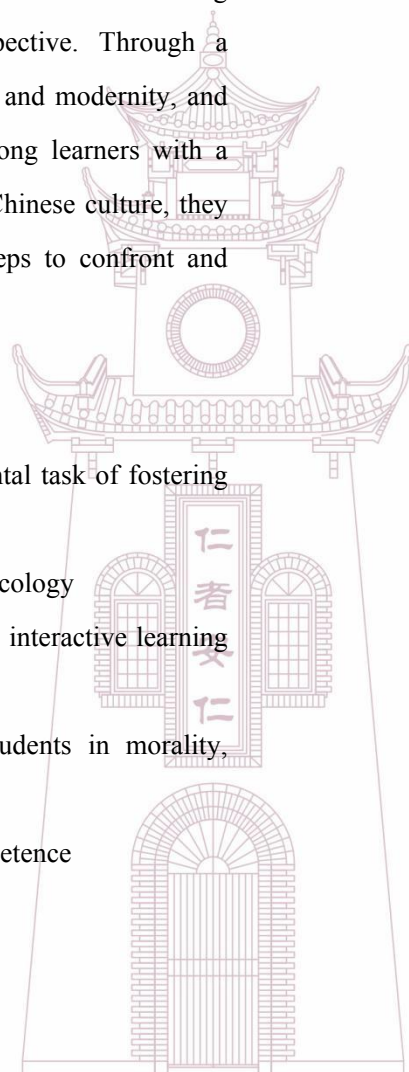
- 秉持全人教育理念，落实立德树人根本任务
- 营造开放包容、互助关爱、勇于探索的校园教育生态
- 提供个性化、差异化的教学指导与多元互动的学习体验
- 促进学生在德、智、体、美、劳等方面的全面且有个性发展
- 培育学生的民族自豪感、社会责任感与全球胜任力
- 引导学生理解并尊重文化多样性，树立跨文化交流与合作意识
- 助力学生塑造自信、坚毅、思辨、健康的人格品质
- 让学生掌握受用终身的学习方法与核心素养

1. Mission Statement

World leading Explorers with Chinese Pride. Chengdu Cogdel School is dedicated to nurturing global citizens with both Chinese heritage and an international perspective. Through a developmental path of moral cultivation, broad knowledge spanning history and modernity, and the integration of Eastern and Western wisdom, students evolve into lifelong learners with a strong sense of social responsibility. While remaining rooted in traditional Chinese culture, they embrace diverse perspectives with open-mindedness and take proactive steps to confront and resolve global challenges.

We will achieve our mission by:

- Upholding the concept of holistic education and fulfilling the fundamental task of fostering virtue through education
- Creating an open, inclusive, caring and exploratory campus educational ecology
- Providing personalized and differentiated teaching guidance and diverse interactive learning experiences
- Promoting the comprehensive and individualized development of students in morality, intelligence, physique, beauty, and labor
- Cultivating students' national pride, social responsibility and global competence





- Guiding students to understand and respect cultural diversity and establish awareness of cross-cultural communication and cooperation
- Helping students shape a confident, persistent, inquisitive and healthy personality
- Equipping students with lifelong learning methods and core competencies

二、办学愿景

面向未来，以人为本。教育要面向未来，不仅是传授知识，更是激发学生内在动力，让他们能适应甚至引领这个不断变化的世界；教育要以人为本，追求人的幸福，而不是学业分数和证书。

2. School Vision

Focus on the future, care about people. Education must be future-oriented—not just imparting knowledge but also igniting students' inner motivation, enabling them to adapt to and even lead in this ever-changing world. Education must be human-centered, pursuing the happiness of individuals, not just academic scores and certificates.

三、总则

此项政策的主要宗旨是满足每一位学习者的个性化发展需求，成都康礼学校珍视学生的多样性与独特性，致力于为所有学生搭建成长成才的平台，助力每一位学生获得属于自己的成功。在校园学习共同体中，我们倡导协作共进、彼此尊重、相互支持、积极解决问题的文化氛围，让每一位学生都能被看见、被尊重、被支持。

作为独立的个体，学生在成长过程中有着各异的学习需求，也会面临不同的成长挑战。部分学生在某些学科或领域展现出过人的天赋，但在其他方面可能存在学习或发展的困难。我们认为，在学习或各类领域中表现优秀、具有发展潜力的学生，需要得到针对性的鼓励与个性化的培养；而在学习或成长中遇到困难的学生，其背后原因可能涉及心理焦虑、教育背景差异、文化认同感缺失、语言能力不足、读写障碍等诸多方面，所有学生的学习与发展需求都应被充分关注和识别，并得到学校与家长的协同支持与悉心引导。

3. General Provisions

The main purpose of this policy is to meet the personalized development needs of every learner. Chengdu Cogdel School (CDCS) cherishes the diversity and uniqueness of students, and is committed to building a platform for the growth and success of all students, helping each student achieve their own success. In the campus learning community, we advocate a cultural atmosphere of collaborative progress, mutual respect, mutual support and positive problem-solving, so that every student can be seen, respected and supported.

As independent individuals, students have diverse learning needs and will face different growth





challenges in the process of growth. Some students show extraordinary talent in certain subjects or fields, but may have difficulties in learning or development in other aspects. We believe that students who excel in learning or various fields and have development potential need targeted encouragement and personalized cultivation; for students who encounter difficulties in learning or growth, the underlying reasons may involve psychological anxiety, differences in educational background, lack of cultural identity, insufficient language ability, dyslexia and other aspects. All students' learning and development needs should be fully concerned and identified, and receive collaborative support and careful guidance from the school and parents.

四、目的

为满足来自不同背景、拥有不同学习方式与学习风格的学生的需求，成都康礼学校全纳政策的核心目标是：

- 构建多元化、可适配的课程体系，满足所有学生的个性化学习需求
- 为有个性化学习需要 / 特殊教育需要的学生及其授课教师提供全方位、专业化的支持与保障
- 确保每一位学生都能获得所需的学习支持与成长引导，助力学生实现学业发展目标，充分发挥自身最大潜能

4. Purpose

To meet the development needs of students from different backgrounds with different learning styles and approaches, the core objectives of the CDCS Inclusion Policy are:

- To build a diversified and adaptable curriculum system to meet the personalized learning needs of all students.
- To provide comprehensive and professional support and guarantee for students with personalized learning needs/special educational needs and their teachers
- To ensure that every student can obtain the necessary learning support and growth guidance, help students achieve their academic development goals and give full play to their maximum potential.

五、我们的行动

成都康礼学校教学支持团队由 IB 课程协调员、班主任、各学科教师、心理教师、特殊教育指导教师等组成。由课程协调员牵头，教学支持团队与各年级教师共同参与的教研活动每月定期开展，核心旨在精准识别、全面分析学生的多样化学习需求。

所有学科教师及班主任需根据学生的实际学习需求，动态调整教学计划、教学方法与教学内容。对于在某一领域展现出突出潜质的学生，学校将为其提供更多拓展性学习机会，助





力其潜能进一步发展；对于在学习中存在困难的学生，学校将为其提供针对性的学业辅导，帮助学生攻克学习难点，实现学业进步。

1. 肯定学习者身份与建立自尊

学校打造欢迎并包容多元学习者的课堂环境与校园文化, 让每一位学生都能感受到归属感；充分挖掘并运用多元文化视角丰富教学内容、提升学习体验；与学生家长保持常态化、深度化沟通，构建家校协同共育的良性机制，凝聚教育合力。

2. 重视已有的知识

新知识的学习与新认知的建立，均基于学生已有的生活经验、知识储备与认知概念。教师在备课、课堂教学的全过程中，均应充分考虑学生的已有知识基础，通过多样化的教学活动激活学生的前置经验，实现新旧知识的有效衔接。

3. 尊重个性

每一位学生都有其独特的学习需求与发展节奏, 我校充分尊重每一位学生的个性化特点与学习需求。教师根据学生的认知水平、学习风格，设计差异化的学习任务、开展适配性的教学活动，精准满足学生的多元发展需求；重视并鼓励学生的自主表达，尊重学生的独特观点与创新想法，及时给予肯定与赞扬。

4. 重视学生心理发展

为学生开展全面的心理健康测评，建立学生心理健康档案，并根据测评结果为有需要的学生提供个性化的心理辅导；每月为各年级开设专属心理健康活动课，普及心理健康知识、培养心理调适能力；当学生有心理咨询需求时，学校心理教师将为其提供一对一的私密心理咨询服务，守护学生心理健康。

5. 为教师提供资源和支持

为教师提供多元化的教学支持与专业发展保障，包括双师授课模式、跨学科教研平台、图书馆专属教学资源与书籍配备、常态化的校内外专业培训、特殊教育教学方法指导等，助力教师提升教学能力与个性化指导水平。

6. 为有特殊学习需要的学生提供帮助:

学生类型	具体分类	帮扶措施
优生	学有优长的学生	制定个性化培优计划，在学科竞赛、国际赛事、英语考级、科研探究等方面为学生提供专业指导与资源支持。
特长生	艺体、科创特长生	针对在艺术、体育、信息技术、科创等方面有特长的学生，开设对应的特色课程与活动课程（校内课余时间），支持学生组建并参与校队、各类专业赛事与展示活动。





学生类型	具体分类	帮扶措施
其他具有特殊学习需要的学生	因生病 / 特殊原因无法到校学习的学生	为学生提供同步线上学习指导，学生返校后，由学科教师提供免费的查漏补缺与课业辅导。
	学科成绩较为落后的学生	各学科教师制定分层辅导计划，学校利用课余时间为学生提供免费的学业补课与答疑辅导。
	心理健康方面需要协助的学生	学校心理教师提供专业的个体心理咨询、团体心理辅导，同时联合家长开展家校协同心理干预。
	语言适应 / 读写障碍的学生	由语言教师、特殊教育指导教师制定专属辅导计划，提供针对性的语言训练与学习方法指导。

5. Our Actions

The CDCS teaching support team consists of the IB Curriculum Coordinator, Homeroom Teachers, subject teachers, psychological teachers, special education instructors and other professionals. Led by the Curriculum Coordinator, teaching and research seminars involving the teaching support team and teachers of all grades are held regularly every month, focusing on accurately identifying and comprehensively analyzing the diverse learning needs of students.

All subject teachers and homeroom teachers need to dynamically adjust teaching plans, teaching methods and teaching contents according to the actual learning needs of students. For students who show outstanding potential in a certain field, the school will provide more extended learning opportunities to help their potential develop further; for students who have difficulties in learning, the school will provide targeted academic tutoring to help them overcome learning difficulties and achieve academic progress.

1. Affirm learner identity and build self-esteem

The school creates a classroom environment and campus culture that welcomes and embraces diverse learners, making every student feel a sense of belonging; fully explores and uses multicultural perspectives to enrich teaching content and enhance learning experience; maintains regular and in-depth communication with parents, builds a sound mechanism of home-school collaborative education, and gathers educational synergy.





2. Pay attention to the existing knowledge

The learning of new knowledge and the establishment of new cognition are both based on students' existing life experience, knowledge reserve and cognitive concepts. In the whole process of lesson preparation and classroom teaching, teachers should fully consider students' existing knowledge foundation, activate students' prior experience through diversified teaching activities, and realize the effective connection between old and new knowledge.

3. Respect individuality

Every student has their own unique learning needs and development rhythm, and our school fully respects the personalized characteristics and learning needs of each student. Teachers design differentiated learning tasks and carry out adaptive teaching activities according to students' cognitive level and learning style to accurately meet the diverse development needs of students; attach importance to and encourage students' independent expression, respect their unique views and innovative ideas, and give timely recognition and praise.

4. Attach importance to students' psychological development

Conduct a comprehensive mental health assessment for students, establish a student mental health file, and provide personalized psychological counseling for students in need according to the assessment results; offer exclusive mental health activity courses for each grade every month to popularize mental health knowledge and cultivate psychological adjustment ability; when students have psychological counseling needs, the school's psychological teachers will provide them with one-on-one private psychological counseling services to protect students' mental health.

5. Provide resources and support for teachers

Provide diversified teaching support and professional development guarantee for teachers, including the double-teacher teaching model, interdisciplinary teaching and research platform, exclusive teaching resources and book allocation in the library, regular on-campus and off-campus professional training, guidance on special education teaching methods, etc., to help teachers improve their teaching ability and personalized guidance level.

6. Provide assistance to students with special learning needs

Student Type	Specific Classification	Support Measures
High-achieving students	Students with academic excellence	Formulate personalized enrichment plans, and provide professional guidance and resource support for students in subject competitions, international events, English proficiency tests,





Student Type	Specific Classification	Support Measures
		scientific research and exploration, etc.
Gifted students	Art, PE and STEM gifted students	For students with specialties in art, physical education, information technology, STEM and other fields, offer corresponding characteristic courses and activity courses (school-based after-school time) , and support students to form and participate in school teams, various professional competitions and exhibition activities.
Other students with special learning needs	Students unable to attend school due to illness/special reasons	Provide synchronous online learning guidance for students; after students return to school, subject teachers provide free gap-filling and academic tutoring.
	Students with relatively poor academic performance	Subject teachers formulate hierarchical tutoring plans, and the school provides free academic make-up classes and Q&A tutoring for students in their spare time.
	Students in need of mental health assistance	School psychological teachers provide professional individual psychological counseling and group psychological counseling, and jointly carry out home-school collaborative psychological intervention with parents.
	Students with language adaptation/dyslexia	Exclusive tutoring plans are formulated by language teachers and special education instructors, providing targeted language training and learning method guidance.





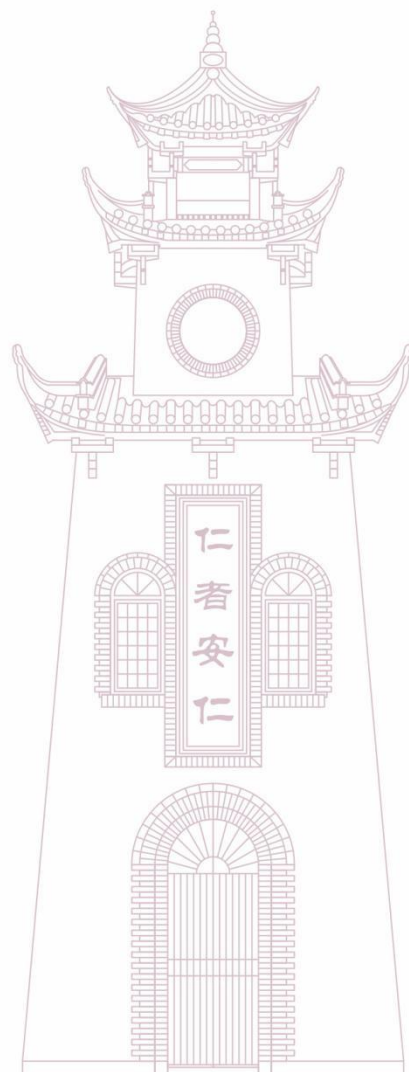
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六、全纳政策的修改

成都康礼学校教学支持团队将对本政策进行年度评估与更新优化。在政策修订过程中，学校将广泛征求教师、家长、学生代表及相关教育专业人士的意见与建议，充分考虑所有相关群体的需求，确保政策的科学性、适配性与时效性，让全纳政策更好地服务于每一位学生的成长与发展。

6. Modification of the Inclusion Policy

The CDCS teaching support team will conduct an annual assessment and update of this policy. In the process of policy revision, the school will widely solicit opinions and suggestions from teachers, parents, student representatives and relevant educational professionals, fully consider the needs of all relevant groups, ensure the scientificity, adaptability and timeliness of the policy, and make the inclusion policy better serve the growth and development of every student.



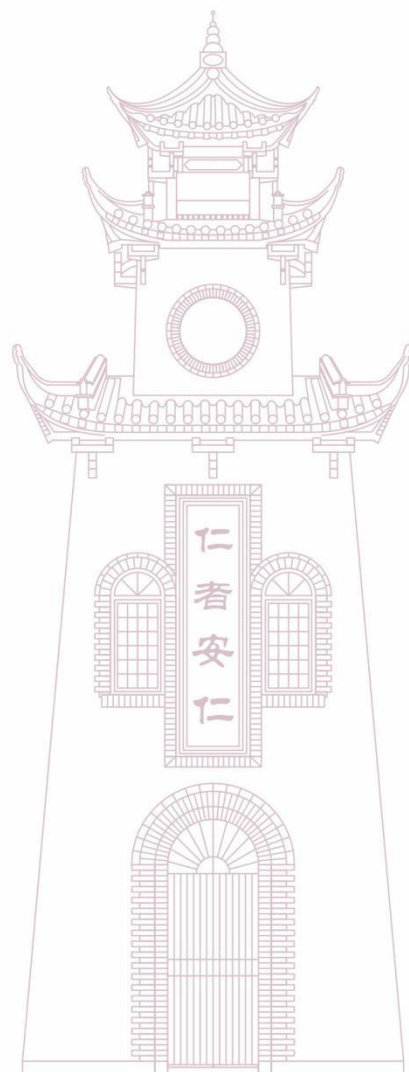
电话·T: 400-803-6661 网址·W: www.cogdelschool.com
地址·A: 四川成都中国博物馆小镇(安仁古镇)迎宾路二段247号
No.247 Yingbin Road 2nd Section, Anren Town(China Museum Town), Chengdu, China



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电话·T: 400-803-6661 网址·w: www.cogdelschool.com
地址·A: 四川成都中国博物馆小镇(安仁古镇)迎宾路二段247号
No.247 Yingbin Road 2nd Section, Anren Town(China Museum Town), Chengdu, China