ANS Inclusion Policy

Table of Contents

Philosophy:

We believe that a school is an inclusive environment in which every individual should be nurtured and provided with differentiated learning opportunities to achieve their utmost potential. We maintain that every student has the right to develop intellectually, emotionally, socially and physically according to their abilities, retaining throughout a sense of dignity and positive self-concept.

Rationale:

Inclusion is defined as "an ongoing process that aims to increase access and engagement for all students by identifying and removing barriers". (from Learning diversity and inclusion in IB Programs, 2016, p.1)

"An inclusive education embraces the diversity of all learners". We recognize that students need support, either to ensure access to the school's resources including curricula, activities and facilities, or to get additional challenge and extension in areas where their abilities are particularly strong or advanced.

Requirements

To implement the Inclusion Policy the school will:

- identify students with special educational needs as early as possible.
- manage resources to ensure accessibility of the school's premises for physically challenged students (ramps and a lift), and curriculum for all students.
- provide appropriate training opportunities and guidance to school staff involved in the policy implementation.
- work in partnership with parents to share views and report progress.
- ensure students involvement in decisions related to their own educational process whenever possible.
- seek assistance from outside professionals where appropriate.
- record, monitor, and review progress regularly.

Implementation of the Learning Support Program

To meet policy requirements, the school will:

- train teachers to become teachers of all students including students with SEND.
- promote collaboration among mainstream and special education teachers to exchange differentiation expertise and to implement the Inclusion Policy.
- assemble a profile about each student's needs from different sources (literacy and numeracy assessment upon admission or assessment report from the learning support department, previous school records, medical records, parents' notes).
- assess students referred to Learning Support Department based on teachers observations (referral form).
- seek external professional assistance whenever the situation cannot be tackled internally, e.g. psycho educational evaluation by an outside agency.
- develop an IEP, when needed, that responds to differing individual strengths and needs of each student and offers equitable access to the curriculum. These plans are developed and implemented collaboratively by the student's classroom/subject teachers and learning support teachers.
- offer support to students by push-in or pull-out modes. During push-in the Learning Support teacher works with the student in a small group/1:1 to help them take part in class activities. During pull-out support, the Learning Support teacher works in a resource room with the students with specific learning needs that cannot be supported in class.
- scaffold students' learning, modify curricula, use differentiated teaching strategies and a variety of tools to maximize students' potentials.
- make accommodations for students with SEND e.g.: preferential seating, small group instruction, leveled texts, scribe, extended time or extra breaks, use of technology (text to speech or speech to text apps, spelling apps, calculators, computers), alternate testing style or environment.
- provide additional support and resources for the students struggling in literacy and numeracy.
- offer ASL, ESL classes for students lacking language skills in English or Arabic. Classes are designed to develop students' language skills in order to integrate them into the mainstream system.
- include students with SEND with their peers in all school activities.
- monitor and review students' development regularly in order to make amendments if required.

- recommend students for mainstreaming when they attain an appropriate level of achievement in their grade level.
- provide awareness/counseling sessions to faculty and students to familiarize them with the nature of special educational needs and disabilities or health issues of students present in their classrooms.
- provide access to students with SEND and their families to professional school counselors.
- work in partnership with students to enable them become independent learners to reach their goals whenever possible.
- establish effective home-school partnerships, including the development of support strategies for parents.

Admissions

Students with special educational needs and disabilities are admitted to ANS provided that :
- ANS can make appropriate provision to ensure that resources and facilities are available to meet their needs.
- the school admission team analyses information obtained to determine the potential need for learning support from:
  - previous school records and information given by the parents e.g. medical history, social and/or emotional needs, and information on additional services previously provided
  - parents and student interviews.
  - assessment reports from the ANS learning support department.

Assessment

The school will:

- design assessments that are diverse and relevant to the objectives and modifications outlined in the students' IEPs. Modifications to assessment may include use of modified rubrics, simplified vocabulary and different modes of presentation.
- accommodate conditions during examinations, such as: extra time, rest periods, use of information and communication technology, scribe, reader, large prints or coloured exam paper. Special arrangements need IBO approval for candidates with assessment access requirements.
- use reflection as an assessment tool that enhances and supports all learners in gaining independence and becoming advocates for their own learning.

- design progress reports that reflect students' achievements towards the goals mentioned in their IEPs. A comment of "modified result/ grade" will be mentioned on the progress report when a modification is in place.

Policy Review

The inclusion policy will be reviewed regularly to ensure that the document corresponds to the needs of the school community.

Communicating the policy

- The policy will be shared with all the stakeholders in the school community. Additionally orientation sessions can familiarize all with the school's inclusion policy.
- The policy will be placed on ANS website.

References

- Learning diversity in the International Baccalaureate Programmes: Special educational needs within the International Baccalaureate Programmes. Geneva: IBO, 2010. https://www.istafrica.co.tz/uploaded/documents/WeeklyBulletin/Learning_diversity _in_IB_programmes_2010.pdf

- Learning diversity and inclusion in IB programmes. Geneva: IBO, 2016. https://resources.ibo.org/data/learning-diversity-and-inclusion-in-ib-programmes_a910d098-5e8d-4a40-b072-83b4a4c009b7/learning-diversity-and-inclusion-in-ib-programmes-en_b4a5229b-45db-4129-a2ab-fc7066b9d86f.pdf

- The Diploma Programme: From principles into practice. Geneva: IBO, 2015. https://resources.ibo.org/data/d_0_dpyyy_mon_1504_1_e.pdf