



CULTURE 03
(0301-02-0100)
(0301-02-0200)
(0301-02-0300)

Elite International School

Inclusion Policy

Reviewed September 2023

Elite International School

Inclusion Policy

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

EIS Mission

Elite International School (EIS) aims to develop citizen leaders who are knowledgeable, open-minded and lifelong learners who will help to create a more peaceful world through the respect and understanding of moral values, own and other cultures and civil responsibility. Our future leaders will contribute nationally and globally to make a positive difference to the whole humanity.

EIS Vision

We strive to build a rich, safe and secured learning environment that inspires the best of every learner. A learning environment that provides 21st century learning strategies, and promotes respect and pride in own values, beliefs and norms. Our future generations will be lifelong learners who are equipped with skills and exhibit positive attitudes to inspire their local and global communities.

EIS Philosophy

Elite International School believes that all students are to attain their greatest success when they learn in an environment that takes individual needs and learning styles into considerations. The student support team goals are to ensure that all students are able to achieve their academic potential that the students' social-emotional needs are met in a timely appropriate manner and that students are supported through collaborative, educational and personal networks.

The learning needs and special strengths are identified through a variety of forms of assessment including informal teacher observations and checklists, grade-level assessments in reading, writing, spelling, math standardized assessments, and when appropriate external professional evaluation. At times, students' needs are identified in response to parental concerns.



Inclusion, IB Learner Profile & Approaches to Learning

The learner profile attributes and the approaches to learning (ATL) provide the foundational Skills and dispositions for the development of inclusion.

An inclusive learner:

- Is a competent communicator
- Is open-minded and knowledgeable
- Is a caring and principled thinker
- Uses his/her curiosity and research skills to inquire about the world
- Thinks and reflects critically on opportunities and challenges
- Takes action for positive changes (for example, to promote intercultural understanding, foster caring relationships, to care for self and others).
- Takes risks to further self-develop and understand others.

Rights and responsibilities

At Elite international school we support a safe and inclusive environment that fosters the intellectual, personal, social, ethical development of all students and help students see themselves as responsible members in a diverse community.

And as a citizen of the IB program at EIS you have certain rights:

- The right to expect excellence in teaching
- The right to a caring and secure learning environment
- The right to be respected and have your ideas taken seriously
- The right to be listened to
- To be aware of my rights and responsibilities
- To be treated in a way that maintains his/her dignity
- To have a right to be treated with kindness and respect.
- To have the right to be treated and valued as an individual
- To have the right to be safe in school.

EIS Citizenship also involves certain responsibilities:

- To participate in the IB curriculum as structured and required by the school
- To comply with all subject-specific regulations and internal school deadlines
- To take ownership over your own learning
- To respect and accept others, regardless of personal and cultural differences



School

- The school will provide guidance to students with special education needs to help them make informed decisions concerning application to our programme.
- The school will raise staff awareness of the needs of our exceptional students.
- The school will provide resources for the implementation and continuation of the Special Education Needs Policy
- The Inclusion Department, school guidance counselors, and support facilitators will provide updates and host meetings for reviews.
- The school will facilitate the provision of appropriate accommodations

Learning Support team

- Influencing and implementing the policy and practice to ensure aspects of inclusive teaching.
- Creating Individual Educational plans (IEPs) suitable for every student's needs and strengths.
- Adopting the most effective teaching approaches for students with additional learning needs
- Promoting staff awareness on inclusion
- Observing students' progress
- Modifications of IEPs based on students on-going assessments and achievements

Programme Coordinators

- Programme Coordinators will apply the IB philosophy for students' accommodations in assessments. They will work collaboratively with faculty to support students with special education needs.
- Approve all Academic plans for students with additional learning needs and hold collaborative meetings to discuss students' progress

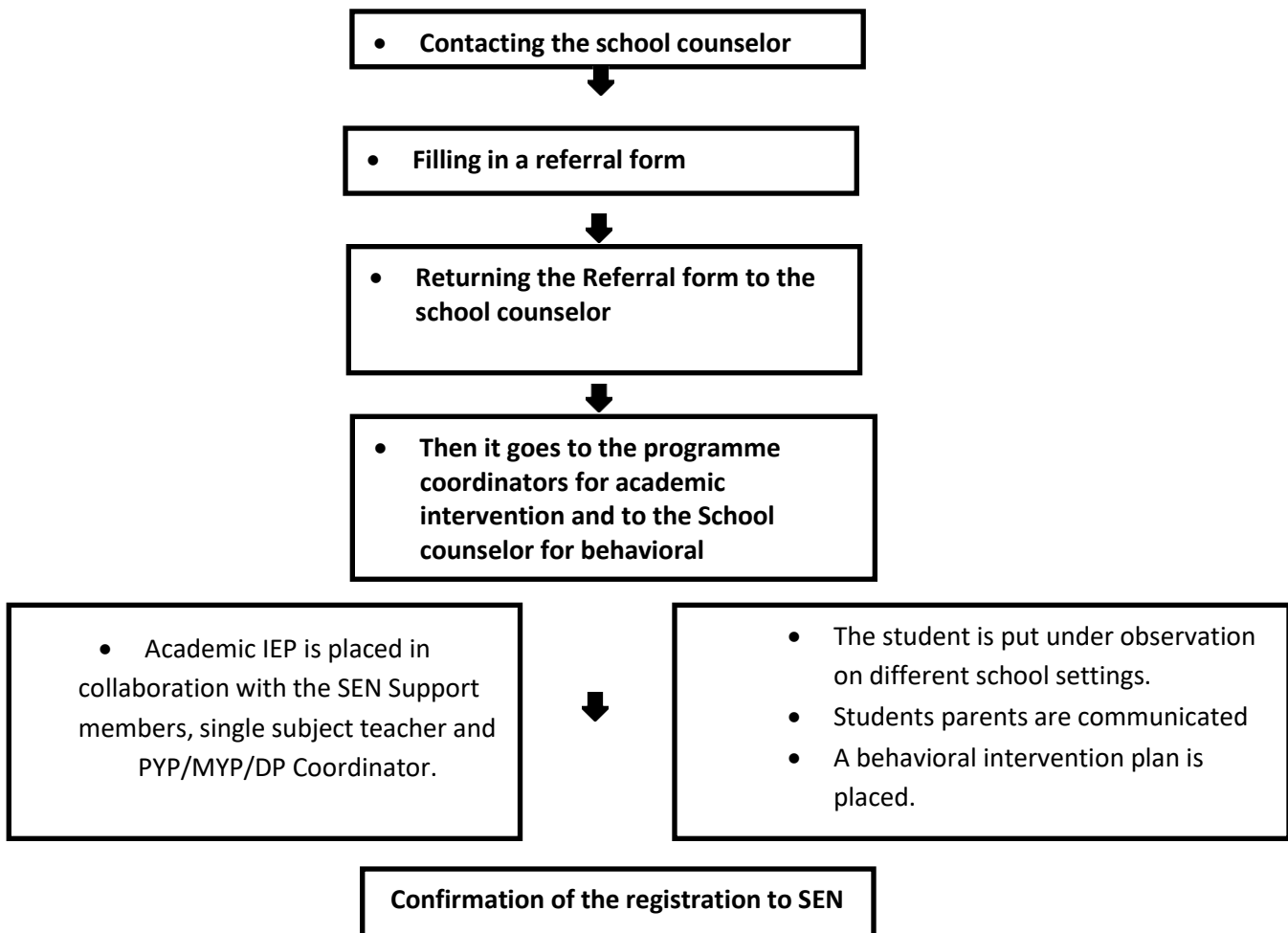
Legal Requirements and processes of compliance

- A newly admitted student must pass the grade level placement test in order to join
- The school counselor observes closely students' performance in collaboration with the grade level teacher during each placement test.
- During the admission process: If there were any further requirements for admitting the child to school for example; details of extra academic or specialist support they have

had or are currently receiving (evaluation reports, individualized learning plans or individualized education plans, documentation of diagnosis or documentation that informs if a student is to receive additional services in class). Applicants will need to provide complete documentation for admission or refusal of student. After receiving the required reports, the decision is made collaboratively.

- The team collaboratively identifies individual student needs to have an in-class learning support strategies and additional learning support, which will be a well communicated identification process

Identification process





Inclusion

- School promotes an inclusive education system in which students with special educational needs are fully participating members of the community of learners. Inclusion describes the principle that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their educational programs. The practice of inclusion is not necessarily synonymous with full integration in regular classrooms, and goes beyond placement to include meaningful participation and the promotion of interaction with other.
- Inclusion provides all students equal access to an appropriate curriculum. In order to remove barriers to learning, the inclusion model places students who are eligible for special education services in tiered classes (Intensive, Strategic, or Benchmark) based on multiple measures and input from the IEP team. Special education teachers collaborate and problem-solve with general education teachers utilizing co-teaching and consultation strategies to provide the highest quality of differentiated instruction possible.
Although the inclusion model is advantageous for the vast majority of students, there are instances where students' academic needs are best met through an alternative setting, such as in-class or after school hours support plan.

Support offered to the SEN students:

- All IB students, including SEN students will be offered a comprehensive program that enhances their communication, social, self-management, research and thinking skills.
- Ideally, students will be fully integrated with their peers inside and outside the classroom. They will be offered inquiry -based instructions that target conceptual learning.
- Teaching differentiation is to be offered by the teachers in accordance to the students' learning style and needs.
- Students will be assessed regularly to monitor their progress
- Communicating with the parents regarding the child's progress is vital. Parents will be constantly given guidelines and recommendations to follow up with their child at home.
- The program offered for special needs students will be tailored to their needs based on communication and collaboration between staff members. The program will promote the IB learner profile attributes.

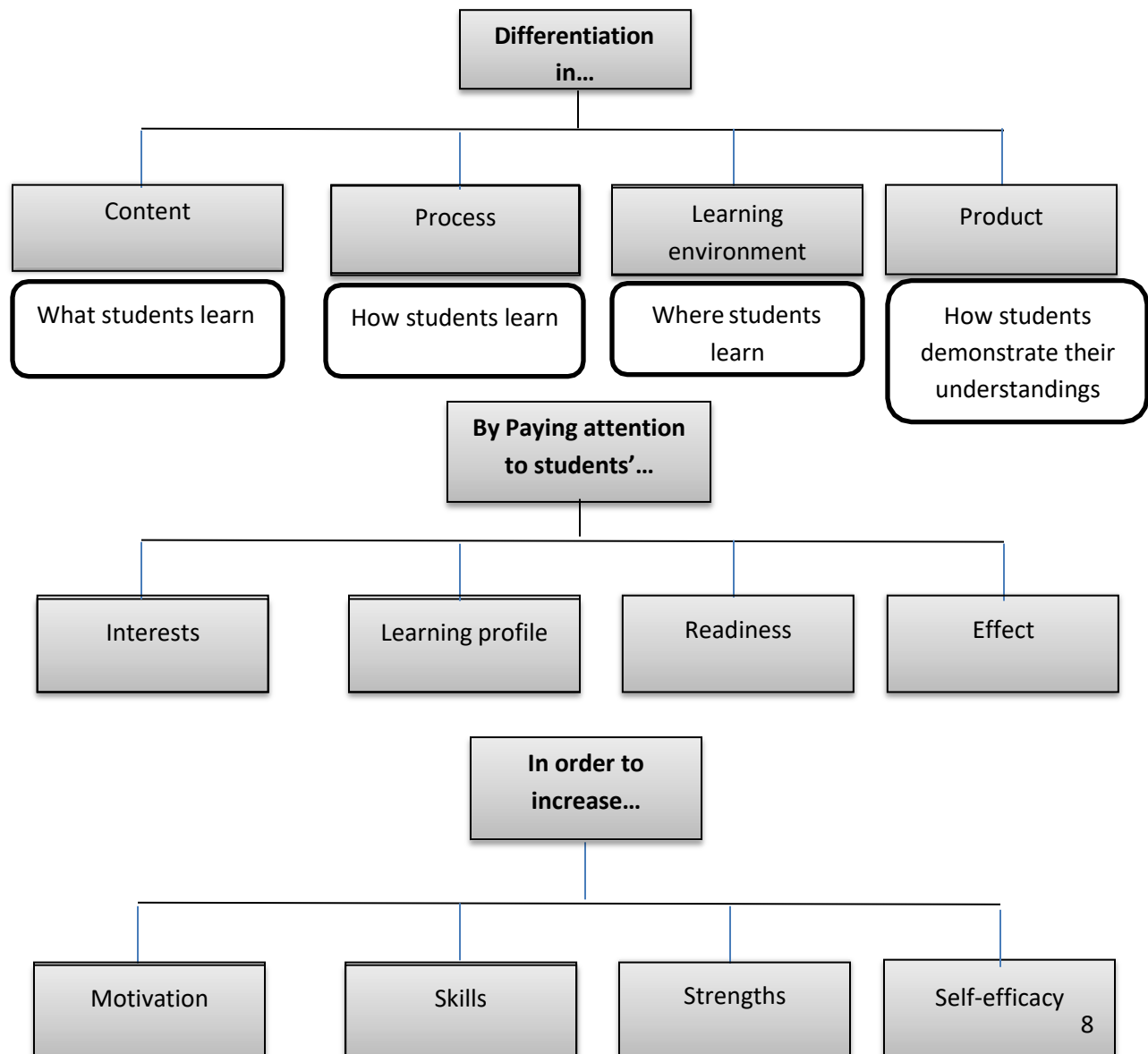
Differentiation

- Differentiated instructional strategies are determined through data analysis and are implemented in all programme unit plans. Assignments and assessments are modified so that all students can access learning. Modifications may include elimination or extension of learning materials.

- Ongoing professional development and collaborative planning time will be provided to staff members to ensure that differentiation is a focus during teaching, learning, and assessing.
- **Learning Support:** When a student has been identified with additional learning needs including language difficulties or gifted and talented abilities, intervention and support is provided, the Learning Support program in line with the referral process. The Learning Support Unit works with teachers to help them meet the needs of students identified with special language or learning needs.

The support may be formalized through an In-class Support Plan or an Individual Education Plan and may involve short and long term interventions.

If the identified student speaks English/French/Arabic as an additional language, the English language Department /French Language Department /Arabic Language Department works hand in hand with the Learning Support Unit and other teachers to provide the best service for this individual child.





Special Educational needs inclusion model

1- Consultative Support:

Teaching colleagues are offered advice or guidance from members of the learning support team on how to meet the needs of either an individual or groups of pupils

2- In-Class Support:

Students are provided with additional support in literacy, Mathematics and Science (in prior knowledge or additional help needed) An additional adult (co-teacher) (Support teacher) is available in the classroom to respond to the individual needs

3- Classroom and Test Adaptations:

Modifications and Accommodations: Students with learning difficulties have different learning styles and rates, strengths and challenges. Accommodations and modifications are types of adaptations that are made to the environment, curriculum, instruction, or assessment practices in order for students with learning difficulties and needs to be successful learners and to participate actively with other students in the general education classroom and in school-wide activities.

4- Special Arrangements:

A Special Arrangement can be used for pupils whose educational needs can be proved to undermine their performance in both class work and assessment situations.

- **Special Education**

Students who have met the eligibility to receive Special Education services are supported by the classroom teacher and Special Education Department

The Special Education teachers and the classroom teacher work hand in hand to implement the student's IEP. All services are provided with consideration to the least restrictive environment.

- **Response to Intervention (RTI)**

Students who need additional support or an early intervention are discussed in RTI meetings. RTI meetings include classroom teachers, special education teachers, Language Arts supervisor, Mathematics supervisor and Programme Coordinators. The team works together to develop a plan to help the student become successful by setting goals and monitoring progress towards those goals.

- **Inclusion and Assessment**

Students with identified learning difficulties are allowed inclusive access arrangements and reasonable adjustments (additional time, use of assistive technology, breaks etc.) for all assessments in one or more subjects throughout the year, as appropriate to their needs. DP, particularly, the procedure for identifying students' needs and granting access arrangements requiring authorization is in compliance with the IB Access and Inclusion Policy requirements and is listed in the student (Individualized Education Program).



References:

- International Baccalaureate Middle Years Program Inclusion/Special Educational Needs Policy. Treehigh School(2013).
- Candidates with assessment access requirements, DP Cardiff: International Baccalaureate Organization (2017).
- International Baccalaureate Organization (2016).
- Programme Standards and practices (2020).
- The IB Guide to inclusive education: a resource for whole school development, (2015).(What Is an IB Education (2013).
- The IB guide to inclusive education: a resource for whole school development.
- Differentiated Instruction and Implications for UDL Implementation (2003).
- Learning Diversity and Inclusion in IB programmes,(2016)
- UDL and Inclusive Practices in IB Schools Worldwide (January 2016)