



Inclusion Policy

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Purpose

At IEC School, our commitment to fostering a diverse, inclusive, and equitable learning environment is unwavering. Recognizing the unique needs of every student, we are dedicated to ensuring that all learners, including those with special educational needs (SEN), have equal opportunities to thrive academically, socially, and emotionally. The purpose of our inclusion policy is to articulate our school's commitment to providing a supportive and accessible educational experience for every student, irrespective of their individual learning requirements.

Our inclusion policy aims to create an environment where students with SEN are not merely accommodated but are fully integrated into the school community. By implementing inclusive practices, we seek to empower every student to reach their full potential, acknowledging that diversity enriches the educational experience for all.

Definitions:

SEN: Special Educational Needs (SEN) students, refers to individuals who require additional support and accommodations in their educational environment due to specific learning difficulties, disabilities, or exceptionalities. These needs may arise from various factors, including cognitive, sensory, physical, emotional, or behavioral challenges. SEN students may face difficulties in accessing the curriculum and achieving educational milestones without tailored assistance.

The term "Special Educational Needs" encompasses a broad spectrum of conditions, such as learning disabilities, attention disorders, autism spectrum disorders, physical disabilities, sensory impairments, and emotional or social difficulties. Each SEN student is unique, and their educational needs are diverse,

requiring customized approaches and interventions to facilitate their learning and overall development.

Educational institutions and educators strive to implement inclusive practices to cater to the diverse needs of SEN students. This may involve providing additional learning resources, individualized teaching strategies, assistive technologies, and specialized support services. The goal is to create an inclusive learning environment that ensures SEN students can fully participate in educational activities, fostering their academic, social, and emotional growth.

Learning Support Program: an educational initiative designed to provide targeted assistance and resources to students who face challenges in their academic journey. This program is specifically tailored to meet the unique needs of learners who may experience difficulties in acquiring and applying knowledge due to various reasons such as learning disabilities, language barriers, or other factors impacting their educational progress.

Key features of a Learning Support Program include:

1. **Individualized Approach:** The program recognizes and addresses the diverse learning needs of each student. It involves the development of personalized learning plans that outline specific goals, strategies, and accommodations based on the student's strengths and challenges.
2. **Additional Resources:** Learning support programs often offer supplementary resources such as specialized teaching materials, assistive technologies, and educational aids to enhance the learning experience for students requiring extra support.
3. **Targeted Interventions:** The program implements targeted interventions to address specific areas of difficulty. This may involve additional instruction, remedial teaching, or alternative teaching methods tailored to the individual needs of each student.
4. **Collaboration with Educators:** Learning support programs emphasize collaboration between specialized support teachers and classroom teachers. This ensures a cohesive and integrated approach to teaching, where both general education and support staff work together to meet the diverse needs of all students.
5. **Inclusive Environment:** The overarching goal of a learning support program is to foster an inclusive learning environment where every student, regardless of their challenges, can actively participate in the educational process. Inclusivity

is promoted through modifications and accommodations that create equitable opportunities for all learners.

6. Progress Monitoring: The program includes mechanisms for regularly monitoring and assessing the progress of students receiving support. This helps in adjusting strategies, accommodations, and interventions to better meet the evolving needs of each student.

7. Parental Involvement: Learning support programs often encourage active involvement and collaboration with parents or guardians. Open communication ensures that parents are informed about their child's progress, and their insights are considered in the development and adjustment of support strategies.

In essence, a Learning Support Program aims to create a supportive and adaptive educational environment where every student has the opportunity to reach their full potential, regardless of their individual learning challenges.

Accommodation: Accommodation in the educational context refers to the adjustments and modifications made to the learning environment, instructional methods, or assessment procedures to ensure that students with diverse needs and abilities can access and participate in educational activities on an equal basis. Accommodations are intended to provide support and create a more inclusive educational experience for students who may face challenges due to disabilities, learning differences, or other circumstances.

Key aspects of accommodations in education include:

1. **Equal Access:** The primary goal of accommodations is to provide students with an equitable opportunity to access and benefit from the educational curriculum. This ensures that all students, regardless of their individual needs, can participate in learning activities on a level playing field.

2. **Individualization:** Accommodations are individualized and tailored to the specific needs of each student. They may vary based on factors such as the nature of the disability, the type of learning difficulty, or other considerations that impact a student's ability to learn and demonstrate their knowledge.

3. **Varied Forms:** Accommodations can take various forms, including changes in the presentation of information, adjustments to the method of instruction, additional support materials, extra time for completing assignments or assessments, assistive technologies, and modifications to the physical learning environment.

4. **Inclusive Assessment:** In the context of assessments, accommodations aim to ensure that a student's performance is a true reflection of their knowledge and

abilities, rather than being hindered by barriers related to their disability or learning difference.

5. Collaboration: The process of implementing accommodations often involves collaboration between educators, support teachers, parents or guardians, and sometimes specialists. Open communication and collaboration help in identifying appropriate accommodations and ensuring their effectiveness.

Accommodations are a key component of inclusive education, promoting diversity and supporting the principle that every student should have the opportunity to succeed in the educational environment. The provision of accommodations aligns with the broader goal of creating an accessible and supportive learning environment that acknowledges and addresses the needs of all learners.

Modification: change or adjustment made to the curriculum, instructional methods, or assessment requirements to meet the specific learning needs of an individual student. Unlike accommodations, which provide support while maintaining the integrity of the curriculum, modifications involve alterations to the content, standards, or expectations to better suit the abilities and requirements of the student.

Key points about modifications in education include:

1. Individualization: Modifications are typically tailored to the unique needs of a specific student. They recognize that some students may require more significant adjustments to the curriculum to ensure meaningful participation and learning.

2. Curricular Changes: Modifications may involve changes to the depth, breadth, or complexity of the curriculum. This can include simplifying content, adjusting learning objectives, or providing alternative assignments that align with the student's abilities.

3. Assessment Adjustments: In the case of assessments, modifications may include changes to the format, content, or method of evaluation. This ensures that the student's performance is evaluated in a way that reflects their understanding and capabilities.

4. Goal Adaptation: Learning goals and outcomes may be adapted to accommodate a student's individualized education plan. Modifications are designed to facilitate progress towards educational objectives while acknowledging the student's unique learning profile.

5. Collaboration: Implementing modifications often involves collaboration among educators, support teachers, parents or guardians, and sometimes

specialists. This collaborative effort helps in identifying appropriate modifications and tracking their impact on the student's learning.

6. Consideration of Individual Abilities: Modifications recognize that students may have diverse learning styles, abilities, and challenges. The goal is to create an inclusive educational environment that addresses the specific needs of each learner.

It's important to note that while modifications can be essential for some students, the overall aim is to balance the need for individualization with maintaining rigorous educational standards. The goal is to provide an inclusive and supportive learning experience that enables all students to achieve their academic potential.

Individualized Education Program (IEP): is a personalized and legally binding document designed to address the unique educational needs of a student with a disability. Developed collaboratively by a team that includes educators, parents or guardians, and often specialists, the IEP outlines specific goals, instructional strategies, support services, and accommodations or modifications tailored to the individual student's abilities and challenges.

Applicability

This policy pertains specifically to the Middle Years Program (MYP) at IEC School. It emphasizes that all members of the school staff collectively bear the responsibility of fostering an inclusive environment where students receive the necessary support to succeed within the learning community.

Recognizing the diverse nature of barriers to inclusion that individuals may face, our school is committed to consistently implementing procedures and support practices aimed at addressing the needs of:

1. Students from Different Cultures and Linguistic Backgrounds: The policy recognizes the significance of addressing the distinctive challenges encountered by students from diverse cultural and linguistic backgrounds, ensuring their smooth integration into the learning community.

2. Students with Varied Abilities, Distinct Differences, or Disabilities: The policy highlights the significance of delivering support and accommodations personalized to the individual abilities and needs of students. This inclusivity extends to learners with a diverse range of abilities, differences, or disabilities, cultivating an educational experience that celebrates and accommodates diversity.

Limitations:

Limitations for Applicability of the Special Educational Needs Policy:

Scope of Special Needs: The policy may only apply to students with specific types of special needs, and certain conditions or disabilities may fall outside its scope.

Resource Constraints: Limitations may arise due to resource constraints, such as a shortage of specialized staff, assistive technologies, or support services, impacting the comprehensive implementation of the policy.

Legal and Regulatory Compliance: The policy may be subject to legal and regulatory frameworks, and any changes in these requirements might impact its application.

Evolution of Educational Practices: As educational practices evolve, the policy may need periodic updates to align with new research, methodologies, or inclusive practices.

Collaboration Challenges: Effective implementation may be hindered if there are challenges in collaboration between educators, parents, and specialists, which is crucial for tailoring support to each student.

Student Transitions: The policy might have limitations when students transition between different educational levels, requiring adjustments to accommodate changing needs and environments.

Diversity of Special Needs: The policy may need to consider the diverse nature of special needs, and a one-size-fits-all approach might not be feasible.

Parental Involvement: The extent of parental involvement can impact the successful implementation of the policy, and limitations may arise if there are difficulties in engaging parents or guardians.

It's important to consider these limitations when applying the policy for special educational needs to ensure a realistic and effective framework.

Approvals

All admissions, teaching, and learning decisions are subject to the final approval of the Director.

Responsibilities:

School administration:

The administration works to provide a safe and supportive school environment for the learning of all students, respecting their cultural, social, intellectual, and psychological backgrounds in all educational aspects. This ensures comprehensive learning for all students.

Head of Learning Support Department: plays a crucial role in ensuring the provision of effective support and accommodations for students with diverse learning needs, Developing and implementing a strategic plan for the Learning Support Department, Providing leadership and guidance to the learning support team, Overseeing the assessment and identification of students with special educational needs, collaborating with teachers and specialists to ensure accurate evaluations, Facilitating the development of Individualized Education Plans for students with specific learning needs, Keeping the learning support team updated on best practices, research, and innovations in the field of special education.

MYP/ DP Coordinators: The coordinators are responsible for ensuring IB regulations are followed regarding the arrangements for accommodations within the school, and provide support for staff and students to enable accommodations for teaching, learning, and assessment.

Learning Support teachers: The responsibilities of Learning Support teachers are crucial in providing effective support and accommodations for students with diverse learning needs. Their duties typically include:

- Conducting assessments to identify students with learning differences or special educational needs.
- Collaborating with other educators and specialists to analyze assessment results and develop tailored intervention plans.
- Developing and implementing Individualized Educational Plans for students with specific learning needs.
- Providing direct instruction to students in small groups or one-on-one settings, focusing on areas of difficulty identified in assessments.
- Utilizing diverse teaching strategies and resources to accommodate various learning styles.
- Communicating regularly with parents or guardians to update them on their child's progress, discuss learning strategies, and address any concerns.

- Engaging in ongoing professional development to stay informed about the latest research, teaching methodologies, and assistive technologies in the field of special education.
- Collaborating with school administrators to ensure the implementation of inclusive practices and accommodations.
- Creating or adapting instructional materials and resources to meet the diverse needs of students.

Classroom teachers: Classroom teachers have a crucial role in collaboration with the Learning Support Department to create an inclusive and supportive learning environment, collaborating with Learning Support teachers to ensure IEPs are effectively integrated into daily lessons, Collaborating with Learning Support teachers to share insights and best practices.

Student Support Services: Within our school community, dedicated counsellors are readily available to assist students facing a spectrum of challenges encompassing social, emotional, behavioral, and personal aspects. These professionals are committed to fostering a supportive environment where students can thrive not only academically but also in their personal development.

Behavioral Intervention: Our counsellors employ a nuanced approach to behavioral intervention, utilizing both individual and group counselling sessions. Through these interactions, students can explore and address challenges, develop coping mechanisms, and cultivate a sense of well-being. The emphasis is on providing tailored support that caters to the unique needs of each student.

Parents: Parents and caregivers share the responsibility of actively working with school staff. This collaboration involves ensuring that students are effectively utilizing the recommended supports. Moreover, parents play a crucial role in actively participating in the achievement of their child's learning goals. This joint effort between parents and school staff creates a cohesive support system that optimizes the learning experience for each student.

Student Accountability and Growth: Empowering students to take an active role in their academic and personal development, our educational philosophy places a strong emphasis on student responsibility. Students are entrusted with the responsibility of diligently working towards their individualized personal and academic goals.

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