



Every student is a success story

Inclusion Policy

IBO 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.

AIS Mission Statement

Al Ruwad International School prepares its students to be **responsible global citizens** with international mindedness and the strength of character to make **positive contributions** in our ever-changing world.

We are a **safe, caring, and diverse community of learners** that works to inspire a passion for **knowledge and lifelong learning**, instills **respect** for self and others, develops the whole child, and strives for academic, artistic, and athletic excellence.

AIS Core Values



Care



Respect



Excellence



Identity and Citizenship



Responsibility



Lifelong Learning

VISION

The **vision** of the Learning Support Team at Alruwad International School is that “all students can achieve”, therefore our sights are set on meeting the diverse needs of each student through individualized educational programming. It is in the student’s best interest that we work cooperatively with families, students and other professionals in order to promote each student’s success and prepare them for the bright future ahead of them.

It is the responsibility of the school community, within budgetary and resource constraints, to ensure that any barriers to learning that may hamper a student’s progress are removed and that students with learning and/or special educational needs (*Exceptional students*) receive the necessary support and encouragement, enabling them to fully participate in all aspects of school life at AIS.

Alruwad International School is focused on helping all students release their potential. We are committed to developing a learning support service that values the abilities and achievements of the students, and provides, for each student, the best possible supports for learning. All teachers are teachers of children with exceptional learning needs. Teaching and supporting such children is therefore a whole school responsibility requiring a whole school response. The focus is on preventative work to ensure that barriers to a child’s learning are identified as quickly as possible and that early action is taken to remove those barriers. This is a team effort and so the school will provide opportunities for collaborative planning and reflection.

This policy will ensure that *exceptional* student’s ~~needs~~ will be able to find their niche in our school community through the socially inclusive systems operating within the school. Furthermore, an optimal level of engagement will be achieved through the application of appropriate educational strategies within a flexible and accommodating school environment.

In order to remove barriers faced by *exceptional* students, the school must allow regular opportunities for collaborative planning and reflection in order to incorporate differentiation for the learning styles and support requirements for all students. The school must ensure that teaching and learning differentiates instruction to meet students’ learning needs and styles. (*IB 2013: Meeting student learning diversity in the classroom*)

The practice of inclusion at AIS ensures that all students have equal access to teaching and learning. The guidelines to inclusion that follow will ultimately allow *exceptional* students to be able to fully participate in all aspects of school life at AIS.

Defining the exceptional student

Students who are *exceptional* struggle with learning more prominently than the majority of children of the same age. They have a disability which prevents or hinders them from making use of conventional teaching strategies. Their learning needs are catered for individually by the classroom teacher with the support of Learning Support Teachers.

Guidelines

1. To facilitate the process of inclusion, the Principal will ensure that a LEARNING SUPPORT TEAM (LST) is constituted prior to the start of a new academic year.
2. The LST will operate under the guidance and direction of the Principal.
3. During the admission process, the LST may refuse admission to an *exceptional* student with learning and/or special educational needs that demand resources that are beyond the reach of the AIS community.
4. An *exceptional* student who is already enrolled in AIS will be accommodated in the following way:
 - a. Students are referred to the Learning Support Team by their teachers and/or parents
 - b. A meeting is set up with the parents, head of section, subject and homeroom teachers and the L.S.T to discuss the student's needs.
 - c. A referral is made for further assessment from an outside professional as required.
 - d. An intermediate IEP is made and will be followed until further assessment information becomes available.
 - e. The intermediate IEP is revisited and reviewed once assessment information is obtained.
 - f. A formal IEP is then developed based on assessment information in conjunction with input from relevant teachers.
 - g. The LST will consult with the parent(s) of a child regarding the development of an IEP and will endeavor to get the parent's written consent for the implementation of the IEP.
 - h. The IEP identifies the student's individual needs which are used to formulate a personalized learning program allowing the student access to learning and teaching.
 - i. The LST will ensure that all IEP's are reviewed at least once per year and that any significant information or curriculum adjustments are recorded.
 - j. *Exceptional* students will be assessed against the same criteria used for all IB students. AIS will accommodate students requiring special access to assessment. Procedures in this regard will be strictly governed by the following two IB documents:
 - *Candidates with assessment access requirements for MYP*
 - *Candidates with assessment access requirements for DP.*

The following may be accommodated.

- i. adjustments to time span for the assessment,
- ii. use of scaffolding materials,
- iii. manner of assessment delivery, for example, hearing the instructions for an assessment versus reading instructions.
- iv. reporting will take the above factors into consideration but will still take place using the reporting platform provided by ManageBac.

5. Teachers are in a strong position to be able to identify students with learning and/or special educational needs. All teachers will undergo training in identifying the symptoms of certain learning disorders and learn appropriate accommodations to remove barriers to learning best suited to each learning disorder identified. The documents, which is attached as APPENDIX A (IB-Meeting Student Learning Diversity in the Classroom & Orton Gillingham Learning Need Checklist) to this policy will serve as a tool to help teachers identify students with learning disorders. In the event that a teacher identifies a student requiring an IEP, s/he will bring this matter to the attention of the LST who in turn will take this matter further.
6. The inclusion policy is subject to the rules and regulations stipulated by the Ministry of Education in Oman.

The Roles of the Stakeholders related to Learning Support:

The School Principal: -

- a) Promotes the education of the whole child within the context of the school community
- b) Carries out duties related to special education as outlined by the Ministry of Education of Oman
- c) Communicates with the school community regarding Alruwad's and the Ministry of Education of Oman's expectations, policies and procedures related to Special Education.
- d) Ensures the development, implementation and review of a student's Individual Education Plan

Learning Support Team:

- a) Carries out duties as outlined by the Inclusion policy of Alruwad International School.
- b) Works in conjunction with relevant teachers and parents to develop Individual Plans for exceptional students.
- c) Ensures that IEP are reviewed once every semester.
- d) Communicates with the relevant teachers and parents about student progress - works with the classroom teacher to review and update the Individual Education Plan -holds qualification to teach special education.
- e) Assists IB Coordinators submit access arrangement request to The IB Assessment Center as needed.
- f) Supports teachers in the implementation of IEP's

Teachers

- a) Assesses and reports on exceptional students.
- b) Supports exceptional students by providing differentiated instruction within the classroom.

- c) Works with the Learning Support Teachers to develop Individual Plans for exceptional students.
- d) Participates in L.S.T meetings throughout the year to review student progress.

Parental Engagement

- a) Becomes familiar with and informed about Alruwad's policies and procedures in the areas that affect their child.
- b) Participates in parent-teacher conferences, informs school of changes which may impact their child's learning
- c) Provides consent for and participate in the development of the Individual Education Plan for their child
- d) Supports their child at home.
- e) Is responsible for their child's attendance at school.
- f) Responsible for having their child externally assessed if deemed necessary by the L.S.T

Social worker

Responsible for supporting students and their families with social concerns as per the Ministry of Education in Oman.

Special Education Teacher

Responsible for leading the LST and for assisting the coordinators in acquiring the necessary documents relating to access to assessment and for supporting teachers in catering for the needs of exceptional students.

Individual Plans in more detail

Individual Plans are considered "live documents" which are constantly being updated to reflect the needs of students. The L.S.T in consultation with teachers and parents, meet once a term to review Individual Plans in order to ensure that the student's needs are being addressed appropriately. A "Year-End Summary" is written at the end of the year for each Individual Plan. This reflects on the student's level of performance and achievement at the time the Individual Plan was developed, comments on the progress throughout the year and provides suggestions for the upcoming school year.

Two types of individual plans can be developed for students at Alruwad International School:

- a) An Individual Education Plan(IEP):
 - i. focuses on supporting students with academic achievement.

- ii. allows for the implementation of accommodations and modifications for *exceptional* students.
- iii. typically reflects teaching and assessment strategies which work best for students as individuals.

b) A Social Emotional Support Plan (SESP)

- i. focuses on supporting students with developmental and social achievements.
- ii. typically focus on providing strategies to teach students how best to deal with emotions, develop friendships and learn socially appropriate behaviors at school.

SPECIAL CONSIDERATION FOR EACH IB PHASE

MYP

The MYP schedule is based on subject specialist teaching and so a great deal of collaboration and planning is going to be required in order to ensure that all teachers are given an opportunity to provide input when creating IEP's.

Special attention must also be given to issues which may arise for an *exceptional* student when completing the IB projects.

Diploma Program

The IB believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Standard assessment conditions may put candidates with learning support requirements at a disadvantage by preventing them from demonstrating their level of attainment. Inclusive assessment arrangements may be authorized in these circumstances. This applies to candidates with long-term or permanent challenges.

Arrangements are available for candidates with assessment access requirements during their preparatory work for assessment and in their written examinations. An application for inclusive access arrangements must be submitted on behalf of a candidate by the coordinator. All requests for inclusive access arrangements submitted by a coordinator must have the support of the head of school .

Procedures for requesting inclusive assessment arrangements are explained in Diploma Programme Assessment procedures.

Special Education needs in the Diploma Programme:

The IB allows school to make their own decision on provision for SEN students in exams based on the following criteria from the Standards and Practices "Assessment requirements not requiring authorization":

A candidate is permitted to take an examination in a separate room if it is in the best interests of the candidate or other candidates in the group. For example, lighting may

be a particular consideration for a candidate with a visual impairment, or a room with an echo may be difficult for a candidate with autism. Furthermore, a candidate's condition or the nature of the inclusive assessment arrangement (for example, a scribe, a computer) may disturb other candidates, in which case a separate examination room is justified. If the examination is taken in a separate room, all regulations governing the conduct of IB examinations must be observed. The candidate must be kept under the constant supervision of an invigilator.

The coordinator may arrange for appropriate seating to meet the needs of individual candidates (for example, sitting near the front may be appropriate for a candidate with vision or hearing difficulties).

An assistant, if necessary a nurse, may be in attendance if this is necessary for the welfare or safety of a candidate. The assistant must not be another candidate or a relative of the candidate.

A candidate who normally uses an aid (for example, a colored overlay, a Braille slate, a sound amplification device, a radio aid, a hearing aid, a low vision aid, a magnifying aid, colored filter lenses) is allowed to use the aid in examinations. Note: It is in breach of regulations if candidates are found in possession of any other mobile devices in the examination room.

A candidate with a hearing condition may receive instructions from a communicator. This arrangement must be confined to explaining the conduct of the examination and the instructions in an examination paper. The communicator must not convey information about any aspect of a question in the paper without prior authorization from IB Assessment center.

If a candidate has difficulties in reading or attention, test directions may be clarified by the invigilator or a designated reader. This arrangement must be strictly confined only to clarifying the directions and instructions and not the content of the questions.

Magnifying devices to enlarge and read print may be used by candidates with vision issues. These may include magnifying glasses and line magnifiers.

For a candidate who has color blindness, the coordinator (or invigilator) is permitted to name colors in an examination paper (for example, on a map in a geography examination). However, no other form of assistance may be given without authorization from the IB Assessment center.

A candidate who is hypersensitive to sound is permitted the use of noise buffers such as headsets, earplugs and individual workstations with acoustic screens. If an individual workstation is employed, all regulations governing the conduct of IB examinations must be observed. The candidate must be kept under the constant supervision of an invigilator.

A candidate may be permitted rest breaks if required to do so due to medical, physical, psychological or other conditions. The amount of time permitted for rest breaks is not counted towards the duration of the candidate's examination. Rest breaks must be supervised to ensure that the security of the examination is

maintained. There must be no communication with, or disturbance to, other candidates. The amount of rest time and number of breaks permitted must be pre-determined and will depend upon the candidate's circumstances, although 10-minutes per hour is the general recommendation. During a rest break, the candidate is not permitted to read, respond to the examination paper or write notes of any kind. Candidates may be allowed to leave the room for all or part of the rest periods. For example, a candidate with diabetes may be provided rest breaks to check blood sugar levels and take medication. If a candidate's personal examination timetable is such that, with rest periods and additional time more than six and a half hours of examinations would take place in one day, rescheduling should be requested.

A candidate may be permitted the use of a prompter due to attention issues, psychological or neurological conditions. A prompter would ensure that a candidate pays attention to the examination. The use of the prompter should not disturb other candidates. The coordinator or invigilator may act as a prompter, but the examination must be conducted according to IB regulations. In all cases, the prompter may only prompt the candidate and not provide any form of assistance. The prompt may be a gentle tap on the candidate's arm or desk/table but should not be given verbally. The prompter must not draw the candidate's attention to any part of the examination paper or script. The prompter should be familiar with the candidate's behavior so that he/she knows when the candidate is off-task. The candidate should be familiar with the kind of prompt that he/she would likely receive from the prompter. The prompter should be in a position that provides a view of the candidate's disposition rather than his/her work. The candidate should not feel as though he/she is under pressure or scrutiny.

At the discretion of the coordinator, a candidate may be given additional time to complete assignments during the two-year programme (for example, the extended essay, theory of knowledge (TOK) essay) without authorization from the IB. However, if an extension to the deadline for the submission of work for assessment is required, the coordinator must contact IB Answers (See section 4.7 Access to extensions and exemptions).

The IB requires:

- The student must be referred to the school psychological / Special Educational Needs (SEN) counsellor.
- The counsellor must give the student a test in the area of concern only (The IB does not require tests in other areas). There are no official IB tests, each school/country will have their own preferred tests. If the school doesn't have the tests, the counsellor should know how to get them, if this is not possible the tests can be bought from outside.
- The test scores must be sent to the IB.

The following evidence need to be sent to the IB

- At least one piece of evidence of the student's work (for example, showing unsuccessful work owing to lack of access or successful work owing to access

given); the work submitted, which needs only be in one subject, must be work that has been written in English, French or Spanish.

- Teacher instructions given for the piece(s) of work sent in, as well as Teacher feedback on the piece(s) of work handed in.
- Evidence of the support the teacher has given the student in relation to their potential learning needs.
- The teacher's assessment of the problems the student faces in their subject and an overall account of his/her performance in the subject.

The following is also acceptable:

- anecdotal observations from the school such as records or correspondence from a class teacher, a learning support/inclusion coordinator or school counsellor
- evidence of correspondence or records from a previous school where the candidate was enrolled and whether the assessment arrangement was used.

Any issues that arise from the nature of the inclusive access arrangements, or any unforeseen difficulties encountered by the candidate during the examinations, should be reported to IB Answers as soon as possible.

For further details you can consult " Access and inclusion policy" published in november 2018.

Bibliography:

Meeting student learning diversity in the classroom. Produced by IBO in 2013.

Alruwad Learning Support Handbook 2017-2018

Programme standards and practices

For use from 1 January 2014

<https://resources.ibo.org/dp/resource/11162-33702/?c=e7dcac27>

Candidates with assessment access requirements

http://xmltwo.ibo.org/publications/DP/Group0/d_0_dpyyy_vmx_1409_1/pdf/access_e.pdf

Access and inclusion policy, Published November 2018.

https://resources.ibo.org/ib/topic/Inclusive-education/works/edu_11162-53587?root=1.6.2.2.5&lang=en

Note:

This Policy will be reviewed each 2 school years by the Pedagogical Leadership Team.