Al Batinah International School
Inclusion Policy and Procedures

Vision Statement:

Al Batinah International School (ABIS) is focused on becoming a leading international school in the GCC by providing an innovative, inquiry-based education that empowers its students to be successful. ABIS will be recognised for its motivating, supportive and individualised learning environment and for its close and respectful connections with its community and host country.

Mission Statement:

We will challenge and inspire all students to reach their full potential by becoming well-rounded global citizens and successful lifelong learners.

Our Learning Pact:

"Challenge yourself, Involve yourself, Be your best"

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Policy Statement

The aim of the Inclusion Policy is to provide structure in implementing procedures and practices at ABIS to create a school environment where Inclusion is practiced daily through mindset, beliefs, and through learning and teaching. Our mission and vision directly requires ABIS to be as inclusive as possible, with the understanding that Inclusion is a journey, a process to provide our students access to learning, overcoming challenges and providing opportunities through collaboration and problem-solving. This policy will outline the procedures taken to value and address our students' diverse learning variances, cultural and financial backgrounds. It will also describe the challenges and limitations due to available resources within the school and country.

Purpose

The purpose of the policy is to address the basic human right to an Inclusive Education as stated by the United Nations, PYP, MYP and DP Programmes, and the rules and regulations of the Ministry of Education in Oman. IB programme principles and practices "call for schools to be organized in ways that value student diversity and respect individual learning differences." As a school, ABIS acknowledges that this is a challenging but required journey, hence this policy. Students who are accepted into ABIS will add to our community through their unique and diverse learning styles, needs and backgrounds. Our students need to be challenged to develop into responsible global citizens and lifelong learners and we can only do this through Inclusion,.

Procedures

At a Glance

- Based on some of our self-review sessions for CIS, Inclusion at ABIS is in the developing stages
- Our definition of Inclusion aligns directly with the IB programmes: it is a process to which barriers are removed and learning is made accessible to students
- Students applying for admission go through a series of assessments to determine if ABIS is a good match for the student
- Students are closely monitored to ensure all students are making progress
- Inclusive Assessment Arrangements can be made should students require it
- Inclusion only happens if the whole community is involved
- There are limited resources within the school and in Oman making it a challenge for ABIS meet the needs of everyone who applies
- Identification happens through the Referral Process, a procedure that allows for parents and teachers to refer a student they believe to need additional support

Inclusion at ABIS

At ABIS, our definition of inclusion aligns directly with the IB programmes' belief that inclusion is the process of removing barriers and making learning more accessible to a well-managed community of learners. This is achieved through the collaboration of our community, working together to problem-solve and differentiate for our students' needs.

Curriculum

With the written, taught and assessed curriculum, teachers plan collaboratively as much as possible: horizontally, vertically, with various specialists and the curriculum coordinator. Teachers take into account the needs of all the students, whether it's interest or ability, and use best practices to deliver instruction. Lessons are differentiated by pace, content or process. Teachers keep in mind the recommendations in student IEPs and implement them as needed, whether it's through modifications and accommodations.

Admission

We invite a well-balanced community of learners with a diverse range of experiences, backgrounds and abilities. All students come with their own set of strengths, areas of growth, and their own unique ways of learning. At the moment, ABIS cannot accommodate students with severe cognitive or physical needs as we do not have the human resource, the environment or the resources to support. On application, families must provide all the relevant documents to allow the school to make an informed decision. Should documents not be shared at the time of admission, it is the school's right to rescind admission. Parents will be told the capacity of the support services that the school is capable of providing, depending on the current student population. If it is not possible to provide the support and accommodation for the child due to the limited resources, we will have to deny admission.

When a serious doubt is raised about providing for a student's needs, the section head will consult with the relevant teaching team and parents. After all options for support have been exhausted, and after seeking assessments and advice from relevant experts, the Head of School may determine that ABIS cannot provide the required level of support and the family will be advised to find an alternative school for the child.

Modification in curriculum and assessment

In the middle years, where students are not going to sit for any MYP eAssessment, or register their candidate for the Personal Project, or expect the IB to provide formal certification for the candidates' MYP studies, ABIS will choose the best ways to support the students with learning support challenges by making modifications to coursework and criteria without needing to seek authorization or approval from the IB. However, only students with a full psycho-educational evaluation report will be able to avail of the curriculum modification. Parents will need to be informed that their child will receive a modified curriculum and it will be reflected in the student's school report.

If it is an eAssessment candidate and the candidate is taking the full MYP certificate and expecting validated grades, there can be no modifications as there are no changes to assessment criteria or learning outcomes in the eAssessment. In this case, ABIS will raise an inclusion request on IBIS and IB will then review it and approve the required inclusion arrangements.

Identification, Assessment and Review

ABIS will use a Response-to-Intervention (RTI) system to screen, identify, intervene and evaluate children thought to be in need of greater support than their peers. This means that on initial concern, the classroom teacher is responsible for differentiating and intervening in consultation with the support teacher. After trying various interventions and progress has n0t been made, then the teacher can refer the student to the Student Support Team (SST) and a support plan will be created to support the student.

If the school decides that further assessment is needed, then this recommendation will be made to parents. If parents refuse assessment and the school is unable to meet a student's educational needs, then the school reserves the right to ask the student to withdraw. With the completed assessment, an Individual Education Plan (IEP) will be created in conjunction with the teachers, the parents and the student.

ABIS will ensure confidentiality of information pertaining to all students with additional learning needs.

Inclusive Assessment Arrangements

On-going assessment will be differentiated in collaboration with the teachers to meet the needs of the students. For major examinations, IB external and internal assessments, International School Assessments, and IGCSE examinations, inclusive assessments can be arranged. Specifically for the IB, a professional assessment that is less than three years old, completed by healthcare professionals, must be provided to the school and the IB organization. Should an assessment be required, the programme coordinators and teachers will make the formal recommendation and parents will bear the costs. No special arrangements can be made without these documents.

Roles and Responsibilities

Inclusion can only be achieved through the mutual respect and collaboration of the whole ABIS community, which includes the administration, board members, teachers, support teachers, teacher assistants, students and families. We expect families to engage with the

school to support the school's mission and vision through transparent communications, constructive and respectful interactions with the teachers and their children.

For the School
- Provide training and instruction to teachers and staff to support individual learning requirements and differentiation
- Raise teacher and staff awareness of the individual needs of students with additional learning support requirements
- Provide appropriate resources for the implementation of the policy

For Administration and Support Staff
- Work collaboratively with teachers to support students with additional learning support
- Manage and maintain records of students with additional learning support
- Share appropriate strategies and resources with teachers and families
- Evaluate effectiveness of programs
- Track student data to determine entry and exit of program

For Teachers
- Comply with school policies
- Acknowledge that students come with a wide range of cultural experiences, academic and language ability that can enrich the classroom
- To differentiate lessons through content, pace or product to allow all students to access the content
- To monitor and raise immediate concerns with Student Support Team
- To collaborate and communicate with parents, sharing both the celebrations and the concerns

For Students
- To advocate for their own learning by participating in discussions related to their educational needs and challenges
- To be independent and determine what strategies work best for their learning variance
- To actively engage and collaborate with their teachers to reach their goals

For Parents
- To recognize and fulfill their responsibilities as parents and play an active role in

their child's education
- To inform and update the school on student on any completed assessments
- To access information, advice and support
- To partner with the teacher to support their child at home
- To communicate with the school on all documents or changes related to their child's learning
- Should a student require a shadow teacher, the school can assist the family in hiring a qualified personnel; however, it is the family's responsibility to cover the cost.

Available Services

ABIS currently has one part-time counselor, two full-time student support teachers, and a pastoral care coordinator in the Secondary School. Together with the teachers, they collaborate and plan to provide counseling, learning support, English as an additional language and enrichment support on an individual need basis. Individual support will be provided primarily by the teachers through differentiation. Should a student require additional support, then the student may be referred for Student Support through the Referral Process.

At this time, ABIS does not have in-house specialists who can work with students that require Speech-Language Therapy, Psychologists or Occupational Therapists. Should a child need any of these supports, the school can help to provide names of clinics in the area, however, it will be guardian's responsibility to cover the costs of such programs.

Referral Process

Stage 1
What happens during Pre-Referral? (Monitor)
The teacher recognizes that a student is consistently performing either significantly above or below the grade-level expectations through assessments, observation, data collection, and class work. During this time, the teacher is responsible for implementing intervention for four to six weeks and collecting additional data. It is important to communicate to parents that there is a concern.
At this time the teacher may:
- Discuss concern with student and set goals
- Determine if the concern is due to language barrier

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- Review previous report cards (in Dropbox) for more information and online portfolios
- Talk to previous teachers and other staff involved
- Communicate to parents of concern either by email, phone call, or meeting
- Chunk assignments
- Provide a variety of methods of instruction delivery (visual, auditory, kinetic)
- Frequently check in with the student
- Consult with Student Support Teachers (SST)
- Assign seating up front with you during whole group lessons
- Positively reinforce behavior you desire to see in student
- Consult the Pre-Referral Intervention Manual (PRIM) or the Behavior Intervention Manual (BIM)

Stage 2
What happens during Referral?

If interventions are not working and progress has not been made, then teacher needs to fill out Referral Application, which can be found under "Pastoral & Student Support" on the ABIS website. The teacher fills out the Referral Application Form. Once referral has been received, SST will determine who will be the Case Manager and the Support Teacher may collect further information through assessments or observations. Within two weeks the SST team will have their initial meeting to discuss findings and determine next steps. Does the student need Enrichment, Learning Support or English as an Additional Language Support? If the answer is "Yes", a learning support plan will be drafted.
At this stage, the student support teacher may:
- Collect sample work from teachers
- If needed, observations of students in class
- Get to know the student, go in-class and work with him or her
- Contact parents to let them know you will be collecting information on their child; can ask for parents' observations or concerns
- Set up initial SST meeting to determine next steps, whether it's additional in-class support, a need for an Individual Learning Plan, or immediate external testing.

Stage 3
What happens when a student has a support plan?

Once a student has a support plan, the teachers collaborate to implement interventions, accommodations or modifications. All teachers and support teachers need to document weekly what was worked on so that there is full communication between all stakeholders. It will be reviewed every six to eight weeks. If the student is a secondary student, then student must be also a part of that meeting to discuss goals for plan.

After the six to eight weeks, teachers must review progress. If the student is making progress with the intervention, but has not yet met the target, student will continue on with intervention for another cycle. If students reached targeted goals, then student can be exited. If a student hasn't made any progress, then a different intervention needs to be implemented or more intensive support may need to be put in place.

After intensive support has deemed insufficient, an SST meeting should be organized to determine what the next best steps should be. This SST meeting should consist of the following: Support Coordinator, teachers involved with the student, and a Head Team Leader. During this time external testing may be recommended or other ideas may be collected.

Parents need to be notified that an SST is taking place and that we will meet with the parents to share the results from the meeting.

What if the student qualifies for Enrichment?
Currently, there is no program dedicated for Gifted and Talented students. If student is consistently meeting above grade level standards or displaying behaviors of gifted/talented in other subject areas, teachers need to be differentiating to meet the needs of the student. Teachers need to be mindful of the talents the student possesses and makes sure to address those needs. Occasionally, students who require enrichment, can be "twice exceptional" and also qualify for additional learning support.

What if the student qualifies for Learning Support?
If a student is performing below the expected grade level, an individual learning plan will be drafted and interventions will be put in place based on the individual need.

What if the student qualifies for EAL Support?
A student qualifies for EAL support when he or she requires additional support in the development of the English language to access the curriculum. This will primarily be addressed in the class through differentiation and in-class support.

Stage 4
How do students exit Learning Support or EAL?
Students are exited when they have made consistent progress and has met the goals of the learning plan. During review cycle, determine if student needs to continue on with support or be released. Should student be released, no new learning plan will be drafted. It

will be noted in their present learning plan that goals were met and further support is no longer needed.

Stage 5
Monitor
Students who have been exited will continued to be closely monitored to make sure the transition is a smooth process.

Terms and Definition

Inclusion

Learning Support

English as an Additional Language

Enrichment

Monitor

Gifted/Talented

Collaboration

Differentiation

Student Support Team (SST)

Accommodation

Adaptation?

Modification

Response-to-Intervention (RTI)
> A system used to screen, monitor, intervene and evaluate whether a student is successful with intervention or requires additional external support.

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- "The IB guide to inclusive education: a resource for whole school development." ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=g_x_senxx_tsm_1501_1_e&part=1&chapter=1.

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- United Nations Educational, Scientific and Cultural Organization. "Policy guidelines on inclusion in education." 2009, unesdoc.unesco.org/images/0017/001778/177849e.pdf.

- *Candidates with special assessment needs* (2011)—specific to the Diploma Programme

- *Language and learning in IB programmes* (2011)

- *Programme standards and practices* (2010)

- *What is an IB education?* (2012)

Review Cycle and Revision History

This policy and included procedures will be reviewed annually by _____

The policy template was accepted by the ___ on [September 28, 2017].
The next review is scheduled for [September 1, 2018].

[guidance] All policies must be reviewed on a regular basis; in most cases annually. The review cycle and revision History should include 4 elements:
- How often the policy will be reviewed and who is responsible to do so.
- When the current version was implemented and by whom.
- When the next review is scheduled
- A table (as below) recording the version history and description of significant changes

Content changes from the previous version should be highlighted. Minor changes should be avoided between formal reviews, though comments are encouraged.If changes are required prior to the next review date, a formal review should occur with changes highlighted.

Version	Committee	Description of changes	Review Date
1.1	Inclusion Committee Review: RW, CR, TD, AW, DK	Took the initial draft of the policy and converted it to the new ABIS Policy and Procedure template; Policy Review Committee read had initial read through the guidelines and the policy	Sept. 28, 2017
	Inclusion Committee Review: RW, CR, TD, AW, DK	Added comments to the policy	October 12, 2017
	Review: RW, CR, TD, AG	Made further revisions to the policy	November 2, 2017
	DK	Revised the policy; added the MLA format to the "Work Cited"	Dec. 11, 2017

Questions to ask when developing and implementing an inclusion/SEN policy

The following questions can be used to assist a school in developing and implementing inclusion/SEN policies and procedures.

School organization

- What are the local, national and international legal obligations on inclusion/SEN that have to be met? UNESCO considers it a right to have an inclusive education
- What are the local, national and international legal requirements of teachers in meeting the needs of students?
- **Is the policy consistent with IB philosophy and practice? - IB considers Inclusion to be the process of removing barriers**
- How is the philosophy on inclusion aligned with the school's mission statement?
- **How does the school define inclusive education? (For more information about IB programmes and inclusion please refer to** *Learning diversity and the IB Programmes: Special educational needs within the International Baccalaureate programmes* **(2010).)**
- How does the policy link to other school policies such as teaching and learning, assessment and language policies?

School development

- **How is the provision for inclusion/SEN supported by professional development? ESL in the mainstream; had a couple of PD on Inclusion last year; a couple of PD on differentiation this year**
- **What provision improvements are needed?**
- **What are the implications for school development?**

Resources

- What expertise does the school have access to? Two full-time support teachers; 1 part-time counselor; 1 part-time secondary support; 1 pastoral care
- What expertise is needed?
- Who are the staff experts and/or consultants who work with students and/or guide teachers to work with students with learning support needs?
- What resources are allocated to maximize inclusion? Technology;
- Who is responsible for finding, allocating and deploying resources? All teachers
- Which testing or screening tools does the school have access to? AGAT
- Which tests are staff qualified to administer?
- Which staff/stakeholders have specific responsibilities to maximize inclusive outcomes (state job title and responsibilities)?
- Is the school physically accessible? If not, is there a plan for creating accessibility?
- What are the budgetary implications?

Stakeholders

- Who are the stakeholders and outsiders to whom the inclusion policy will apply—management, teachers, students, parents/legal representatives of students, non-teaching staff, visitors?
- Which stakeholders are made aware of the inclusion policy?

Communication

- Who is responsible for notifying parents, students and teachers of testing results?
- Are students, parents/legal representatives of students aware of the inclusion policy?
- How is the school community made aware of the inclusion policy?
- Does the school have ongoing communication with parents of students with learning support needs?
- Are there any specific modes of communication?
- How is information communicated and coordinated during transition stages—changing schools, changing sections, changing campuses? (**Be aware of data protection and privacy legislation, including those with respect to student privacy and health information privacy**.)
- How are the inclusive policy and practices communicated to new staff?

Confidentiality

- How does the school communicate its policies and procedures regarding confidential information?
- How is information held on students, is any of the information confidential, where should it be held and who should manage it?
- Who has access to student files?

Learning

- **What is the extent of student learning needs at present?**
- **How are the needs of existing students being met?**
- **How many students in the school have learning support/SEN needs? Are there more students in specific SEN categories?**

Policy documentation

- **How is inclusive/SEN provision documented?**
- **How is the provision for inclusion/SEN structured, coordinated and monitored?**
- How is the overall access to curriculum, examinations and school activities reflected in the policy?
- How are individual educational plans reflected in the policy?

Policy processes

- What is the policy review process? How does it ensure that the inclusion policy remains a work in progress, keeping up to date with the needs of the student population and in line with learning needs legislation as well as roles and responsibilities?

ABIS offers Student Support where specialists help students to understand their learner

profile and to find strategies to best access the curriculum. Student support can take a range of forms, including the four good practices according to the IB: **affirming identity, building self-esteem, valuing prior knowledge, extending learning,** one-on-one classroom support, **scaffolded** materials, **differentiated** work, modified tasks, peer tutoring, in-class support, flexible groupings, and intensive intervention.

student can be placed into either mild, medium or intensive support depending upon the amount of support needed for the student.

Mild Support -Typically students who are performing a half-year to a year below his or her grade-level peers. This student may only require check-ins, flexible grouping instruction (groupings that are interchangeable daily or weekly, based on data/assessments), small group instruction (no more than six students in a group). Students will only need support for a short period of time. Typically students who receive about 1-3 hours a week of support, mostly through in-class support, flexible groupings.

Medium Support - Typically students who are performing over a year to two years below grade level. A student who needs further support through targeted interventions (focused grouping with a specific goal) that meet three times per week on top of receiving in-class support. This student may need behavior interventions to keep student focused and on task. The student may need to work on executive function skills (time management, impulse control, organization, etc.) Typically will receive 5-10 hours of support a week.

Intensive Support - Typically, a student who is performing over two grade levels below his or her peers. May have more than one area of concern such as fine motor, gross motor, language development, academic or social/emotional. The student may need to have an individualized learning plan that modifies curriculum-standard expectations. Student requires intensive, targeted intervention that meets four to five times a week. Student may require one-on-one support. Students receive over 10 hours of support.