

Inclusive Education Policy



SYP – Gymnasium 1306

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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.

School of Young Politicians Mission Statement

The School of Young Politicians provides students with education which enables them to become holistic lifelong learners who are not only knowledgeable but also caring people contributing to the change of the world making it better and more peaceful. Being internationally minded and tolerant they understand that the differences should be respected and act as compassionate members of the world society.

IB Learner Profile

Inquirer

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinker

We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicator

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Balanced

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Risk-taker

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Philosophy

IE (Inclusive Education) policy of SYP is associated with the school aims, its learning and teaching policies, and its inclusive character. It is the school's strongest belief that the teaching, learning achievements, attitudes and well-being of all children matter – including those identified as having special educational needs (IE). We aim to ensure that all children's needs are met through the culture, practice, management and the deployment of the school resources.

The school administration believes that all children, regardless of their abilities and behavior, should be valued equally in the School of Young Politicians Gymnasium 1306. Therefore, the needs of all children are recognized and met through various and flexible provisions throughout the curriculum.

Aims and Objectives of IE Policy

- *To ensure that all children have access to a broad, balanced and relevant curriculum which is differentiated according to their individual needs.*
- *To provide a safe and stimulating environment in which all children feel happy and secure.*
- *To ensure early identification, assessment and provision of help to any child who may be identified as having special needs.*
- *To help every child realize his or her full potential and nurture self-esteem by the celebration of success and endeavors.*
- *To enable the whole staff to identify pupils with special needs and to take responsibility for recognizing and addressing their needs.*
- *To encourage the whole school community to demonstrate a positive attitude towards IE.*
- *To encourage an effective parent partnership in developing and implementing a joint learning approach at home and at school.*
- *To involve and support children where appropriate in decision making processes that occur in their education.*

Definitions used in Inclusive Education

In SYP the following is defined as a Special Educational Needs:

“Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them”.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age
- are under compulsory school age and fall within the definition of the above or would do so if special educational provision were not made for them.

Children must not be regarded as **having learning difficulty** solely because the language or form of the language use is different from the language in which they are taught.

Special educational provision means educational provision additional to or otherwise different from the educational provisions made generally for children of their school starting from the age of two and onwards.

Governors, in co-operation with the head-teacher, determine the school's general policy and approach to provision for children with special needs, establish the appropriate staffing arrangements and maintain the oversight of the school work. There is an identified governor for IE who monitors the implementation of the policy.

The Head Teacher has the responsibility for the day to day management of all aspects of the school work, including the provision for children with special needs. He keeps the governing body fully informed of the current situation and the developments. At the same time the Head Teacher closely works with the IECO (IE Coordinator) and ensures that the provision is made within the IECO's timetable for planning and co-ordination.

Stakeholders' Roles and Responsibilities

The IE Coordinator (IECO) working with fellow teachers has the responsibility for:

- *overseeing the day to day operation of the school IE policy*
- *co-ordinating provisions for children with special needs*
- *liaising with and advising other teachers*
- *managing Learning Support Assistants*
- *overseeing the records of all children with special needs*
- *liaising with parents of children with special needs*
- *contributing to in-service training of staff*
- *liaising with external agencies such as educational psychology, health and social services, as well as voluntary bodies.*

The whole teaching staff have the responsibility for:

- *setting appropriate learning challenges*
- *responding to diverse learning needs*
- *overcoming barriers to learning*
- *assessing individuals and groups of children*
- *taking part in appropriate training*

Pupils who are struggling with acquiring basic reading, spelling, mathematical, language or gross/fine motor skills will, on occasions be withdrawn to be given individual or group tuition by an LSA (Learning Support Assistant- class tutors). We believe that it is essential that children who are having difficulties in learning such skills be supported at the early stages of the problem identification.

Learning Support Assistants are involved in the implementation of the policy as directed by teaching staff.

School Responsibilities

Curriculum entitlement. All children including those with special educational needs have access to a broad and balanced curriculum. Our school promotes all five outcomes from 'Every Child Matters': Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution, Achieve Economic Well-being.

Allocation of resources. The administration, through the Finance committee, allocates funds to meet the needs of pupils with special educational needs. The Head Teacher manages the funds allocated by the administration to meet the differing needs of the children with IE. The administration requires that the Head Teacher and the IECO ensure that the resources are used to the best of their opportunities.

IE training for staff. IE training is organized as required to meet the current needs of the staff and is led by the IECO or by appropriate outside agencies. Learning Support Assistants- tutors are invited to attend relevant training sessions and external courses.

IE - Procedures

1. Initial Concern – Collecting Evidence. Ideally, within the first term of admission to school or nursery, the class teacher identifies a child's areas of need and takes initial action in the classroom. The IECO is informed of the concern. The child may also work with support staff. The teacher may have talked with parents.

2. Collecting Evidence

- The class teacher now starts collecting evidences against the concerns. This is done for half a term. By this time the teacher should have already turned to the IECO for advice.
- The teacher sets up an individual file for the child, including the date and context of each example of evidence.
- At the end of the half term the evidences are used to decide:
 - a. To take off the Initial Concern.
 - b. To move the child on to School Action.

3. School Action

Record the date on the IE register: **IE –School Action** required at this stage.

The teacher sets short term targets for the child, planning for lessons is differentiated and special provision is made using resources, groupings and support staff to address the certain identified learning areas.

After one term, the progress of the child is reviewed with the staff and parents. If the child has made progress within the provided differentiated work, with support as in place, then the child will stay at School Action at the school's discretion. However, if the child is making little or no progress at School Action and the school feels more support is needed then he/she moves to School Action Plus.

4. School Action Plus

Record change and date on the IE register. **School Action Plus** is the next stage in the IE support and assessment process, when external services are involved. At this stage, the IECO becomes more involved, arranging meetings, external involvement and assessment. These specialists usually see the child in school so that they can give advice to teachers on new targets and accompanying strategies. The support may also include assessment and writing reports or advice. The kinds of advice and support will vary according to the needs of the child. This will be reviewed termly.

5. Transition to Special or Mainstream Schools

Whenever any pupil with a Statement of Special Educational Needs transfers to another school, including special schools, the school passes on the relevant information. In addition, there is a Transition Review held in the fall term where parents can express and discuss the choice of secondary school. Dialogue will then be set up with the receiving school IECO to organize visits in the summer term. Children with a Statement will have access to transition support from Learning Mentors.

6. Identification and Intervention

a) Triggers indicating the need for intervention at School Action are as follows:

When despite receiving differentiated learning opportunities, the child:

- *makes little or no progress even when teaching approaches are targeted in a child's differentiated area of weakness*
- *shows signs of difficulty in developing literacy and numeracy skills that result in poor attainment in some curriculum areas*
- *presents persistent emotional and/or behavioural difficulties despite the behaviour management techniques usually employed in the school*
- *has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment*
- *has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum*

b) Triggers indicating the need for intervention at School Action Plus are as follows:

When despite having had an individualized programme and/or concentrated support under School Action, the child:

- *continues to make little or no progress in specific areas over a prolonged period*
- *continues to work at national curriculum levels substantially below that of his/her peer*
- *continues to have difficulty in developing literacy and numeracy skills exhibits emotional or behavioural difficulties which substantially interfere with the child's own learning or that of the class despite having individualized targets for behaviour*
- *has sensory or physical needs requiring additional specialist equipment or regular advice or visits by a specialist service demonstrates on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.*

7. Assessment of progress

The Staff assess the progress of all children in line with the school **Assessment Policy**. Teachers monitor the standard of attainment of individual pupils through additional and close:

- *Teacher observations and marking of daily work*
- *State standards of achievement level identifications*
- *Reading and Spelling assessments*

External Assessment Organization for Students with Inclusive Educational Needs

If there are students with special needs who are to sit MYP or DP external assessments, the school follows the regulations set by IB requesting for a permission from IB to arrange these students' assessment according to the IB principles. Due to these arrangements students with inclusive educational needs get equal opportunities and access to IB external assessment. The detail on the arrangements can be found in *Candidates with assessment access requirements (Middle Years Programme) (IB 2015)* and *DP coordinator handbook - A4.12 (IB 2017)*.

Parent Partnership

Our aim at School of Young Politicians Gymnasium 1306 is to develop a partnership where professionals and parents work together in the best interests of the child. The views and wishes of the child are also sought.

The school follows the IE key principles involved in communicating with and working in partnership with parents and these include:

- *having positive attitudes towards parents, respecting the validity of differing perspectives*
- *providing user-friendly information and procedures, and being aware of the needs parents might have*
- *recognizing the pressures the parents may be under because of the child's needs*
- *acknowledging the importance of parental knowledge and expertise in relation to their child*
- *gaining parental permission before referring them to others for support*

In addition, parents are welcome to talk to teachers whenever they have a concern about a child at a mutually convenient time.

Relationship with outside agencies

The school has full access to National IE support services and can enlist the help of support services and outside agencies which may include:

- *Learning Support Services*
- *Educational Psychology Services*
- *Social, Emotional and Behavioural Support Services*
- *School Nurse*
- *Visual or Hearing Impairment Service*
- *Speech and Language Therapy Service*

Complaints - Procedures

If parents have a complaint about the IE provision in school they may initially contact:

- *the class teacher*
- *the IECO*
- *IB coordinators*

In response, the class teacher and the IECO provide the parents with the evidences of the work undertaken, its targets and the assessment of the progress. If a problem is still not resolved parents may then contact the administration to request a meeting.

Monitoring and evaluating the success of the policy

This IE Policy lists critical success factors as:

- *the culture, practice, management and deployment of resources in the school are designed to ensure the needs of all children are met*
- *special educational needs of children are identified at an early stage*
- *best practice is exploited when devising interventions*
- *the wishes of the students are taken into account*
- *educational professionals and parents work in partnership*
- *interventions for each student are reviewed regularly*

Communication of IE to the SYP community

The language policy is introduced to the SYP community through multiple pathways including staff meetings, PLT meetings, separate IB programme stage meetings (PYP, MYP and DP separate meetings), in homeroom teacher newsletters sent to the parents, homeroom teacher meetings with the students, student assembly. The policy is also featured on the SYP website. New staff is familiarized with the document during orientation.

Reviewing committee and the review process

All the school policies are reviewed annually. Their review starts in March and finishes in August before the start of the new academic year after which it is publicized.

The reviewing committee which has IE coordinator, one homeroom teacher from each grade level, one language teacher from each section of the school (kindergarten, elementary school, middle school and high school), all IB coordinators, Head of IB and Head of Academics, one representative from the parent council and one representative from the student council, externally invited psychologist.

The procedure is the following:

- At the end of March the review is announced and the whole community is offered to send their feedback and comments on the current policy. In April the feedback is thoroughly considered and all the new publications of IB are referred to keep the documents informed and up to date.
- In May the committee reveals the new version for a public discussion.
- At the end of August after a final meeting and discussions of the further comments received, the committee verifies the final version and the policy is publicized.

References and Resources

1. The Programme standards and practices document (2014)
 - *A9. The school supports access for students to the IB programme(s) and philosophy.*
 - *B1:5. The school develops and implements policies and procedures that support the programme(s).*
 - *B2:8. The school provides support for its students with learning and/or special education needs and support for their teachers.*
 - *C1:6. Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.*
 - *C3:10. Teaching and learning differentiates instruction to meet students' learning needs and styles.*
2. What is an IB education (IB – last updated 2017)
3. Meeting student learning diversity in the classroom (IB -2013)
4. Learning diversity and inclusion in IB programmes (IB 2016)
5. The IB guide to inclusive education: a resource for whole school development
6. Language and learning in IB programmes (2011)
7. Learning diversity and the IB Programmes/Special educational needs within the International Baccalaureate programmes (2010)
8. Making the PYP happen: A curriculum framework for international primary education (IB – last updated 2009)
9. MYP: From principles into practice (Learning diversity and inclusion – IB 2015)
10. Middle Years Programme Candidates with assessment access requirements (IB – 2015)
11. Handbook of Procedures for the Middle Years Programme: Assessment 2017
12. Candidates with special assessment needs (2011) (specific to the Diploma Programme)
13. Diploma Programme assessment Principles and practice (IB – 2010)
14. Handbook of procedures for the Diploma Programme 2017