



PREMJERS
international school

INCLUSION POLICY

Primary Years Programme (IB PYP)

Approved **August 2024**
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INTRODUCTION

International School Premjers is an IB World School authorized to offer the IB Middle Years Programme (MYP) and the IB Diploma Programme (DP), and is a candidate school for the IB Primary Years Programme (PYP). The addition of the IB PYP to our educational offer allows for a coherent and successive educational experience for our students by providing a seamless transition from primary to secondary education, fostering continuity in learning, and ensuring the development of well-rounded, globally-minded individuals who are equipped with the skills and knowledge needed to excel in the IB Middle Years Programme (MYP) and beyond.

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.

INTERNATIONAL SCHOOL PREMJERS MISSION STATEMENT

At International School Premjers, we are committed to providing a comprehensive and rigorous secondary education that nurtures inquiring, knowledgeable, and compassionate young people.

Our mission is to help our students grow into lifelong learners who embrace intercultural understanding, reflect on themselves, and strive to create a more just and inclusive world.

Through academic excellence and personal development, we empower them to overcome challenges, respect diverse perspectives, and actively contribute to a humane and equitable global community.

VISION

We are able to contribute to the diversity and peace in the world as responsible global citizens equipped with good knowledge, showing care and compassion, promoting innovative ideas and committed to making a difference.

CORE VALUES

To envision and to accomplish the mission of our school, we have our core values:

- open-mindedness
- collaboration
- respect
- taking action
- appreciation

“Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.” (Learning diversity and inclusion in IB programmes. IBO, 2016)

Philosophy

This policy sets our commitment to promote a safe and supportive learning environment in order to engage every student so that they achieve at the highest possible level of their learning and well-being through quality care and teaching. International School Premjers has a responsibility to remove barriers to learning for all students and ensure that learning opportunities are available to meet the needs of students with a range of learning diversities.

Therefore, the purpose of International School Premjers Inclusion / SEN Policy is to recognize and articulate that responsibility in identifying and providing support for students who have special educational needs and require encouragement, as well as accommodations, modifications, adaptations, alternative resources and specialist teachers to ensure they have access to the curriculum and academic rigor.

At International School Premjers we believe that through the emphasis on acceptance of diversity we will provide a culture of collaboration, mutual respect, support and problem solving, and motivate students to learn from multiple perspectives.

Policy aims

International School Premjers Inclusion / SEN Policy aims are:

- To work towards achieving inclusion for all students, meeting their individual needs.
- To identify students with learning differences and ensure that their needs are met.
- To develop and create a caring culture of inclusion.
- To inform parents of their child's areas of challenge.
- To develop differentiated instruction appropriate to each child's specific learning needs.
- To document needs, practices and plans for students through Individual Education Plans as needed.
- To monitor, evaluate and review student progress.
- To promote collaboration amongst teachers to make education accessible to all students.
- To offer support to staff as they respond to student needs.
- To establish effective home-school partnerships, including the development of support strategies for parents, in the best interest of the student.
- To involve outside agencies and resources when appropriate.

Guiding principles

To support all learners, at International School Premjers we have:

1. A philosophy that promotes open-mindedness and respect for differences.
2. A concept-based curriculum that offers opportunities for differentiation.
3. Systems for early identification of learning needs.
4. A shared understanding of the learning needs by all stakeholders (teachers, parents and the students).

5. Policies and procedures that support the programme.
6. Planning and regular meeting time to allow teachers to develop teaching practices that support different learning needs and styles.
7. An acknowledgement that there are barriers to learning and seeks to address them in the least restrictive way possible.

Through collaboration, open communication and shared understanding between students, parents and teachers; and with a safe learning environment purposefully designed for specific learning needs, we aim to provide effective support for all learners in the least restrictive environment. The least restrictive environment can vary from student to student depending on the areas of challenge and is subject to regular re-evaluation.

Definitions

Special educational needs at International School Premjers include but are not limited to:

- Mild to moderate* learning difficulties
- Social, emotional and behavioural differences
- Medical conditions
- Speech differences
- Mild to moderate visual/aural impairments
- High ability

*Mild to moderate learning differences can be defined as those differences that can be supported within the learning support structures at International School Premjers.

Inclusion refers to providing access to all components of the IB PYP for all students, regardless of their individual needs.

Differentiation is an instructional design model that modifies the written, taught, and assessed curriculum in order to meet individual needs.

Special educational needs (SEN) refers to students who have a learning difficulty or disability which calls for special educational provision to be made for them.

Provisions

The school is not equipped to educate children with moderate-to-severe learning or physical handicaps. Families are asked to share information that helps identify the appropriate services, inclusive access arrangements, and reasonable adjustments needed to support students effectively. Where the School agrees to support the provision of additional services, such as the use of additional staff or physical resources, an applicant's parent(s)/guardian(s) will be charged an additional fee that reasonably reflects the cost to the School for providing those services.

Inclusion and learning support

International School Premjers admits students with learning differences as defined above. The students will be integrated into the mainstream classroom at their appropriate level and provided with any or all of the following support options:

- Mainstream class with in-class support through accommodations
- Mainstream class with withdrawal and in-class support
- Mainstream class with withdrawal support

The school administration and learning support teacher(s) will assist parents in determining the best support strategies for the student, taking into account the student's specific learning and support needs.

Additionally, students who are identified as advanced or gifted learners will also be appropriately placed and supported in the classroom.

Learning support at International School Premjers includes the provision of accommodations, modifications and various supports to enable students to reach their potential. It is based on providing positive learning environment, where students feel valued, are actively engaged in learning, and feel safe and secure.

Specifically, support is provided by

- Open and respectful communication with students
- Assisting students in goal setting and planning, allowing them to better understand their strengths, needs and interests
- Allowing use of a variety of materials and equipment to meet the different learning styles and needs of students
- Utilizing instructional strategies and materials that support a diversity of learning styles
- Providing accommodations during class time and assessments
- Providing differentiated instruction through the adaptation of content, process and product to best suit the needs of the individuals in their classroom
- Working in flexible and cooperative groups or using a pull-out approach when it is determined that a student would benefit from additional support outside of the classroom
- Creating an emotionally and physically safe environment to learn in
- Communicating regularly with parents, teachers and students to build awareness
- Developing Individual Education Plans (IEP) for those students requiring specialized support
- Modifications to the curriculum for those students with significant learning difficulties and who require more intensive support

The school will also provide information and may refer parents to other professionals outside of school who may help support the development of the student.

Identification procedures

For students transferring to International School Premjers from other schools, the previous school records, information given by parents during the admissions process, and medical history (where applicable) will be the main source of information to help identify students with individual needs.

Identification of a student with learning differences can occur at any stage of development and special educational needs may become apparent as a student progresses through the school. When there are indicators that a student may have a learning difficulty or difference, any classroom teacher or school staff member can submit a referral based on the observations or student's assessment results.

Once a referral has been made, Head of School, Learning Support Coordinator, School Counselor and classroom teachers work collaboratively to determine the best course of action for the individual child, based on the resources available.

The referral procedures that are practiced are as follows:

- Classroom teachers and grade tutors observe the student in various settings and while working on various tasks, evaluating their academic, behavioural and emotional difficulties. The teachers document any strategies that have been tried and resources used and whether or not they have been successful.
- Formal and informal assessments are conducted. Assessment results are documented and analysed.
- Recommendations are made to the appropriate teaching staff of any teaching interventions or support which may be needed.
- Classroom teachers collaborate on lesson planning and developing strategies to provide the highest quality of differentiated instruction possible.
- A meeting with a child's parents is held to share the areas of concern, explain what support is required and how it will be provided, and make recommendations.
- An Individual Education Plan (IEP) is designed to meet the student's needs with parental consent.

Developing an IEP is initiated after adequate, systematic, documented classroom intervention has been attempted, and insufficient progress is evident. The IEP is based upon the recommendations of the classroom teachers and a psycho-educational assessment. It identifies the student's individual needs, goals and priorities for learning and is designed by the Learning Support personnel, classroom teachers, parents and the student, where appropriate. An IEP requires the consent and cooperation of the parent(s). A draft of the IEP is approved by the parents and signed at a formal IEP meeting. Review of the IEP occurs once per term.

Documentation and communication of learning support process and procedures

- Individual Education Plan (IEP).
Individual Education Plans (IEPs) are written for students who are identified for special education services. These plans will be revised once per semester, are confidential, and are shared with other school staff as required.
- Individual case files are maintained to record the progress of each child with special education needs. These files will be used to track student progress and make educational decisions, including accommodations and strategies for success.
- Communication of the child's progress and other details happens through timely emails, telephone conversations, or face-to-face meetings with the parents on a weekly basis.
- The formative and summative tasks are differentiated using assessment strategies and tools according to the child's abilities.

- The students with special needs get a detailed anecdotal report at the end of each term. The progress report of a student must contain written comments including a statement about the progress of the student in relation to the goals in their IEP. Where appropriate, written comments should describe ways to enable the student to demonstrate their learning in relation to expected learning outcomes set out in the curriculum for the course or subject and year level, and should describe the time period required to enable the student to demonstrate such learning.

Electronic progress reports will be maintained in individual student case files.

Assessment

Assessment practices are inclusive, emphasizing growth and progress over time.

Students are assessed in a way that reflects their abilities and learning potential rather than their limitations.

All teachers will utilize a variety of formative assessments to determine individual student needs and abilities and to tailor subsequent instruction.

All the students will be assessed against the same criteria in accordance with the IB PYP assessment guidelines.

Teachers will develop summative assessments that are differentiated to provide necessary modifications, challenges, and student choice.

Students with special educational needs or learning differences may be provided with modifications and modified task clarifications, such as adjustments to the time span for the assessment, use of scaffolding materials, and manner of assessment delivery, for example, hearing the instructions for an assessment versus reading instructions.

RESPONSIBILITIES

Administration

In order to provide the best possible support for students with special educational needs, the administration will:

- Raise faculty and staff awareness of the needs of students identified as having learning differences.
- Appoint a Learning Support coordinator to develop and oversee Learning Support services at International School Premjers.
- Collaborate with the Learning Support coordinator on the admissions decisions of students who may need learning support.
- Acquire, and share with the appropriate teachers, any student records from previous schools and any medical references of the students in need.
- Respect the confidential rights of the student and family and make it an obligation of all International School Premjers staff to protect confidential information.
- Provide information to parents about the school's procedure and policy for students with special needs.
- Ensure that accommodations are met when available.

Learning Support Services and Coordinator

The Learning Support Coordinator will be responsible for leading, coordinating and monitoring Learning Support Services at International School Premjers in collaboration with the Programme Coordinator, School Counsellor, grade tutors and classroom teachers.

The Learning Support Coordinator's responsibilities include:

- Keeping up to date with current SEN methods and practices.
- Reviewing and storing documentation for internal implementation, maintaining individual student case files containing IEPs.
- Contacting parents on behalf of the school whenever necessary and obtaining permission from parents for the release of learning differences documentation.
- Preparing IEPs in collaboration with classroom teachers and parents.
- Evaluating IEPs based on student's achievement and performance at the end of each term.
- Assisting students and teachers with planning and implementation of accommodations and modifications.

Classroom teachers

A high level of collaboration and communication between the classroom teachers and the learning support staff is required to provide successful learning support services. Classroom teachers' responsibilities include:

- Recognizing that some students may have specific learning difficulties and bringing concerns to the attention of the learning support coordinator responsible for coordinating special needs service, following the school's identification procedures.
- Collaborating with the learning support staff in the development of IEPs and identifying appropriate accommodations to support learning.
- Implementing the accommodations stated in the IEP.
- Monitoring and maintaining a record of student's progress towards achieving the goals specified in the IEP.
- Differentiating the curriculum to meet the needs of all learning support students within their class.
- Participating in a review of the progress of SEN students at the end of a term.
- Communicating with parents to outline the support that has been practiced at school and the progress made by the student.

Parents

Parent involvement and participation is an essential contribution to their child's learning programme and should be included in the learning support plan or IEP. Parents will contribute to improving the informal support plan or IEP by:

- Creating a good learning environment at home which provides opportunities for parents and children to participate together in developing language and numeracy.
- Supporting the work done at school by engaging in activities at home like storytelling, discussions and review of what the students have done in the class.
- Using proactive, timely and supportive means to communicate issues of concern.

- Supporting the learning targets and actions to be taken by the school to meet those targets.
- Discussing their child's progress with the learning support staff and classroom teachers.

Students

The involvement of students in the development, implementation and evaluation of the IEPs is required to effectively support their learning needs and develop self-management and independence. Students should:

- Contribute to the development of the IEP by setting the learning targets.
- Be aware of their learning goals, and strive to improve based upon these goals.
- Understand the accommodations and self-advocate for those when appropriate.
- Reflect on their progress by participating in various assessments.

CONFIDENTIALITY

At International School Premjers we respect the confidentiality of privileged information and all children's right to privacy. All information concerning the students who are experiencing difficulties at school will be kept confidential and will only be shared amongst the student's team of teachers, support staff and school administration with the purpose of sharing to assist the student in learning to the best of their ability. It is the professional obligation of all the staff to protect confidential information.

POLICY REVIEW

This policy document will be systematically reviewed, evaluated and modified to ensure that it is both current and relevant to the changing needs and dynamics of the School.

The review process will be implemented involving full teaching faculty and administration. After each review, the policy document will be shared with staff and all stakeholders through meetings and workshops. The Programme Coordinator will ensure its implementation and initiate the next policy review, no later than 3 years from the date of publication.

CONCLUSION

At International School Premjers we respect the general principles outlined by the IB when planning adaptations to teaching and assessments for students with special educational needs. We aim to create a unique learning community that will provide inclusion for students with diverse learning needs through the mutual efforts of teachers, students and their parents.

Bibliography:

Primary Years Programme: From principles into practice. IBO, 2018
 Learning diversity and inclusion in IB programmes. IBO, 2020
 Access and inclusion policy. IBO, 2016
 Developing a school inclusion policy: A guide to IB world schools. IBO, 2018