

INCLUSION POLICY

School Mission

At Invento the Uzbek International School, we strive to empower each child to grow its unique personality and inclinations with self-confidence. Invento education instills the skills to build healthy relationships by imparting a deeper and meaningful understanding of their immediate environment. We help Inventors build solid academic foundations combined with life-long learning habits in order to develop international-mindedness through a carefully crafted bilingual student-centred program.

Rationale

Individuals are multi-abled and have the full spectrum of different ways of thinking and understanding. Invento, The Uzbek International School recognizes that there are many ways to learn and each student will be given the opportunity to grow in their individual way as a person and as a learner.

The purpose of this policy is to provide equal access to education for every student of Invento. The school believes that it is the collective responsibility of all its members to ensure each student has the opportunity to develop their individual strengths and inclinations. To that effect, the school strives to provide a varied approach to education regardless of ability, race, religion or linguistic background.

We recognize that in order to cater for our diverse cohort we will spend time and resources within our capabilities to support the unique abilities, talents, and personal qualities of each student. Upon the discovery of students with temporary or more permanent special learning needs we endeavour to meet these needs through our means of learning support.

At Invento The Uzbek International School we

- *Value a broad range of talents, abilities, and achievements and ensure our students feel valued*
- *Create a climate of individualized high expectations*
- *Promote success and self-esteem*
- *Deliver a high-quality education that is appropriate to students' individual needs within our staffing and facility abilities*
- *Collaborate with all community members to remove barriers to learning and participation*
- *Work in close partnership with parents in supporting their child's education*

(The material in the section above has been inspired by and adapted from the IB's publication The IBGuide to Inclusive Education: A Resource for Whole School Development, published 2018.)

Definitions

Inclusion: An ongoing process that strives to increase access and engagement in learning by identifying and removing barriers for students.

Special learning needs: The learning needs of students who learn and develop differently from most others, due to specific health or behavioural needs.

Gifted and Talented students: Students identified as expert learners, highly able, gifted and talented, or exceptionally able, may be globally gifted in specific areas or indeed be gifted in some areas but experience learning challenges in other areas.(Meeting student learning diversity in the classroom, IBO, p.26)

Differentiation: A process of identifying the most effective strategies for individual students to create learning opportunities that enable every student to develop, pursue, and achieve appropriate individual learning goals. Learning in the classroom can be differentiated through content, process, product, or the classroom environment.

Content: ensuring each student can have access to the knowledge, understanding and skills within their individual zone of proximal development.

Process: ensuring appropriate activities and strategies are implemented to help each student engage and make meaningful connections to knowledge, understanding and skills.

Product: ensure the products that students are enabled to create show relevant evidence, knowledge, understanding and skills.

Inclusive access: the use of reasonable adjustments and inclusive access arrangements to ensure that conditions are as fair as possible for each student given their learning needs. These may be adequately reflected at any stage of the learning process (The material in the section above has been inspired by and adapted from the IB's publication Learning Diversity and Inclusion in IB Programmes (2018)).

Learning Support Team: The Learning Support Teams are composed of the Principal, teachers, speech therapist and child psychologist; there is one Learning Support Teacher for Primary and Secondary school. The team meets regularly to review students in need, mostly at the request of individual homeroom teachers.

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STRUCTURED PROCESS

Admission in the PYP and MYP

Invento admits and supports students with diverse learning needs. We are as inclusive as our resources allow, in terms of facilities and staffing. The school conducts an evaluation of all applicants within 15 academic calendar days during enrolment to ensure that each child can access the school's programme within the available levels of support. We have a learning support team that can deal with various needs affecting students' learning but not severe needs.

If a place is offered to a child with more learning support needs than the school's resources allow, the conditions of the offer will be clearly indicated at enrollment with parents and the Principal or the PYP Coordinator. This may include parents being required to pay for additional support facilities or staffing as needed for the individual child to access the school's programme.

It is the responsibility of parents to offer full information in advance of admissions concerning a child's possible learning support needs, including information if the child has been receiving learning and behavioural support at a previous school. Failure to do so may result in the withdrawal of an offer, requiring the child's withdrawal from school, or parents being required to pay for additional support facilities or staffing as needed for the individual child to access the school's programme. Correspondence with parents summarizing the situation and expectations document this initial process.

Identification and Evaluation in the PYP and MYP.

Parents with children identified with specific learning needs may communicate with the teacher, child psychologist or the principal. Teachers may refer learners to SEN/psychologist based on classroom observations to determine their learning needs. If a formal assessment is required, the classroom teacher will seek a professional opinion from the psychologist or the Learning Support teacher as appropriate. The Support team then reviews the information and assigns the appropriate steps forward. The Learning Support Team meets after the classroom observations to determine if exceptional learning support is needed. Written documentation is established and recorded.

If the learning need appears to be related to Special Educational Needs (SEN) based on the classroom observations, further assessments may be required, including various cognitive, and behavioural assessments. Results of the assessment are shared with the parents and an individual educational plan (IEP) is worked on collaboratively with all relevant school members. Parents remain informed by email of this process. Follow-up meetings with parents will take place to share the information.

In some situations, the Individual Learning Support Team may determine that a student has a learning need that does not allow the child to access the school's programme via the available levels of support. In these situations, parents may be asked to:

- *Have additional professional testing of the child at the parent's expense.*
- *Withdraw the child from school.*
- *Pay for additional support resources or staffing.*

Planning and Instruction in the PYP and MYP

- When the special educational needs can be accommodated within our school resources, differentiated arrangements and teaching strategies are put in place to support students and ensure they can access the curriculum as much as possible.
- These arrangements may involve the preparation of specific learning engagements, the division of tasks or the provision of special conditions for completing tasks.
- Effective collaboration amongst teaching staff enables personalised arrangements to ensure that self-esteem is fostered and that appropriate scaffolding of learning is implemented.
- In all areas of IB learning, inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing learning barriers.
- In the IB programs, student strengths are celebrated and challenges are addressed through a focus on the Approaches to Teaching and Learning.
- Written documentation of the differentiation process is recorded in Unit planners on Toddle.
- Professional Development is provided by the Learning Support Teacher and the school psychologist to support the teaching staff in offering inclusive environments. There is a minimum of 4 Professional sessions per year provided by the SEN CO to the whole school to best support behavioral and/or academic challenges. The SEN Co collaborates at the beginning, in the middle and at the end of each unit of work to ensure that planning, delivery and assessments take into account the needs of all students.
- For Gifted and Talented students creating opportunities for extension may include acceleration, increasing depth of learning and collaborating with external specialists. Support is given to our teachers by our SEN Coordinator two times a year or to support ongoing learning and teaching for identified students.

IEP template

learning support record of concern

Evaluation and reporting in the PYP and MYP

Evaluation and reporting of progress for students with exceptional learning support needs is conducted by both the classroom teacher(s) and the Support specialist (SEN Coordinator and/or Psychologist).

Some students may have learning support needs that prevent them from demonstrating their level of attainment without using inclusive assessment arrangements. These are intended to allow students to demonstrate their ability in assessment conditions that are as fair as possible.

Typically this involves students with long-term or permanent challenges that have been consistently documented.

The SEN Co works individually and regularly with teachers to support access to learning. Teachers write a report card each semester that shows the educational achievement of each student relative to our curriculum and assessment criteria. The learning support teacher additionally provides a formal evaluation report each semester for each student with identified needs.

Diploma Programme (DP).

To maintain high and rigorous standards of the IBDP all “arrangements requested for a candidate, either during the course of study or in the examination room, must not give the candidate an advantage in any assessment”

The Inclusive accommodations “are intended for candidates with the aptitude to meet all assessment requirements leading to the completion of the programme. In the case of internal assessment, marks must always be awarded based on the candidate’s work in accordance with the assessment criteria. Under no circumstances must teachers consider other factors such as the candidate’s challenges or difficulties” (Access and Inclusion policy, Principles, maintaining standards, 2018 and updated in 2023)

“The purpose of access arrangements is to remove or reduce barriers that students may face in teaching, learning and assessment. When the school recognizes that a student has access requirements, this policy must be used in conjunction with teacher observations to plan the necessary access arrangements for the student. This IB is based on the principle of optimal support, which means that the access arrangements must be adequately planned to remove or reduce barriers; they must neither be more nor less than what the student requires” (Access and Inclusion Policy, using this policy for learning and teaching, 2018 and updated in 2023)

The IB Access and Inclusion policy published a detailed policy with the possible inclusive access and its processes. From the document, responsibilities are identified to ensure adequate support.

Responsibility of the School:

- To ensure that inclusive access is provided as per IB regulations
- To provide guidance and time to teachers to ensure that inclusive access is provided in teaching and learning
- To cooperate with families in case an extra human resource is needed to support a student.

Responsibility of the Diploma Programme Coordinator

- To ensure that students and families are familiar with the IB Access and Inclusion Policy
- To submit on time the request for inclusive access to the IB including school documentation and evidence of work.
- To monitor the request and share information with the student, family and teachers.
- To provide adequate support regarding course selection taking into account the challenges faced by the student.
- To support the logistics of the inclusive access in teaching and learning and during external assessments.
- To maintain confidentiality regarding any information regarding inclusive access

Responsibility of the teachers

- To seek counsel from SENC and DPC as soon as concerns arise
- To comply with and implement the inclusive arrangements and maintain accurate records of progress and performance.
- To maintain confidentiality regarding any information regarding inclusive access

Responsibility of the parents

- To provide accurate and reliable medical/psychological information regarding the special needs of their child that is required to apply for inclusive access to the IB
- To actively support the student by being involved in teaching and learning
- To actively communicate with the teachers, Diploma Programme Coordinator.
- To inform the school in a timely manner about any changes in the identified special needs.
- To pay for any extra human resources that is part of this inclusive access to the programme.

Confidentiality and Communication

Invento the Uzbek International School understands and values clear and consistent communication within the process. To protect student rights, all our staff follow a strict code of professional conduct to protect confidential information. We are committed to working closely with the parents as equal partners to seek valuable input and insights to better serve the needs of all our students. We consider the parents' role to be vital in developing their child's skills and abilities.

References:

Access and inclusion policy - International Baccalaureate

Meeting student learning diversity in the classroom

Using Universal Design for Learning in the IB classroom

Development and review cycle;

Policy created originally in March 2021 by the Principal, then shared with IB coordinators, SEN Co and teaching staff during induction in August 2021.

Revised by IB coordinators and Principal in August 2022 and shared with the staff in August 2022. Reviewed by SEN Co in May 2023 and extended in July 2023 by the DP Coordinator and shared with the admission team, the teaching staff and the leadership team in August 2023 during induction.

Will be reviewed at the end of 2023/24 academic year with representatives of all subsections of the school

Responsibility: SLT, PYP teachers MYP and DP teachers, SEN Coordinator

