



مدارس الفارس العالمية
Al FARIS International School



Al Faris International School

Inclusion/Special Educational Needs Policy

Updated: May 2020

Revision Process

This policy was first developed during the school year 2014/15 by the IB coordinators at Al Faris International School. The Pedagogical Leadership Team reviewed the policy and then it was shared with the teachers and on the school website so that parents can access. The policy has then been regularly (yearly) updated by the IB coordinators in collaboration with teachers and HODs.

Purpose

The purpose of this document is to help the community understand FIS perspective of inclusion as pedagogy and an approach to teaching and the provision of support for learners with special needs and learning difficulties within the school. FIS believes in empowering students with learning differences with skills to become efficient citizens. Thus, providing support, remediation, and accommodations/modifications, to meet ensure all students' educational needs.

Mission Statement

As a school committed to excellence, Al Faris International School strives to provide a rigorous programme based on measurable standards with a commitment to improving Teaching and Learning.

Al Faris International School aims to foster a diverse and inclusive community that supports, enhances, and nurtures the learners' own natural desire through approaches to learning skills (ATL skills)* that can lead to lifelong learning, hence cultivating them into global and ethical citizens in a sense of compassion for others in a world of differences.

** Approaches to learning skills (ATL Skills) include: Social, thinking, research, self-management, and communication skills*



Philosophy

We define inclusion as “an ongoing process that aims to increase access and engagement for all students by identifying and removing barriers”. (From Learning diversity and inclusion in IB Programmes, 2016, p.1) Therefore, all students should have equitable access to learning, opportunities for achievement, and the pursuit of excellence in all aspects of their educational programs. In addition, acceptance of diversity is a major key aspect of internationally minded students. Al Faris International School thus is committed to providing the best educational necessities and experience for all students.

At FIS, the policy is that the curriculum will be modified and adjusted so that the standards of achievements will be raised for all students. The practice of inclusion is not necessarily synonymous with full integration in regular classrooms, and students will be taught outside the mainstream classroom where their best meets their needs, and integrated into the classroom where possible to allow for interaction with their peers- or similar.

Beliefs

We believe that:

- Inclusion is a continual process of increasing learning and participation for all students. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment.
- Inclusion is an educational approach to which all schools should aspire and can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving.
- Inclusion is the learner profile in action, an outcome of dynamic learning communities.



مدارس الفارس العالمية
Al FARIS International School



- Diversity, including but not limited to students with special needs, is a positive resource with regard to what it means to be internationally minded and interculturally aware.
- Students are to active, compassionate, and lifelong learners who embrace the similarities and differences of all members of our community. They come from a variety of backgrounds, cultures and levels of life experiences.
- Teachers should employ multiple teaching strategies to differentiate instruction so that all students have equal access to the curriculum.

Aims

Our aim is to provide students with special needs as well as talents the opportunity to fulfill their potential through provision which:

- Promotes individual confidence, positive attitude and self-esteem in all learners
- Is best practice guided by current and relevant research within the context our provision allows
- Provides opportunities for all students to meet standards of excellence
- Promotes early identification and intervention
- Enables every student access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs in order to remove barriers to learning and achievement
- Provides students with quality of opportunity to participate fully in school activities
- Provides effective assessment and monitoring of students' needs
- Informs all relevant staff of the students' needs in order to ensure effective provision and continuity of support
- Fosters positive cooperation with parents as well as close and effective partnership between parents and outside agencies
- Involves the students in their own learning
- Delivers appropriate staff development to ensure that staff have high expectations for students with special educational needs



Identification and Screening Process

The identification and screening process is as integral and ongoing as assessment. Regular recording and reporting on achievement using a variety of tools and strategies are taken into account so that students with special needs and learning difficulties are identified. Upon admission, the school counselor studies the previous report cards of the student and the needed assessments are made so that a basic picture of the students' academic status is formed.

During the first term teachers will be asked by the school counsellor to review the special needs report, to be aware of who is identified and to identify any other students for potential support and inclusion to the register. The process must include involvement with parents and the student. Teachers need to take a lead in identifying students for whom they have concerns. This may include social and emotional needs in addition to academic concerns. That's why teachers are accountable to attend all in-service training related to inclusion and take the initiative in implementing innovation inclusion strategies in their classrooms.

Data used for identification and screening purposes will include but are not limited to:

- Professional judgment
- Examples of student work
- Moderated Portfolios
- Analysis of work
- Summative assessments
- Anecdotal records on students' behavior

For documentation purposes, reports on these students are then placed at the student register. The register will be reviewed annually during the first Term, which includes an evaluation to update to the register will take place.

After the identification has been made, students who qualify will be assigned an Individual Education Plan (IEP). The only instances in which an IEP is not required are when:



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Al FARIS International School



- the student with special needs requires little or no adaptations to materials, instruction or assessment methods; or
- the expected learning outcomes have not been modified; or
- the student requires 25 or fewer hours of remedial instruction by someone other than the classroom teacher, in a school year.

The school counsellor must ensure that the IEP is reviewed at least once each school year, and where necessary, is revised or cancelled. The collaboration between the class teachers and the school counselor in updating the IEP is key to the success of the plan.

The school counsellor must offer the parent of the student, and where appropriate, the student the opportunity to be consulted about the student's educational program, when requested to do so.

Since inclusion requires plans for the gifted and the talented. Moreover, students who are identified as advanced or talented learners will also be supported in the classroom. The teacher reports to the coordinator how she differentiates instruction so that challenging and relevant experiences are designed.

APPROACHES TO LEARNING (ATL)

ATLs can be learned and taught. Through systematic development of Communication, Social, Self-Management, Research and Thinking skills, all students are better equipped to meet the demands of the curriculum.

The Role of the Heads of Department, IB coordinators, and class/subject teachers

- Ensure that planning within their teams provides appropriate opportunities for all special needs students.
- Monitor that provision.
- Monitor summative assessments each term and report to the school counselor any areas of concern.



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Al FARIS International School



- Ensure planning reflects the whole school policy and contains activities, which are differentiated to meet the needs of all students including those identified as special needs.
- Set appropriate targets based on their ability.
- Provide students with opportunities to access all activities by providing appropriate support. Support can include teacher input, adapted resources and/or different tasks or different assessment methods.
- Monitor progress of students (at a minimum every 6 weeks) and provide samples of work for student portfolios or progress files.
- Work with parents to support their child and their learning needs.
- Work with the counselor for maximal benefit to the student.

Special Needs Policy within the IB Programme

The key principles for the provision set out in this SEN Policy are in line with a graduated response to service provision which is foundation around three progressive waves of input and support in all the IB programmes.

- Wave 1 - Inclusive quality first teaching for all.

Effective planning and lesson design is the starting point for quality first teaching and learning. It is expected that teachers will plan for and deliver suitable learning challenges, respond to pupils' diverse learning needs and include all learners by overcoming potential barriers to learning and assessment

- Wave 2 - Additional interventions to enable children to work at age related expectations or above.

Rigorous assessment and target setting will highlight students' attainment. Analysis of the data will identify any student falling below or working above national expectations. If it is agreed the strategies of Wave 1 are not having an impact on raising attainment specific timed intervention strategies will, in



مدارس الفارس العالمية
Al FARIS International School



consultation with staff, parents and student, be devised in collaboration with the SEN Policy/Individual Education Plan team.

- Wave 3 - Additional highly personalized interventions.

If time limited intervention strategies are not showing improved attainment, additional highly personalized interventions will, in consultation with staff, parents, student and external experience, be devised in collaboration with the SEN Policy/Individual Education Plan team.

Students accepted to the MYP will be guided through the requirements of the eight subject groups and the Y5 PP. Students are assessed by MYP criteria.

Differentiation strategies are implemented in MYP units. Assignments and assessments are modified- by elimination of learning material- to ensure equity of learning.

Students accepted to the DP will be guided through their course selection during their meetings with the Admission Team. Any IB student identified as having special needs will be supported in line with this policy.

Where an Individual Educational plan has been undertaken, the IB DP/MYP coordinator will send the Individual Educational plan Report to the IBO. They will report back to individual students, parents, and teachers regarding the outcome of the Special Consideration decision by the IBO for exams.

Where recommendations for special consideration by the IBO have been agreed, extra rooms with invigilators will be organized; laptops cleared and time extended in compliance with the IBO decisions.

Conclusion



مدارس الفارس العالمية
Al FARIS International School



At FIS, we believe in life-long learners. Thus, the academic, social, physical, and emotional needs of all students are met through a variety of resources.

For more information about assessment at FIS, please refer to the assessment policy.



مدارس الفارس العالمية
Al FARIS International School



Acknowledgments

CIS – Doha , British Columbia Education

MYP: From principles into practice (2014)

DP: From principles into practice (2014)

Coordinator Support Material (2016)

PYP: From principles into practice (2014)