Smart Innovations School

SMART INNOVATIONS
SCHOOL

Inclusion Policy at SIS

(Revised in November 2024)

Introduction

At Smart Innovations School, we believe that inclusive education is essential for fostering a nurturing and equitable learning environment. Our Inclusion Policy ensures that all students, regardless of their diverse learning needs, backgrounds, and abilities, have equal access to learning opportunities. We are committed to implementing inclusive practices that align with IB PYP principles and the IB Inclusion Policy, ensuring that every child is valued, respected, and supported in their learning journey.

Purpose of the Inclusion Policy

The purpose of this policy is to:

- Provide a clear framework for inclusive education practices.
- Support students with diverse learning needs, including gifted learners and students with disabilities.
- Ensure all teachers and staff are equipped to differentiate instruction and provide appropriate accommodations.
- Align our school's practices with IB PYP philosophy and principles of inclusion.
- Create a safe, respectful, and welcoming learning environment for all students.

Guiding Principles of Inclusion

At Smart Innovations School, we embrace the following principles of inclusion:

1. Equal Access – Every student has the right to an education that supports their unique learning needs.
2. Diversity as a Strength – We celebrate differences in culture, ability, and background.
3. Differentiation – Teaching is adapted to cater to the learning styles and needs of all students.
4. Collaboration – Parents, teachers, specialists, and students work together to ensure success.
5. Empowerment – Students are encouraged to become independent learners and critical thinkers.

Leadership and governance

The school organizes time for learning and teaching that provides a broad, balanced and connected curriculum and serves the changing needs of its community.

Student support

The school provides relevant human, natural, built and virtual resources to implement its IB programme (s).

- The school identifies and provides appropriate learning support.

- The school fosters the social, emotional, and physical well-being of its students and teachers.
- The school provides guidance and support that help students succeed in its IB programme (s) and plan for the next stage of their educational and/or career-related experiences.
- The school builds relationships with the wider community that are a source of wisdom and expertise to strengthen the implementation of its IB programmes.

Teacher support

The school provides time and other resources for teachers to collaborate effectively in the implementation of IB programme (s).

Culture through policy implementation

- The school secures access to an IB education to the broadest possible range of students.
- The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential.
- The school implements, communicates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language.

Mission Vision and Core Values

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)

Students entering Smart Innovations School have a wide range of abilities. SIS does not exclude on the grounds of strengths, challenges, age, social status, economic status, language, gender, race, ethnicity, religion or sexuality. It is our intention that all learners will reach their full potential. We aim to help students develop appropriate levels of independence, responsibility and skills in their academic, emotional and social lives at the school. SIS students will have full and equal access to all parts of curricular and extra-curricular programmes. Special education faculty, classroom teachers and administrators, through scaffolding, accommodation, differentiation and modification of the programme, support this inclusion.

This policy describes the way we remove barriers to learning and provide support to students. This policy is to be derived from the school's philosophy and outlines aims for meeting students' learning needs. It is also a statement of action, describing practices for achieving and evaluating aims, which takes into consideration our particular context and the resources available.

PHILOSOPHY

We believe that inclusion is a continual process of increasing access to learning and participation for all students. It addresses learning support requirements and questions the broader objectives of education,

the nature of pedagogy, and curriculum and assessment. It 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.

We believe that 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. We encourage our students to become active, compassionate and lifelong learners who embrace the similarities and differences of all members of our community. We recognize and respect that our students come from a variety of backgrounds, cultures and levels of life experiences. The diversity of student backgrounds contributes to our school community and inspires teachers and students to be caring and open-minded.

We employ multiple teaching strategies to individualize learning experiences so that all students have equal access to the curriculum. We believe inclusion is the learner profile in action, an outcome of dynamic learning communities.

AIMS-

Our aim is to provide students with the opportunities to fulfil their potential through provisions which:

- Promote 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

- Provide opportunities for all students to meet standards of excellence
- Promote early identification of special educational needs
- Enable every student access to a broad and balanced curriculum
- Provide individualization in order to remove barriers to learning and achievement
- Provide students with specialized learning supports that enables them to participate fully in school activities
- Provide effective assessment and monitoring of students' needs
- Inform all stakeholders (on the "need-to-know" basis) of the students' needs in order to ensure effective provision and continuity of support
- Foster positive cooperation with parents as well as the close and effective partnership between parents and outside agencies
- Involve the students in their own learning
- Deliver appropriate staff development to ensure that staff have high expectations for students with special educational needs.

ADMISSIONS

Smart Innovations School welcomes children with diverse educational needs into our school provided that we can make appropriate provision for their needs. Student's diverse educational needs will be taken into consideration during the admissions process according to the criteria set out in the school's Admission Policy. SIS will take into account the suitability of the student to mainstream education and availability of resources and facilities to meet students' needs.

As a school, we aim to be staffed and equipped to support inclusive access to our programme for students with mild special educational needs(American/International standards). We are also committed to providing an inclusive experience for intellectually capable students with mobility, vision, speech, hearing impairments, or limited English proficiency.

Currently, SIS is neither staffed nor equipped to properly educate most students with moderate to significant social-emotional and mood/mental health disorders, intellectual disorders, communication disorders, or certain comorbidities of disorders or disabilities (multiple special educational needs).

THE LEVELS OF SUPPORT FOR STUDENTS WITH SPECIAL EDUCATIONAL DIFFERENCES

The levels of support will be modified as needed, based on the data provided. It can be increased or decreased, or the model of delivery (pull-out, push-in, consultation) can also be changed. Individual student needs are determined through the Student Support Team (SST) meetings. There are three ways students could be referred to the SST: teacher referral, parents referral, and self-referral. The referral form is available on the school Drive.

SUPPORT SERVICES IN GRADES PG to Grade 7

Support Services in the Primary School exist as a push-in, pull-out model that starts on a referral basis. Students are referred using the SIS referral process and, following a review by the Student Support Team, a determination is made for the level of service. For academics, services may range from push-in individual support to pull-out small group instruction, determined on a case-to-case basis, individualized to the student.

The Learning Support Teacher works closely with both students and teachers to help a student succeed in their everyday classroom. Social/emotional and behaviour referrals are also considered in this process. The Counselor works collaboratively with teachers, families, and students to ensure that barriers to success are minimized.

Counselling services are available to all students through a comprehensive model that includes whole-class counselling/life-skills lessons, small group counselling, and individual counselling support. Referrals for the group and individual counselling come from teachers, parents, and students themselves. For needs that are beyond the school's ability to meet, families are referred to the appropriate outside agency.

Student files are regularly reviewed and services are adjusted accordingly. The Student Support Team (SST) meets regularly in an intervention capacity. The SST is made up of the principal, learning specialist, and counsellor with support from grade-level teachers. The entire faculty of the primary school is a part of the support network.

Classroom teachers are also supported by the learning and/or ELL specialists in developing ways to differentiate by content, process, product and environment. The four principles of good practice - identity and self-esteem, prior knowledge, scaffolding, and extending learning - are a priority focus that directs how support is provided to our students in the mainstream classroom.

APPROACHES TO LEARNING (ATL) SKILLS

Approaches To Learning skills 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.

REASONABLE ADJUSTMENTS

SIS supports the principle of "Reasonable Adjustments" for students with diverse learning differences. Students with learning support requirements may need reasonable adjustments to access the MSP curriculum framework, including internal assessments. A reasonable adjustment is an action taken to remove or decrease a disadvantage faced by students with learning support requirements. A reasonable adjustment could be unique to a specific student and may include changes in the presentation of the test or method of response. Where reasonable adjustments involve changes to specific aspects or specific criteria of the assessment, the overall learning outcome must remain the same. (From Principles into Practice, p.94)

INCLUSIVE ASSESSMENT ARRANGEMENTS

Changed or additional conditions will be provided during the assessment process for a candidate with assessment access requirements. These enable the student to demonstrate his/her level of achievement fairly and are not intended to compensate for any lack of ability.

STUDENTS WITH LEARNING SUPPORT REQUIREMENTS

Support and/or access may be required to enable some students, who have the aptitude to meet all curriculum and assessment requirements, to reach their full potential in learning and assessment. Candidates who require inclusive assessment arrangements may have learning support requirements due to one or more of the following:

• Autism spectrum/Asperger's syndrome

• Learning disabilities

• Medical conditions

• Mental health issues

• Multiple disabilities

• Physical and/or sensory challenges

• Social, emotional and behavioural difficulties

• Specific learning difficulties

• Speech and/or communication difficulties

The IB provides a robust list of assessment arrangements that can be provided at the school level, and that do not need prior approval. The relevant staff works with students and teachers to find the best possible blend of assessment arrangements.

A student may be referred for psychological-educational testing when the classroom teachers and the relevant staff determine a need for greater clarity regarding the student's learning processes.

- Needs are identified from admission documents, by teachers or by parents. The next step is to identify the support needed. This can be accomplished by gathering information about the student through observation, further assessment, and input and collaboration from faculty meetings and parent conferences. An initial plan of support is created by the counsellor or relevant staff and implemented by the student's teachers.

- Documentation is recorded and kept in the student's confidential file. The plan documents the type of a need, how the need is supported, who is supporting it, and the status of the support - ongoing, follow-up, complete.

- The counsellor also keeps other confidential records which are shared with the principal only.

COMMUNITY RESOURCES AND PROFESSIONAL DEVELOPMENT

When needed, SIS may require the services of outside professionals such as educational psychologists, speech and language therapists, or other professionals to conduct evaluations and make recommendations. Parents will cover the costs of outside testing.

In addition, professional development funds are available for faculty, staff and administration to keep them updated on best practices and current research on all areas of special needs and inclusive education.

CONFIDENTIALITY

SIS regards confidentiality as an essential component of working together in an effective and supportive school community. Students with special rights are best supported when the adults working directly with the student have the most comprehensive information possible. Sharing information is necessary and parents are expected to share all information they have that will support teachers and administrators in meeting the needs of their children.

All information received is regarded as confidential and is safeguarded in a number of ways. From the time of admissions or when a special need or learning difference is identified, there is every attempt to safeguard all communications. This includes exchanges between and among faculty, staff, parents, and the student. At all levels of the school, student files are kept in a locked area of an administrative office. Digital files are only shared within and among support staff and administration relevant to the student issue.

COMMUNICATION OF THIS POLICY

A shortened version of this policy will be printed in the student handbook and parent handbook and on the website. The full policy will be made available to staff and faculty and will be part of the orientation at the start of each academic year. SIS recognizes that teachers new to the school, and to IB programmes, may require factual and procedural knowledge when teaching students with special educational needs,

such as:

● information about factors that affect a student's learning, particularly with regard to inquiry-based learning
● how best to respond to the student's needs
● how to differentiate and match teaching approaches to the student's needs
● knowledge of technology that has assisted in alleviating and removing barriers to learning
● an awareness of the various support systems and personnel available at SIS

POLICY REVIEW

The inclusion committee will review the SIS Inclusion Policy regularly. The Senior Leadership Team will annually review the implementation of the policy in classrooms and throughout the school.

Resources:

1. Learning Diversity and Inclusion in IB Programmes, *Removing Barriers to Learning.* 2016

Dec 2020 - Drafted by Lori Sanchez and Lyubov Borisova

6, April 2021- Reviewed by all staff

6, April 2021- Steering Committee formed Isha, Luba, Amber and Rokashana

19, April 2021 - Reviewed by the Steering committee

18, May 2021 - Reviewed by the Steering committee

28, November 2024- Reviewed by Maryam Noor Yunus, Rezuan Chowdhury, Homeroom Teachers and SEN Shadow Teachers