

Inclusion Policy

Notion International School

Learning Support Team

Leadership and Teaching Faculties

Reviewed in January 2024

IB statement of mission

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 programs of international education and rigorous assessment.

These programs 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 Mission

Notion International School is a professional learning community where everyone can learn by implementing advanced educational strategies and standards. We provide our students with all the competencies they need to positively contribute to serving local and global societies with a proud identity. We foster our students' eagerness to learn by providing stimulating curricula and extracurricular programs that emphasize meaningful connections with the students' real-life experiences. Notion School's mission is to raise balanced, open-minded, and principled students who can communicate confidently, think critically, and reflect effectively.

IB Learner Profile:

Inquirer: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others.

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.

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.

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 are willing to grow from the experience.

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.

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.

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.

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

What is inclusion in IB?

"The IB states, "Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This 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." IB Programme standards and practices document the practices required by schools to demonstrate their support for learning diversity.

The IB expects that schools will be in different places along their inclusion journey. The guide has been designed to support this journey and the associated ongoing process of:

- Increasing access and engagement
- Removing barriers to learning.

Taking into account the learner profile and its importance in empowering students and the IB Programme standards and practices, the guide is specific to IB World Schools. It is designed to facilitate inclusive school development by increasing awareness and knowledge in the field of inclusive education and provoking discussion through reflection and inquiry. The statements and self-review questions, taken together, provide a self-review process that IB World Schools and IB staff can use to explore, inquire, reflect, define, and plan for inclusion in their specific context." *International Baccalaureate, The IB guide to inclusive education: a resource for whole school development, 2015.*

Notion International School Learning Support

Notion International School as an IB school believes that each student is uniquely different from the others in terms of interests, abilities, and background as well as the faced learning challenges, the school aims to help each student identify and reach their abilities and prospects while learning the curriculum.

Notion International School sees that it is its responsibility to:

- Offer equal opportunities to all students to participate in school activities.
- Boost the self-confidence, self-esteem, and positive attitude of each student.
- Provide each student with the needed tools to benefit their learning
- Enhance every student's ability to access a balanced, differentiated, and suitable curriculum according to their individual needs to remove the barriers, and challenges and help to achieve their educational goals.
- Get every student involved independently to set their goal more over enhancing their self-monitoring.
- Deliver the most appropriate assessments, furthermore monitoring the students' needs.
- Establish and maintain a cooperative prenatal communicative environment.

Inclusion in PYP:

In the PYP department, we offer a continuum of services that is characterized by the learning support leader/teacher providing academic, behavioral, social, and emotional support to students in intensive individualized to the students learning support room. The support leader/teacher works alongside the classroom teacher/subject teacher to plan and deliver all the lessons to all students. Provisions may vary for students with learning differences. To facilitate a smooth transition from PYP to MYP, a transition plan will be created. This process entails meetings with PYP 8 and MYP 1 teachers and the learning support leader/teacher to discuss and determine the needs of the PYP students and plans are developed and then shared with the parents. The plans are implemented once the students return to school in the new school year.

Identification procedures:

Students who need extra help and support in school may be eligible for Learning Support services in the form of an individualized education program (IEP).

IEP Referral and Evaluation

Referral and Evaluation for Special Education Services. Children may be eligible for services provided under special education at birth. School-aged children identified for special education services are usually based on their performance at school.

Pre-referral

Before referring a school-aged child for an evaluation, the classroom teacher may plan strategies to see if his or her performance improved with simple changes in curriculum or environment. These are called "pre-referral interventions." At least two pre-referral interventions must be tried and documented. If your child's performance improves, an evaluation may not be needed. If problems continue, an evaluation will help identify more specific ways to help your child learn. A pre-referral intervention does not require parental permission. It is important for parents to know what interventions are to be tried and the amount of time that they will be attempted before it is decided if they are working or not.

Referral

When classroom interventions are not successful, the classroom teacher may make a referral for a Child Study Team to consider whether the child should receive further evaluation. This team decides if there is evidence of a disability and, if so, the areas to be evaluated and assessed to be completed.

The referral is the starting point of the special education process. A referral is simply a request for an evaluation. This referral can be made by the parent or guardian, the classroom/subject teacher. Parents may initiate a request for an evaluation. To do this, they submit a written request for an evaluation to the school. The document should include the reason for the referral and details describing academic or behavioral concerns.

Once the request is made, the team will determine if an evaluation is warranted. A referral does not mean the student has a disability. It is the first step to determine if concerns are due to a disability. Following the referral, the school will invite the parents or the guardian of the child to an evaluation planning meeting, they will work with the school team to determine what areas will be evaluated, what tests will be used, and who will do the testing. The evaluation cannot take place without the parent's or the guardian's written consent.

Evaluation

When an evaluation (IQ test) is recommended, it means that the child's academic team of teachers feels your child may have a disability that is interfering with his or her ability to learn. Parents are directed to a specialized center for evaluation, the purpose of the evaluation is to determine if the student has a disability that qualifies him/her for special education and if they require specialized instruction to make progress in the general education curriculum. This starts with the evaluation of the child in all areas of concern. The evaluation should examine all areas of suspected disability and provide a detailed description of your child's current educational performance and needs. This evaluation may include:

- Formal and standardized testing
- Informal testing measures
- Direct and specific observations
- Review of educational history
- Review of medical information
- Input from parents/caregivers and the school team

After Evaluation

After the evaluation, the learning support coordinator contacts the parents. This person will coordinate a date and time for parents to discuss the results of the child's evaluation with several professionals who may be involved and may include: the school doctor, the school psychologist, a speech-language pathologist, a skills therapist, and an adapted physical education teacher.

The assessment results will be summarized in an evaluation report. Parents will receive a copy of the final report. The child's eligibility for special education services is determined by very specific criteria outlined by school policy

"Inclusion strategies are based solely on differentiating the curriculum"

IEP Development:

- The LS team will discuss the student's educational needs and convey the results to teachers
- New classroom strategies to help a child become more successful — as described in the evaluation report
- Develop specific, measurable short-term and yearly goals for each of those needs.

- Parents should have an active role in developing the goals and determining which skills or areas will receive the most attention through external recommended centers
- IEPs should be reviewed annually to update goals and make sure the student is getting the support that's needed.
- IEPs can be changed at any time on an as-needed basis

The Individualized Educational Plan (IEP)

- The "Individualized Educational Plan (IEP)" documents the strategies used to help the student advance.
- The Individualized Education Program (IEP) is a written statement of an educational program that is developed, reviewed, revised, and implemented in a school-aged child who is experiencing some challenges. It focuses on two or three individual targets that are appropriate for the student and have been discussed with the student, parents, the coordinator, and the learning support teacher. The IEP is typically reviewed termly, and parents' opinions on their child's progress are sought. The student will participate in the review process whenever it is feasible.
- When targets are evaluated, there is a crucial chance to evaluate how the child is developing. If targets are successfully met over an extended period, the support plan will be examined to determine whether to keep or eliminate the plan. A child's strategy needs to be correctly modified if they don't reach their goals, though. Regular evaluation ensures that the needs of the pupils are being met as effectively as possible. Students can transition freely between the phases thanks to ongoing monitoring and review.

Learning Support Unit Staff's Role:

The Learning Support team conducts several observations, and screenings at school, they refer to the admission process and documents for more data.

A meeting with the teachers takes place with all tests and documentation done in the case. They discuss the propitious strategies and environment for the child's learning.

Constant advice and support to both students and their parents.

A biweekly meeting takes place between all teachers who deal with the student to monitor progress and change the plan if needed

On-demand punctual appointments with a student facing difficulties at school or in his/her personal life as a result of a certain event.

Punctual meetings with the parents for the student follow-up.

Communication with external specialists when needed.

Creation of the best intervention plan for the student. An outline of the goal-based plan is put.

Teachers' role

- Know how to differentiate instruction and match teaching strategies to students' needs.
- Recognize the influences on student learning and how to best respond to them.
- If administering the assessment under normal conditions would disadvantage students with special needs and prevent them from demonstrating their level of proficiency in the areas being assessed, make a reasonable accommodation.
- Ensuring that the grade given to a student in any subject accurately reflects their level of achievement in relation to the course objectives and that it will be noted in their report.

Parent's Role:

- Parents are met and formal assessments are requested depending on the student's need; psychological evaluation, sensory evaluation, and psycho-educational assessments.
- Students with formal standardized assessments are entitled to an Individual Education Plan (IEP). The LSC team designs IEPs for each student. This is then shared with the parents to communicate expectations in each stage and the list of accommodations to support the student's learning.
- A meeting with parents takes place to communicate expectations and share the IEP goals.
- It's the parent's responsibility to cover the student's need for support through external specialized centers

Differentiation/Accommodations

Differentiating tasks in classes has an ongoing nature. Teachers are responsive to students' readiness, interests, and learning styles. Informal assessments, self-assessments, observations, and inventories are done to identify students' readiness, interests, and learning styles.

All teachers are encouraged to use differentiated instruction models with all students in all subjects, whether gifted and talented or learning difficulties. Differentiation helps the less able to work at their own pace and at the same time the more able to excel, according to their abilities.

Documentation

The LSU staff is under the responsibility of the Learning Support Leader. For the continuity of the support system of students, a documentation system of the support unit work is in place. This system works as follows:

Every referred student has a file: The file documents all dated incidents that the student had to deal with the LSU. This file has the report that the student was referred to the unit with IEP, progress reports, etc. All students' data are confidential.

Inclusion in MYP:

In MYP, many students may have a recognized, special educational need; other students may have special needs that have not yet been diagnosed. Schedule meetings at the start of every academic year with subject teachers (before school opens for students) and discuss the case file of all students receiving academic or counseling support. The Counselor is responsible for coordinating the identification, setting up, overseeing, and sharing student records, and providing student support in the areas of social-emotional, safe environment, and other skills as needed.

Examples of these special needs include:

- Specific learning disabilities
- Language and communication disorders (such as speech or language impairment)
- Physical difficulties affecting mobility
- Sensory impairments (such as visual or hearing difficulties)
- Medical conditions
- Mental health conditions
- Gifted and talented students.

The Learning Support Plan (LSP) encompasses the nature of the concern or area of disability, the basis for the determination of the disability, and how it affects the learning process. The LSP is communicated with the teachers to be aware of it and work accordingly. It also provides specific accommodations and modifications to the subject teachers that a student needs to be successful, including:

- The physical arrangement of the classroom
- Lesson presentation
- Assignments/worksheets
- Test-taking conditions
- Special considerations.

The LSP is reviewed every year and any changes are made based on communication between the student, parents, teachers, and administration. All information regarding the progress and performance of our students will be contained in the student's cumulative file.

Students identified as Gifted and Talented (GT) are placed in the most challenging environment available to them, including Advanced Math, and English classes. Since being identified as GT does not mean that students are gifted in all core subjects, they are placed according to ability and availability in core classes.

General support plans (GSPs) are designated for students who are experiencing slight difficulties. The classroom teachers develop the GSP to address the student's academic needs in class. This document embodies the student's strengths, interests, and areas of need based on the diagnostic test referring back to the assessment policy. It also outlines the goals targeted, the intervention(s) to be applied, the duration of the application, and the results attained. Once completed, the subject teachers apprise parents/legal guardians of the results and appropriate next steps. The data gathered including the meeting notes serves as the referral form for students who did not respond well to the interventions applied on the GSP. It might be after-school support.

Referring back to the language policy, for students from other countries who are having challenges in the English language, the school offers support to facilitate their acquiring the language as English language learners.

If the results indicate that the student has marked difficulties in one or more academic areas, then they will start receiving support from Learning Support Teachers in school. The goal of this support is to help the student access the ongoing curriculum by fostering their study skills. The support is provided in two ways which could also be combined:

- 1) In-class support (or push-in support): a Learning Support Teacher offers individualized support to students during their lessons with a mainstream education teacher. Both teachers collaborate on the design of the lesson in a weekly meeting in a common effort to build an inclusive learning environment and create learning experiences that give all students have an equal opportunity to succeed.
- 2) Study classes (or pull-out support): a Learning Support Teacher offers intensive, targeted support in a one-on-one or small-group setting with an emphasis on each student's individual learning goals.

Weekly support sessions are assigned for certain students who need support in English and Math which is an ongoing process to fill out the academic gap and the students' performance is tracked. Offering office hours for teachers is important for the students' extra support.

Differentiation calls on a teacher to recognize that the students in his/her classroom differ from one another in a variety of ways and to respond to these differences with learning experiences matched to demonstrated individual student needs.

It is applied in different ways, Differentiation in content, process, product, or environment which is reflected in the planning based on students' needs. The teachers are responsible for providing different resources with different levels to target all students' needs. Also, they effectively design coherent and authentic task instructions accessible to all students, also Group work assigned and grouping division is differentiated and monitor the progress of all students, especially those with an LSP. In addition to the differentiated tasks to be leveled.

Counseling for Behavior

Counseling interventions that address non-academic barriers to learning. In case of students need behavioral counseling for any problems that arise in school, the following process is generally followed based on collaboration:

- A teacher identifies the issue and communicates with the student through listening and respecting their point of view.
- The teacher provides social and emotional guidance to the student as required. To encourage and maintain positive behavior and peer support, recommendations for class management techniques will be shared with students and teachers by the school counselor.
- The teacher then observes the child for any behavior change or to see if the issue is still impacting the student's behavior.
- The Counsellor and subject teacher work out an intervention and action plan involving the school head, other subject teachers, and parents.
- The action plan includes appropriate consequences and is shared with the student as an agreement.
- Following this, the concerned team observes the student inside and outside the class to track whether the action plan has had an impact on the student.
- The concerned team meets regularly to update all the relevant stakeholders (school head, parents, and other teachers involved) in the grade level meeting. Each student has his / her file and it is confidential.

Additional services provided by the counseling program include:

- Individual student planning
- workshops
- provide social, emotional, mental, and health support.
- provide after-school and enrichment program

Assessments and Inclusion in DP

The school expects and supports that students may have the intellectual capacity to meet all the curriculum and assessment requirements but may need additional support to enable them to attain their full potential.

Case 1: Autism Spectrum Disorder (ASD)

- Description: communication difficulties, sensory sensitivities, and repetitive behaviors.
- Support Strategies:

- Provide a structured and predictable environment with clear routines and visual schedules to help the student navigate his day.
- Use visual aids, social stories, and role-playing activities to teach social skills and promote peer interactions.
- Offer sensory accommodations such as noise-canceling headphones, break down tasks into smaller steps, and provide explicit instructions.

Case 2: Attention Deficit Hyperactivity Disorder (ADHD)

- Description: struggling with attention, focus, impulsivity, and organization.
- Support Strategies:
 - Provide frequent breaks, movement opportunities, and kinesthetic learning activities
 - Implement positive reinforcement strategies and behavior management techniques
 - Offer flexible seating options

Case 3: Dyslexia

Description: struggling with reading fluency, decoding, and spelling, despite having strong verbal skills and intelligence.

Offer assistive technology tools such as text-to-speech software, audiobooks,

Provide additional time, scaffolding, and accommodations for reading and writing tasks, such as extended time for exams, use of graphic organizers, and spell-checkers.

Teaching and learning: The differentiation initiative for diploma students will be done in consultation with the Learning support team, the DPC, and colleagues teaching the Diploma Programme. The school aims to raise achievement and progress in all students, including those who have learning needs, enabling our IBDP students, from their individual starting points, to make expected progress.

Differentiation strategies:

The DP teachers use:

Flexible Instructional Grouping: Arrange students into flexible instructional groups based on their learning needs and abilities. Group SEN students with peers who can provide support or serve as role models, while also providing opportunities for independent work when appropriate.

Multisensory Learning Activities: Use multisensory learning activities that engage multiple senses, such as hands-on experiments, visual aids, manipulative, and interactive technology tools. This approach can accommodate different learning styles and reinforce learning through various modalities.

Visual Supports and Scaffolds: Provide visual supports and scaffolds to help SEN students access and understand instructional content. This may include visual schedules, graphic organizers, diagrams, charts, and illustrations that clarify concepts and instructions.

Simplified Language and Instructions: Simplify language and instructions to make them more accessible to SEN students. Use clear, concise language, break down complex tasks into smaller steps, and provide frequent checks for understanding to ensure comprehension.

Alternative Assessments: Offer alternative assessments that allow SEN students to demonstrate their understanding and skills in ways that align with their strengths and preferences. This may include oral presentations, hands-on projects, portfolios, or multimedia presentations instead of traditional written exams.

Adaptive Technology Tools: Integrate adaptive technology tools and assistive devices that support SEN students in accessing and engaging with educational content. This could include text-to-speech software, speech recognition tools, screen readers, word prediction software, or specialized learning apps.

Peer Tutoring and Peer Support: Implement peer tutoring and peer support programs where SEN students can work collaboratively with their peers to reinforce learning, receive assistance, and build social skills. Peer buddies or mentors can provide guidance, encouragement, and friendship in inclusive learning environments.

Flexible Seating and Movement Breaks: Offer flexible seating arrangements and movement breaks to accommodate SEN students' sensory needs and promote focus and engagement. Allow students to choose seating options that suit their comfort and preferences, and incorporate short movement breaks or sensory activities to help them regulate their energy levels.

Individualized Learning Goals and Progress Monitoring: Establish individualized learning goals and objectives for SEN students that are tailored to their specific needs, interests, and abilities. Regularly monitor their progress, provide feedback, and adjust instruction and support strategies accordingly to ensure continued growth and success.

Collaboration with Support Services: Collaborate with special education teachers, support staff, and other professionals to develop and implement personalized learning plans and interventions

for SEN students. Seek their expertise and guidance in identifying appropriate accommodations, modifications, and strategies to support student learning and inclusion.

Examination phase:

It is necessary for schools to provide special arrangements for candidates with special needs. Documentation of need is a requirement for modifications to examine the conditions. The school in partnership with parents will provide the structure and procedures necessary to ensure students who need accommodations for examination conditions will be provided the support needed.

Supporting Documentation

The school provides some arrangements/ accommodations, in IB assessments without prior authorization from IB. These accommodations are organized by the Learning Support Leader. Some students in the LSU, need inclusive access arrangements (accommodations), during the assessments. These arrangements require pre-authorization from the IB.

- The DP coordinator is responsible for submitting an online application on IBIS and with formal consent from the legal guardian of the student.
- To submit the request for inclusive access arrangements, two forms of supporting documentation are uploaded:

Psychological/medical report with a clear description of the nature of the learning support requirements, accompanied by English translation.

Educational evidence (not older than 3 years) including:

- Observational reports from the coordinator and the teachers, describing the difficulties that are apparent in the class work and the accommodation and the arrangements that are provided.
- A detailed Individual Education Plan.
- A recent sample of the student's work done without the assessment arrangements.
- If the guardian changes her/his mind and wishes to withdraw the request for the inclusive access arrangements before a transfer, the coordinator will immediately inform the IB of the request.
- The IB coordinator is also responsible to request for examination – rescheduling for the students.
- These arrangements, and accommodations, are the school's responsibility and the student must be familiar with them.
- If a DP student, is given additional time for completing his assignments during the two-year program, such as in the extended essay or the theory of knowledge essay, it doesn't need an IB authorization. But if there is a deadline for the submission, the coordinator contacts IB Global Centre, Cardiff.

Arrangements Not Requiring IBO Authorization:

- Separate room: A candidate is permitted to take an examination in a separate room if it is in the best interests of the candidate or other candidates in the group. Version 2.0 12
- Appropriate/ preferential seating: The coordinator may arrange for appropriate seating for a candidate to meet the needs of the individual.
- Use of aids: A candidate who normally uses an aid (colored overlays or filter lenses, hearing aid, headphones, visual aid, etc.) is allowed to use the aid in examinations.
- Clarification of examination directions: If a candidate has difficulties with reading or attention, examination directions may be clarified by the invigilator or designated reader.
- Rest breaks: A candidate may be permitted predetermined and supervised rest breaks if required to do so due to medical, physical, psychological, or other conditions.
- Prompter: A candidate may be permitted the use of a prompter due to attention issues, psychological or neurological conditions, using nonverbal prompts.

Arrangements Requiring IBO Authorization

- Access to change in font/ enlarged print/colored paper for candidates with visual challenges and other processing issues for which they require this arrangement.
- Access to electronic (PDF) examination
- Additional time: Additional time for IB assessments will be authorized on the basis of the eligibility criteria, linked to the degree of the accessibility requirement.
- Access to writing: Candidates who have difficulties in writing due to specific learning challenges, visual challenges, visual processing challenges, fine motor challenges, and attention to other psychological and medical challenges may be provided the following accommodations based on evidence.
- Access to a Scribe to type the dictated responses of the student
- Access to paper-based or electronic graphic organizers can be used for planning
- Access to a Scribe to write the dictated responses of the student
- Access to a word processor to type answers by the student
- Access to a word processor with a spell checker
- Access to speech recognition software Version 2.0 13
- Access to reading: A reader may be provided to students who require support to read the text in the examinations based on identified learning, visual, attention, or medical difficulties. The reader will read the examination of a candidate and read back the candidate's answers if required to do so.

- Access to reading software used with a word processor
- Access to examination (reading) pen
- Access to calculators: Access to a four-function calculator (basic calculator performing only the functions of addition, subtraction, multiplication, and division) for candidates who have difficulties with mathematical fluency, in subjects requiring mathematics calculations for further accommodations that require IB authorization please refer to the [Access and Inclusion Policy](#).

Responsibility for the implementation of the Inclusion Policy:

- The pedagogical leadership team (PLT), admission team, and learning support team follow and ensure that this policy is disseminated and applied by the entire school community.
- All teachers must apply this policy.

For the **Inclusion Policy** established in Notion International School to remain in effective use:

- The policy is revised and reviewed yearly.
- An alignment with the updated policies occurs within the review.
- Communication of all school policies to the school community takes place periodically.

References and Alignment: Our Inclusion Policy is closely aligned with the IB Standards and Practices. We adhere to the IB documents related to Inclusion and equity as the foundation for our policy, ensuring that it meets standards and practices and IB requirements.

References

- International Baccalaureate. "Access and inclusion", Feb 2022
- International Baccalaureate. "Programme Standards and Practices."
- International Baccalaureate. "Supporting your candidate: Adverse circumstances or access and inclusion?", DP Programme
- International Baccalaureate. "Meeting student learning diversity in the classroom Removing barriers to learning"
- International Baccalaureate. "The IB guide to inclusive education: a resource for whole school development"
- International Baccalaureate. Inclusive access arrangements: Decision pathway