الأكـاديميــة الدوليــة - عـمــان

THE INTERNATIONAL ACADEMY - AMMAN

Policy Name:	Inclusion Policy
Effective from:	1 August 2020
Last Updated:	20 November 2019

I. PURPOSE

This policy sets out the International Academy – Amman's (IAA) commitment to continue to work towards an inclusive education system and the principles which will guide this journey.

Inclusive education at IAA is a process of addressing and responding to the diversity of needs of all learners through reducing barriers and increasing participation in the learning community. IAA will facilitate learning environments where the school community embodies the Pillar of Acceptance and welcomes the challenge and benefits of diversity.

Students experience inclusive education when they can access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Inclusion is embedded in all aspects of school life and is supported by culture, policies, procedures, and daily practices.

IAA Definitions

Accommodation – An accommodation changes how a student learns the material. The grade-level curriculum and expectations are not changed.

Inclusion – Inclusive education at IAA is a process of addressing and responding to the diversity of needs of all learners through reducing barriers and increasing participation in the learning community. IAA will facilitate learning environments where the school

community embodies the Pillar of Acceptance and welcome the challenge and benefits of diversity.

Inclusive Access Arrangements – Access arrangements are changes introduced to teaching, learning and assessment to remove or reduce barriers. They do not change what the student is expected to learn and do not lower expectations but instead provide the optimal support to address challenges and to enable the student to work around them. At a fundamental level, they address equal access and fairness to learning and teaching and in addition, validity and meaningfulness to assessment (IB, 2018).

Modification – A modification changes what a student is taught or expected to learn. The student works on an individual program that is different from the grade-level curriculum and expectations. Children on modified programs are receiving specialised supports.

Specialised Supports – These are the most intensive supports the school offers. These supports are the most resource-intensive due to the individualised approach of developing and carrying out interventions. At this level, we rely on formal assessments and staff observations to determine a student's need and to develop an individualised support plan. Student plans often include goals related to both academics as well as behaviour support.

Targeted Supports – This level of support focuses on improving specific skill deficits students have. Targeted supports are provided to groups of students with similar targeted needs. Providing support to a group of students provides more opportunities for practice and feedback while keeping the intervention maximally efficient. Students may need some assessment to identify whether they need this level of support and which skills to address. Targeted supports help students develop the skills they need to access core programs at school fully.

Universal Supports – These supports serve as the foundation for behaviour and academics. Schools provide these universal supports to all students. For most students, the core program gives them what they need to be successful and to prevent future challenges.

GUIDING PRINCIPLES

Inclusion is a journey, not a destination. Our journey is guided by the nine principles adapted from the United Nations' nine core features for inclusive education (United Nations 2016, pp.4 to 6).

A system-wide approach

Inclusive education is implemented systemically, based on evidence, across the IAA campus. We develop and promote policies, programs, and practices to remove barriers and foster inclusive education across the learning community.

Committed leaders

Leaders at all levels within IAA commit to, and are accountable for, implementing inclusive education. We promote a culture of acceptance and shared values that remove barriers and support inclusion.

Whole of school

Every member of the school community, including teachers, support staff, families, and students work collaboratively to ensure everyone can access and participate in all aspects of school life. The curriculum is provided to all students in ways that are age-appropriate and responsive to diverse learning needs.

Collaboration with students, families, and the community

At IAA, we work with students, parents and caregivers, and other organisations as needed, as respected and valued partners in inclusive education. We support students and families to have a voice and be heard. Their views are considered in decision making at all levels.

Respecting and valuing diversity

All students, families and staff feel, and are, welcome, respected, included and safe at our school. We embrace, and make visible, diversity as a strength and support respectful relationships within the school community and between students. We address the different barriers experienced by students and develop strategies and plans to support inclusive education for our diverse student population.

Accessible learning environments

Our school, that includes, but is not limited to the educational settings, classrooms, laboratories, and other campus facilities such as accessible toilets will be designed to enable students of all backgrounds, skills, and abilities to access and fully participate in learning. We ensure that students can access and participate in school activities and events. At this moment, IAA is not in a position to provide accessible bus services to students.

Effective transitions

The transition from early childhood and care settings to school, within and between primary and secondary, and from school to work, training and higher education are significant milestones in students' lives. IAA continues to work in partnership with students, families, and community organisations to plan and support successful transitions at all points in a learner's education.

Confident, skilled, and capable workforce

Our school leaders, teachers, departmental staff, and support staff build on their expertise to implement inclusive education practices. Good practice, based on evidence, is shared, and cultural capability is strengthened. Continuous professional learning and mentorship is expected, encouraged, and supported.

Monitoring and evaluation

Monitoring progress and academic achievement of all students will continue to be a priority. Evaluation and reviews will occur at all levels to ensure we are continuing on our journey and to build on good practices for inclusive education.

II.   **POLICY**

Students who require support may present with a range of needs, including those with learning differences and disorders, physical and sensory differences, emotional and behavioural conditions, and students needing opportunities for extension in their

learning. Some of our students will arrive at school with formal assessments and recommendations, while others will be identified through teacher observations and referred to the Learning Support Department for follow-up. To create a holistically inclusive environment for all students, the Learning Support Department assists students and teachers to reduce barriers to learning.

A. IDENTIFYING STUDENT NEEDS

During the intake process, admissions will collect any relevant assessment and recommendations to share with the Learning Team. Admissions screening and testing will help identify strengths and potential barriers to learning.

Previously unidentified students with learning support needs

Some students' learning needs will only be evident once they are enrolled and participating in our learning community. In these cases, teachers will record observations and refer to the Learning Support Department for further assistance. Intervening as early as possible will maximize the effectiveness of teaching and learning accommodations or behavioural strategies, in addition to safeguarding each student's potential for growth and development.

The school identifies students' needs as follows: Throughout the academic year, observations are made by the Learning Support Department to assess various student needs. Teachers monitor student progress regularly and identify students with specific academic and/or social, emotional, behavioural needs and refer the student to the Learning Support Coordinator and/or the Counsellors.

The Learning Support Department has a particular role and responsibility towards students with learning support needs. All teachers should be fully informed about a student's specific needs through collaboration with the designated Learning Support Teacher. If a teacher has concerns about a student's ability to learn effectively in a particular class, the teacher needs to discuss these concerns with the Learning Support Coordinator at a very early stage rather than waiting until the student's frustration increases. Some students may be academically successful and therefore mask their particular needs, but these needs can surface at any time. Consequently, teachers must make appropriate referrals promptly.

Previously identified students with learning support needs

Some students apply to IAA's Specialised Services Programme by providing available assessment reports and recommendations at the time of admission. It is crucial for families and community partners to clearly and accurately describe each student's learning profile to enable the Learning Team to develop a meaningful individualized learning plan. The IAA Admissions Policy describes the process for application from students with identified learning support needs. In doing so, IAA strives to provide an engaging learning community for students with diverse abilities and learning needs. Specific accommodation and modification processes are discussed in detail in the Inclusive Education Procedures documents for primary and secondary.

Students who are admitted to IAA with previously identified learning needs may receive a continuum of supports ranging from universal, targeted, and specialized services.

B. **INCLUSIVE PROGRAMME FOR TEACHING AND LEARNING**

We have high expectations of all students, recognising that with the right support, all students can succeed. IAA appreciates that every student presents with unique strengths and learning profiles. Our programs utilise a multi-tiered support system to ensure each student has the best opportunity to learn, participate, and reach their potential. Some students may have Action Plans or Individual Education Plans (IEP) to detail additional supports provided to access learning. Up to grade 3 the decision to develop a learning plan rests with the Learning Team, consisting of school administration, classroom/subject teachers, a learning support coordinator, parents, outside agencies (as appropriate) and the student (as applicable). Students in grades four and above require external assessments to access targeted support or modifications to the curriculum.

Universal Support Programmes

Universal supports are at the core of all the Programmes, and strategies are provided to all students within the school to promote successful student outcomes. Effective universal supports, such as quality teaching and learning,

meet the needs of most students to be successful in academics and social behaviour.

Targeted Support Programmes

Students with mild/moderate learning support needs may participate in adapted learning programmes that utilise universal and targeted supports to reduce and remove barriers to learning. This may include accommodations that support learning without changing the grade-level expectations. Accommodations will be described in the student's Individual Education Plan (IEP) or Action Plan. Accommodations for IB assessments will follow the procedures required by the IB publication, 'Access and Inclusion Policy.'

Students participating in targeted support programs will be supported to complete the IB Diploma Programme and meet the requirements of Jordan's Tawjihi (General Secondary Education Certificate) like their peers. As with all students, the responsibility of meeting the graduation requirements will be the responsibility of the student.

Specialised Support Programmes

Students with significant learning needs may participate in modified learning programs that provide learning opportunities with universal, targeted, and specialised supports to reduce and remove barriers to successful learning. This may include modified programmes that allow the students to experience success in an individualised programme with personalised learning expectations that are not equivalent to the grade-level expectations. Students may explore the same curriculum themes as their peers, with adjusted learning outcomes based on their individual learning profiles.

Students accessing specialised services may have the support of a shadow teacher and a dedicated specialised learning support teacher in addition to their classroom teachers. The specialised services fee (that is paid in addition to the tuition fee) ensures that these highly individualised programmes are developed, implemented, and monitored to assist every student to succeed. Students with specialised programmes are assessed based on individual goals that are outlined

in the IEP document. Student progress is reported through data-based and personalised notes on report cards and in the IEP updates.

Students participating in specialised (modified) programs may not meet the minimum requirements for IB Diploma Programme. They may not earn an IB diploma or meet the criteria of Jordan's Tawjihi (General Certificate Secondary Education). Graduating students who do not complete diploma requirements will be eligible for a Certificate of Completion issued by the International Academy – Amman. This document may not be recognised for admittance to all/most tertiary institutions.

III.   APPLICABILITY

This is a whole school policy, applicable across primary and secondary schools from Early Learning to the Diploma Programme. All school staff shares responsibility for ensuring a welcoming and inclusive culture where students are supported to achieve success in the learning community.

As different individuals experience different barriers to inclusion, IAA will continue to implement procedures and support practices that address the unique needs of:

1. Students from culturally and linguistically diverse backgrounds;
2. Students with diverse abilities, differences, or disabilities;
3. Students with behavioural and/or mental health needs;
4. Students identified as functioning above grade level, benefitting from extended learning opportunities';
5. Other students benefiting from supports to reduce barriers to learning.

IV.   LIMITATIONS / APPROVALS / RESPONSIBILITIES / ETC.

LIMITATIONS

This policy is being introduced in response to the IAA's journey towards improving the inclusive learning community. It will be a work in progress and regularly reviewed to anticipate and respond to the school's advancement in inclusive practices.

APPROVALS

All admissions, teaching, and learning decisions are subject to the final approval of the Director.

RESPONSIBILITIES

School Administration

The Senior Leadership Team facilitates the provision of an inclusive learning environment for all students. They do this by liaising with the Learning Support Department across all aspects of learning for all students.

Learning support Manager

The Learning Support Manager is responsible for the oversight, coordination, development, and evaluation of inclusive education policy, practice, and staff across the Academy in collaboration with the Senior Leadership Team (SLT).

MYP and DP Coordinators in Secondary School

The coordinators are responsible for ensuring IB regulations are followed regarding the arrangements for accommodations within the school as per the document 'Access and Inclusion Policy' (2018). The coordinators provide support for staff and students to enable accommodations for teaching, learning, and assessment.

Learning Support Department

The Learning Support Department is responsible for increasing independent access to the curriculum for all students by providing continuity of support for students in all stages. The Learning Support Department collaborates with teachers to develop an understanding of the factors that affect student learning and evidence-based strategies to respond to them.

Learning Support Coordinator

The Learning Support Coordinator oversees the strategic direction, development and provision of inclusive education within the school. The role is to promote approaches that raise the quality and achievements of inclusive education for all students.

1. Ensures learning support teachers must meet regularly with the SLT and Grade Level Leaders / Heads of Department to ensure information related to student numbers as well as teaching and learning environments are shared.
2. Coordinates with parents to obtain external assessments and recommendations (educational psychologist, speech and language therapist, occupational therapist, etc.) every three years, or as requested by the school, to track progress and modify students' plans accordingly.
3. Ensures accuracy and transfer of information as students move from one grade level to another.

Learning Support Teachers

Learning support staff provides a solid foundation for learning by assisting with the development and reinforcement of students' skills by:

1. Communicating with relevant classroom / subject teachers regarding a student's needs and backgrounds. This includes introducing specific learning skills and/or strategies, co-teaching, and facilitating and organising cooperative group learning.
2. Communicating with parents regarding their child's progress and guiding them toward best supporting their child at home through the strategies and methods suggested by the coordinator and/or the specialist(s).
3. Providing learning support lessons to meet action plan or individual education plan goals and objectives.
4. Learning Support teachers are responsible for the creation of student files and of managing and sensitively informing those working with a student of confidential student data such as: Parent Meeting Minutes, Case History forms; Student Intervention Plans; Individual Action Plans; formal IEPs; formal external assessments etc.

Shadow Teachers

Shadow teachers are assigned to students accessing specialised services to ensure individualised attention to learning goals. Under the supervision of a Learning Support Teacher dedicated to specialised services, shadow teachers provide the intensive daily support to encourage student success. The cost of shadow teachers is included in the specialised services fee (paid in addition to the tuition fee).

Counsellors

School counsellors are available to all students to support any social, emotional, behavioural and personal difficulties. The counsellors provide behavioural intervention through both individual and group counselling. Counsellors in specific cases may refer students to both internal and external psychologists or psychiatrists as needed.

Nurse(s)

The school nurse informs teachers of students' health and physical needs that require special accommodations in the classroom. The nurse attends to regular health and wellness issues that arise and administer medication according to school policy.

Classroom / Subject Teacher

The subject teacher is responsible for understanding the needs of each individual student. The relationship between teachers and the Learning Support Department is collaborative and cooperative, where all are actively involved in the planning that supports teaching and learning. Interventions are designed to decrease risk factors and strengthen resilience to provide a firm basis for strong future development along the educational continuum. These mechanisms will be age-appropriate, reflect the growth, interests and talents of the student and will have a long-term impact on the final outcomes.

Subject teachers support student needs by:

1. Identifying vulnerable students as early as possible and referring them through the school's referral process to the relevant member of the Learning Support Department.
2. Providing extension support to all students.
3. Monitoring students' progress by meeting with the teachers, students, and parents.
4. Collaborating with the Learning Support Department in creating, implementing and reviewing students' specific Action Plan, Individual Education Plan, and/or behaviour management strategies.
5. Ensuring parents are well-informed of student progress and development.

Teaching Assistant

Teaching assistants support teaching and learning in the classroom, small group, or individual settings under the direction of a teacher.

Parents

Parents should have contact with relevant members of the School Administration, Classroom / Subject Teachers, and the Learning Support Department to enhance collaboration with the school to ensure each student's individual needs are met. Parents are supported with follow-up meetings with teachers and members of the Learning Support department, and in some instances are referred to external agencies that can provide assessment and support as needed. Parents and caregivers are responsible for working with school staff to ensure students are utilizing recommended supports and are working towards their learning goals.

Students

Students are responsible for working towards their personal and academic goals with the support of school staff and caregivers.

V. REFERENCES / KEY DOCUMENTS

International Baccalaureate Organization. (2018). Access and Inclusion Policy. Accessed October 5, 2019 from https://resources.ibo.org/data/access-and-inclusion-policy_956444e5-7b09-43a7-ad8e-519b88ac7ac4/PRC-g-0-iboxx-gui-1906-1-e_1a60fbd7-7033-4b3a-b382-9737c2361b32.pdf

United Nations Convention on the Rights of Persons with Disabilities General Comment No.4 (2016) on the right to inclusive education (online). Accessed September 28, 2019 from http://tbinternet.ohchr.org/_layouts/treatybody external/Download.aspx?symbolno=CRPD/C/GC/4&Lang=en

VI. KEY DOCUMENTATION SUPPORTING IMPLEMENTATION

Admissions Policy

Safeguarding and Child Protection Policy

Safe touch Policy

Letter of undertaking

Admissions Procedures

Primary Inclusion Procedures (link)

Secondary Inclusion Procedures (link)