

Inclusive Education Policy (Inclusion)

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**Approved:
School Principal**

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1. General provision

International Talent Academy's vision is to be: A community of like-minded people who help young individuals develop their potential, to be conscious and responsible for creating a better world.

Our mission: We nurture a new generation of happy and harmonic people by unlocking their potential through a supportive educational environment and rigorous education.

Our values are:

- sustainability
- respect
- transparency
- teamwork
- individuality
- integrity (mindfulness)
- equality

Philosophy and aims

Following the ITA mission to nurture global citizens through meaningful education we teach our students to see the world through the eyes of others and to learn from multiple perspectives.

As a new school we try to be as much inclusive as possible (considering our resources human, facilities).

We welcome diversity and develop a culture of understanding and support for each learner from the whole community.

The purpose of this policy is to provide equal access to education for every student at ITA.

We believe each student should strive for personal excellence during their time at ITA. We as a community safeguard the rights of students to learn in as diversified a manner as possible with our facilities and staffing capabilities. It is the shared responsibility of all administrators, teachers and staff at ITA to provide a varied approach to education regardless of ability, race, gender, religion or linguistic background.

We recognize that to be diversified in our educational approach, we will spend time and resources within our capabilities to discover the unique abilities, talents, and personal qualities of each student. Upon the discovery of students with temporary or more permanent exceptional learning needs we endeavor to meet these needs through our system of Learning Support.

At ITA we:

- Value a broad range of talents, abilities, and achievement and ensure our students feel valued
- Create a climate of high expectations
- Promote success and self-esteem
- Deliver a high-quality education which is appropriate to students' individual needs within our staffing and facility abilities
- Identify and remove barriers to learning and participation
- Promote understanding and appreciation of diversity
- Work in 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 IB Guide to Inclusive Education: A Resource for Whole School Development, published 2018.)

Structure

Learning Support Team: The Learning Support Teams are comprised of ATL Coordinator, SEN specialist and child psychologist/counselors. Learning Support Teams have Collaborative meetings according to schedule (September & February) to plan, review, adjust student services, and every 6 weeks to review each student's progress and evaluate the needs related to any new Requests for Observation. Prior to each meeting, members of the Learning Support Teams seek input as needed from teachers, IB Coordinators, Principals, Medical staff, parents and/or students.

Inclusion: An ongoing process that strives to increase access and engagement in learning by identifying and removing barriers for students. The Learning Support Team sends individual updates to each student's teachers and the IB Coordinators

Exceptional learning needs: The learning needs of students who learn and develop differently from most others, or students who have exceptional learning styles, exceptional talents, or exceptional behaviors.

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 personal learning goals. Learning in the classroom can be differentiated through content, process, product, or the classroom environment/accommodation.

Content: ensuring each student can gain access to the knowledge, understanding and skills.

Process: ensuring appropriate activities are used to help each student make sense of the knowledge, understanding and skills.

Product: ensure the products students are asked to create can provide evidence, knowledge, understanding and skills.

Accommodation: 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.

Inclusive access arrangements: changes in teaching, learning and/or assessment to remove or reduce barriers to learning. These are intended to provide appropriate support to address challenges while maintaining learning expectations.

Reasonable adjustments: changes to the assessment process which may not be standard, but unique to a student based on individual requirements.

(The material in the section above has been inspired by and adapted from the IB's publication Learning Diversity and Inclusion in IB Programmes, published 2018).

2. Admissions

ITA admits and supports students with diverse learning needs as stated in the ITA Admissions Policy. ITA is as inclusive as its resources allow, including facilities and staffing. The school conducts assessments of all applicants to ensure that each child can access the school's programme within the levels of support that are available.

If a place is offered to a child with more learning support needs than *Identification and Assessment*.

Students are generally identified as exceptional learners by a teacher or parent.

Parents may contact a teacher, child psychologist/counselor if they believe their child has an exceptional learning need. Teachers may also identify and refer exceptional learners with exceptional learning needs based on classroom observation and interaction with students.

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 behavioral 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.

If a formal assessment is desired, the classroom teacher will be asked to fill out the Request for Observation form, which is reviewed by the pertinent (Primary or Secondary) Learning Support Team. The Learning Support Team reviews the information and assigns the appropriate teacher/specialist(s) to conduct 2 classroom observations of the student, by 2 different observers. Following the classroom observations, the Learning Support Team meets to determine if exceptional learning support is needed.

At this point, it may be found that the learning need is not related to SEN but to another factor. Some examples of these needs are: English language development, self-management skills or additional challenges in one or more areas of learning. The Learning Support Team will determine the appropriate next steps in these cases.

Results of the assessment, better evaluation are shared with the parents and an Individualized Learning Plan (ILP) is written by the SEN specialist in consultation with parents and the Learning Support Team. If the learning need appears to be related to SEN based on the classroom observations, ITA will use different tools to determine the type of support that is needed. These tools could include various cognitive, behavioral and standardized curriculum-based assessment tools. Plan (ILP) is written by the SEN specialist in consultation with parents and the Learning Support Team

The ILP is then communicated by the SEN specialist in consultation with Homeroom Teacher Subject teacher/s and parents and support staff and implemented, while maintaining appropriate confidentiality.

In some situations, the 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 levels of support that are available. In these situations, parents may be asked to:

- have additional outsider professional testing of the child.
- withdraw the child from school.
- pay for additional support resources or staffing.

3. Planning and Instruction

ITA provides students who have exceptional learning support needs with an Individualized Learning Plan (ILP) which is designed to meet the students' needs. The ILP identifies student strengths and any academic, social, emotional and/or behavior needs. It also lists classroom strategies to be used and assessment accommodations that will be provided. Based on the ILP students are placed in the learning environment that is the best fit in the least restrictive environment for their support needs which may include in-class teacher support, push-in support, and/or pull-out support with the SEN specialist or other specialists.

SEN specialists support classroom teachers in developing ways to differentiate content, product, process, or the learning environment to meet the needs of individual learners. The SEN specialists also work with individual students or groups of students in both push-in and pull-out instruction as needed. SEN specialists communicate and work with parents to build and support the home school link.

Teachers use approaches to teaching and learning that ensure instruction meets the needs of all learners in their classrooms. Teachers utilize four principles of good practice to promote equal access to the curriculum:

- affirming identity and building self-esteem
- valuing prior knowledge
- scaffolding
- extending learning.

PYP, MYP unit planning considers learner variability in the classroom and classroom differentiations. Teachers in consultation with the SEN specialist ensure that reasonable adjustments and specific inclusive access arrangements are provided for students based on individual ILPs.

Child psychologists/counselors conduct whole-class counseling meetings, small-group and individual sessions according to the annual plan. Child psychologists/counselors work with administrators, teachers, and parents to provide information and strategies to remove barriers to learning.

Professional Development is provided for teachers, staff and administrators to continue to develop best practices based on current research on developing inclusive environments.

ITA's support management aims to ensure our educational programme/school's curriculum:

- meets individual students' needs
- offers an appropriate level of challenge
- provides effective support for students at transition times
- is flexible and can be adapted
- addresses different cultural experiences
- involves the community
- encourages personal and social development
- ensures that all students can access co-curricular and educational experiences which may take place outside the school environment, including residential trips and excursions as appropriate
 - is based on effective staff expertise to ensure all teachers and teacher assistants can provide appropriate support for each student.

(The material in the section above has been inspired by and adapted from the IB's publication Learning Diversity and Inclusion in IB Programmes, published 2018.)

4. Assessment and Reporting

Standard assessment conditions may put candidates with special learning requirements at a disadvantage by preventing them from demonstrating their level of attainment. Hence, assessment is diversified and made relevant to the student's learning requirements. The purposes and outcomes of the assessment process are made explicit to all (IBO, 2018).

Inclusive assessment arrangements

The International Baccalaureate provides special conditions for children with special educational needs. The school and the school community will take all possible measures to ensure the necessary conditions. Some of these conditions require prior consent from the IB before implementation at the school, and some school may provide itself without prior approval from the IB. Rules and guidelines for coordinators and teachers to evaluate student achievement that require an inclusive approach are presented in the official document of the International Baccalaureate "[Access and inclusion policy](#)", 2023. During the planning of the preparatory work for the assessment or the written examination, MYP and DP coordinators, as well as teachers, should carefully read this document and comply with all relevant requirements of the IB and the rules of the ITA assessment policy.

Inclusive assessment arrangements in exam preparation process in 9th and 11th grades

The document "Access and inclusion policy" allows to follow the process of working with candidates with special educational need during exams preparation:

[Access to modified papers](#)

Modifications can normally be made to examination papers for candidates with visual challenges or specific learning difficulties. Some content within examination papers cannot be presented non-visually at present without invalidating the nature and purpose of the assessment. However, the IB may provide alternatives such as different questions to those based on an illustration (for example, cartoons or photographs) that can be presented non-visually and assess the same objectives.

[Access to time and special software for exam preparation:](#)

Additional time (10%, 20%, 25%, 50% depending on the case, subject and the evidence provided by the candidate); Word processor (A physical, psychological/medical or sensory condition due to which a student requires this access arrangement); Speech recognition software; Scribes; Reading software; Calculators.

Communicator:

A communicator is someone who is able to convey information to a candidate with a hearing impairment through the use of lip-speaking, fingerspelling or sign language to convey the coordinator's or invigilator's oral instructions without authorization from the IB. It is left to the discretion of the coordinator whether the examination should be held in a separate room.

Practical assistance:

A candidate with a physical, sensory or medical challenge may require access to a practical assistant for tasks that require physical manipulation or movement; the assistant must carry out a task exactly as instructed by the candidate, unless there are safety considerations.

Extensions to IB submission deadlines:

To be eligible to use extensions to deadlines as an inclusive assessment arrangement, a candidate must show evidence of a medical or psychological challenge that has genuinely prevented them from completing work in time for the coordinator. An extension will be authorized by the IB.

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

Teachers write a report card each semester which shows the educational achievement of each student relative to the ITA curriculum and assessment criteria. The SEN specialist additionally provides a formal evaluation report each semester for each student with identified SEN, based on the goals written in the ILP. On-going progress is communicated to the Learning Support Team at the regular meetings and is documented in meeting minutes. Both types of reports and meeting minutes are used by the Learning Support Teams when they review and adjust student services as needed during the September and February meetings.

5. Confidentiality and Communication

ITA is dedicated to clear and consistent communication within the process. To protect student rights, all ITA staff follow a strict code of professional conduct as outlined in the ITA handbook regarding confidential information. All testing documents are kept in a secure location by the Learning Support Teams and ILP information is shared confidentially by the SEN specialist with the relevant staff who are serving the needs of each individual child at the beginning of each semester.

ITA is committed to working closely with the parents of all students who receive exceptional learning support services. We consider the parents' role to be vital in developing their child's skills and abilities. We practice the following procedure for additional support:

- A meeting with parents is requested when the ILP is designed, and parents are notified if the ILP is adjusted.
- Seeking input from parents at each step of the process of identifying the students' learning needs.
- Sharing of ILP information gathered by teachers and the SEN specialist in the process of designing the ILP with parents upon parental request.
- Opportunities for parents to learn about the IB curriculum and our commitment to differentiation through workshops.
- Opportunities for parents to be part of the decision-making process in their child's educational needs.

6. IB Programmes: Reasonable Adjustments and Assessment Access Requirements

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 barriers. In the PYP student strengths are celebrated and challenges are addressed through a focus on the IB Approaches to Teaching and Learning.

In the MYP and DP reasonable adjustments may be made to allow students with learning support needs to access the MYP or DP curriculum. These adjustments may involve changing aspects of the assessment or criteria used, but at no point involves altering the learning outcome.

Some students may have learning support needs that prevent them from demonstrating their level of attainment without the use of 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 IB allows for a range of inclusive assessment arrangements without prior authorization. ITA provides these arrangements as needed for a student within the course of study or practice exams based on the ILP for each student.

For some MYP or DP Candidate students, some inclusive assessment arrangements require prior authorization from the IB. In these cases, the MYP or DP Coordinator will work with the Principal, SEN specialists and parents to obtain this authorization.

In these cases, IB specifically states that:

- requests be accompanied by consent from the candidate, parent or legal guardian,
- requests must be submitted with supporting documentation:
- a psychological/psycho-educational/medical report from a qualified professional conducted no earlier than the previous academic year,
- educational evidence that any request for arrangements follows the usual way the student has been working within the class.

(The material in the section above has been inspired by and adapted from the IB's publication Candidates with Assessment Access Requirements, published 2018.)

This policy is a working document which is aligned with Admission, Language and Assessment policies.

This document is regularly reviewed according to the school's approved process.

7. Review Process

The Inclusive Education Policy is reviewed every year as part of the cycle of policy reviews. This process seeks to revise and evaluate the policy's relevance and effectiveness and is informed by relevant IB official documents, other school policies, and the whole school development plan.

The first stage in the process includes sharing a digital version of the policy with the whole community for preliminary review. Policy development team summarizes the recommendations and communicates them to the administration team. Head of MYP/DP, DP and MYP coordinators, teachers consider all the suggestions and make the necessary adjustments (if any) in the document. The amended policy is then submitted to the Head of School for final revision and approval.

Last review: August 2024
Next review: August 2026

Policy development team:

- Policy development team:
- SEN Specialist
- School Administration
- IB Coordinators

References

- IB. (2023) [Access and inclusion policy](#).
IB. (2024) [Adverse circumstances policy](#).