Inclusion Policy

Al Sahwa Schools

Mission:
We are a learning community committed to our core values and Oman's rich cultural heritage while embodying high quality international education

Vision:
Educate students to become the leaders of the future

Our Core Values:

Respect, Gratitude, Proactivity

International Mindedness:

International Mindedness is a global perspective which enriches our community's understanding of intercultural harmony in order to bring greater peace to the world. International mindedness is exemplified in our commitment to multiculturalism and in our respect for other cultures.

مدارس الصحوة

رسالتنا :
نحن مجتمع تعلُّمي، نلتزم بقيمنا الأساسية وبالموروث الثقافي العُماني الأصيل، وفي الوقت نفسه نُطبق تعليماً دُولياً عالي الجودة

رؤيتنا :
إعداد الطلاب ليكونوا قادة المستقبل.

قيمنا الأساسية :
الاحترام، الامتنان، المبادرة

العقليّة الدوليّة :
العقلية الدولية هي منظور عالمي يُثري إدراك مجتمع مدارس الصحوة للانسجام بين الثقافات، لتحقيق أكبر قدر من السلام العالمي.
وتتجسد العقليَّة الدوليَّة في التزامنا بالتعدُد الثقافي، وفي احترامنا للثقافات الأخرى..إعداد الطلاب ليكونوا قادة المستقبل

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Al Sahwa Schools Statement of Philosophy

We believe Al Sahwa Schools should provide education that is inclusive, welcomes diversity and provides an equal opportunity for all students to develop their personality, skills and abilities to their fullest potential. The Support for Learning Department aims to make provisions for students needing additional support that is in line with the schools' curriculum and the International Baccalaureate® (IB) Philosophy and Mission regarding the inclusion of students in learning.

Our schools' holds the same view as the International Baccalaureate® regarding inclusion (see Figure 1). We recognise 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. Multiple teaching strategies are employed to ensure all students have equal access to the curriculum. We believe in providing the best education to all, therefore, there will be an unbiased consideration of each admission application and if the school will be able to provide equal opportunity to succeed, outlined in our Admissions Policy.

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, all elements that are clearly in line with our Guiding Statement.

IB Definition of Inclusion

Figure 1. From Learning diversity and inclusion in IB programmes (IBO, 2016, p. 1)

> Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.
>
> Inclusion is an organisational paradigm that involves change. It is a continual process of increasing learning and participation for all students. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment. It is an educational approach to which all schools should aspire.
>
> Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community.

Policy Aim

The aim of this policy is to make provisions for students needing learning support that is in line with the school's, Cambridge and the IB's philosophy and mission regarding the inclusion of all students in learning. The Inclusion Policy at Al Sahwa Schools ensures that all stakeholders must actively support the achievement of the following objectives:
- Ensure that students with exceptional needs have access to the whole curriculum and are supported according to their needs
- Ensure students with EAL needs are supported in developing language skills necessary to access the curriculum

- Encourage a shared responsibility among school stakeholders to support the Inclusion Policy
- Ensure that staff members provide opportunities to learn for students with exceptional needs and maintain high expectations for all students
- Use known best practices to meet the needs of all students
- Encourage students to have an active role in their learning
- Encourage cooperative planning and teaching by all staff in support of the policy
- Provide an inclusive climate that supports the attributes of the learner profile in all settings
- Develop partnerships with outside professional agencies and/or skilled individuals to identify, assess, and assist in providing support for students with exceptional needs.

Definition of Learning Needs

We recognise that students have different levels of additional needs that may vary with time. Students may require long or short-term support to help them make the most of their school education. Learning needs include

Learning Support- for students with communication and interaction needs, cognition and learning needs, sensory and/or physical needs, and behavioural needs that impact access to the curriculum.

English Language Learning (ELL)- students who struggle to communicate fluently or learn effectively in English, who also require specialised or differentiated instruction in the English language and in their English language classes to access the curriculum.

Arabic Language Learning (ALL)- students who struggle to communicate fluently or learn effectively in Arabic, who also require specialised or differentiated instruction in the Arabic language and their Arabic language classes to access the curriculum.

Admissions Policy and Students with Learning Needs

Al Sahwa Schools' Admissions Policy sets out the criteria for admitting students to the school. We may not be able to meet the needs of all exceptional learners due to a lack of resources (ex. material, space, support, etc). School principals consult with their respective Head of Support for Learning (SfL) to ensure that the educational programme at Al Sahwa Schools will be suitable for each student.

Roles and Responsibilities

Director: Overall responsibility for Support for Learning (SfL) services within the school and decisions pertaining to the allocation of staff and other resources relating thereto.

Principals: Direct line manager of the SfL department and works in conjunction with the Director, leadership teams and SfL teaching staff.

Head of SfL: Works with the SfL teaching staff to ensure the ongoing provision of SfL programmes and reports to the Director and section principals.

Programme Coordinators: Works in conjunction with the Head of SfL when necessary.

SfL Teacher: Joint responsibility with Class/ Subject Teachers for students with additional support needs.

Class/ Subject Teacher (KG – Grade 12): Responsibility to ensure the curriculum meets the needs of each student (differentiate, scaffold, accommodate, or modify).

Parent: communicate concerns about student learning difficulties, provide the Head of SfL with any relevant information and/or assessments conducted by outside health or educational professionals, including details about the student's health, early development and behaviour at home.

Parent and Students' Rights in the Inclusion Policy

It is essential that parents and students are informed of their child's requirements and the school's provision for these. Parents have the right to ask if their child has additional support needs and whether they need an Individual Education Plan (IEP). They can be directed to the appropriate partner agencies who may be able to provide for a specific type of assessment and/or examination.

Support for Learning Procedures

Identification Procedures and Support for Learning Criteria

Students may be identified as needing support at various times during their academic career. Teachers or parents can raise concerns with the Support for Learning (SfL) staff about students at any time during the year, following a referral process (Figure 3). The SfL team will work with teachers, parents, and outside professionals (where necessary) to identify students who require assistance from the SfL department. Student achievement data and assessments conducted by learning or health professionals may be used. Official recommendations from assessments conducted outside of the school must be submitted to the SfL department by the parent for the school to use the information. Initial parental consent is required for students to be placed on the SfL register.

With consent from parents, the SfL staff will work with teachers and outside professionals (where necessary) to develop student education plans that will be reviewed at least once annually. Education plans are a commitment the school makes to supporting students; SfL staff and teachers are expected to work together to ensure the strategies, accommodations, and modifications outlined in these plans are used with fidelity. Students on the SfL register will stay on the register until they meet the requirements for exiting SfL.

Figure 3. **Al Sahwa Schools SfL Referral Process**

	School Response	Liaison Needs
Step 1: If a student is not meeting academic expectations, then...	1. Subject teachers plan to meet the individual student's needs through classroom based differentiation and short term interventions. 2. A Support Plan (SP) may be completed for these students by classroom teachers in consultation with SfL.	● Teacher consults with the SfL team. ● In the secondary school, concerns are shared with SLT
Step 2: If the student is not meeting academic expectations with regular classroom interventions, then...	1. Concerned teacher engages in collaborative problem-solving with the SfL team. 2. Initial concerns forms, assessments and observations are completed in collaboration with SfL teachers 3. Parents (and students when necessary) are consulted 4. A Learning Plan is drafted and implemented by concerned teachers and SfL. 5. Students who have minor needs or have accessed support in the past may be put on a monitoring list.	● Concerned teachers and SfL meet to discuss needs. ● Parent consultation and permission ● Outcome shared with the section leadership teams.
Step 3: If the student is not meeting academic expectations with targeted SfL interventions, then...	1. Referrals are made to EP or outside agencies for support or assessment via HOD SfL in consultation. 2. Appropriate planning and review will be undertaken collaboratively by those involved. 3. School keeps evidence to allow progress tracking. 4. ILP to be formulated and reviewed in consultation with all involved.	● Educational Psychologists and other agencies may be involved. ● Ongoing reviews and joint meetings will be planned and scheduled with all concerned parties.

Provision of Support

At Al Sahwa Schools, students are placed on tiered levels of support (table below), depending on student needs. Each tier indicates different frequencies and types of support. Placement on tiers should be done on a class-by-class basis, depending on the degree to which the student is accessing the curriculum in that class/ course. The placement on the tiers is intended to be regularly reviewed and flexible.

Support for Learning Tiers

Tier 1	Tier 2	Tier 3
Classroom Support Teachers have the first level of responsibility and are required to follow the principles and practices of teaching and learning to meet the diverse needs of their students' support. Within this tier, the SfL Team will develop a student profile and support the classroom teacher to refine differentiated learning in the classroom.	*SfL Short-Term Support* If adequate progress is not being made in Tier 1 intervention, the SfL Team will consult with subject teachers to assess the student's ongoing learning needs. This level of support may include one-on-one assistance from support teachers when intensive intervention is required for short periods of time.	*Intensive Interventions* If Tier 2 support is not adequately meeting the needs of the students, the relevant member of the SfL Team may develop more intensive instruction. Support is ongoing and the student is withdrawn to work with the relevant member of the SfL Team.

English Language Support in the MYP

We recognise that individual students:
- Learn differently
- Have different cultural experiences, expectations and needs
- Perform differently according to the context of learning
- Should experience self-assessment and peer assessment as a natural part of the learning process
- Need to know their achievements and areas for improvement in the learning process
- Should receive feedback that is positive and constructive.

English support in the MYP is offered for students with a more limited command of English to help them successfully access the mainstream curriculum. Students needing the extra support may be pulled from their mainstream classes for additional classes in English with the Support for Learning team. PYP Grade 6 students undergo Language Acquisition Carousel lessons to identify MYP English Language Acquisition students and to identify appropriate phases.

Exiting Support for Learning

The SfL department will consider a number of factors in their regular review of student needs, including if the student is ready to exit from support. Any decision to exit students should be based on information from:

- grades and remarks on report cards;
- the results of classroom assessments;
- standardised assessment results;
- and the recommendations of external medical and educational experts

The final decision on whether a student should exit support will be made collaboratively by the SFL HOD in consultation with all relevant parties. The student will remain on a monitor list for one year before fully exiting support. If a teacher feels that a student demonstrates a need for further support during the time a student is on the monitor list, the SfL referral process need not be restarted for the student to receive services from the SfL department.

Support for Learning Resources

Support for Learning Teachers

The Support for Learning department is staffed by a bilingual team of qualified and trained teachers with expertise in teaching students with learning needs and students who are Arabic and/or English language learners. Support for Learning teachers are part of the regular teaching staff at Al Sahwa Schools, are held to the same standards as the Al Sahwa Schools teaching staff, and receive benefits in line with their teaching contract.

Educational Consultation

Al Sahwa Schools holds a contract with an outside educational psychologist who provides supportive services to Al Sahwa Schools and the student's parents. These services include observations and consultation on student learning needs, and identifying students who may require further assessment.

Supporting Teachers

The Support for Learning department provides a number of services to the Al Sahwa Schools community in addition to supporting identified students. The Support for Learning department partners with classroom and subject teachers to provide:
- Requested observations of students learning and engagement;
- Support in locating and/or developing suitably differentiated and scaffolded activities;
- Strategies to support students in class;
- Requested in-school professional development on supporting diverse learning needs;
- Planning for access arrangements;
- Providing additional information about students on the register as needed and in line with confidentiality rules.

Learning Support Assistants

Students with a formal assessment (a medical report or educational psychologist's report) may require specialised, one-to-one support to access the curriculum. A Learning Support Assistant (LSA) may be required for the student. While the LSA is not employed by Al Sahwa Schools, their proximity to learning and other students requires that LSAs collaborate effectively with the Support for Learning department and classroom teachers. The LSA's regular work will be monitored by the Head of the SfL or another member of the SfL department assigned to support the student. LSAs must also abide by the Al Sahwa Schools

Code of Conduct.

LSAs are only permitted to support students at Al Sahwa Schools if all of the following conditions have been met:

1. The student must be on the SfL register and parent permission for SfL support must be given.
2. A formal report (Medical or Educational Psychologist) must recommend this type of support. The report must be shared with the Head of SfL to ensure that Al Sahwa Schools effectively supports the student.
3. The concerned Al Sahwa Schools principal(s) and SfL Head of Department approves the use of an LSA for the student.
4. The LSA is qualified through certification or educational degree to offer the support recommended in the formal report.
5. The LSA has been interviewed and been approved by the concerned Al Sahwa Schools principal(s) and SfL Head of Department.
6. The parents must sign a formal agreement with Al Sahwa Schools detailing the roles and responsibilities of the school and the parents.
7. The LSA signs a Code of Conduct with Al Sahwa Schools Human Resources department.

Other Supportive Structures

External Referrals

The Al Sahwa team will work in collaboration with the other staff members to provide the best learning opportunities to the students. Some students may be referred to external specialists such as a psychologist, a therapist or a medical practitioner should the need arise.

Careers Guidance Service

To ensure that each student will make informed life choices when entering tertiary education or the world of work, the school's Careers Counselor considers strengths and weaknesses of all students in order to guide them and give appropriate advice on different career paths they may undertake.

More Able Learners

As a school we also provide inclusion for students who are exceptionally academically gifted and need extra challenge to reach their potential. We define more able in "terms of those whose progress and attainment significantly exceed age-related expectations." (NACE 2019). To support our most able achievers (previously called "Gifted and Talented") we have a more able enrichment programme in the secondary school. This is led by the Teaching & Learning Coordinator and the secondary SFL department.   At the start of each new academic year students in Grade 7-10 complete CEM baseline assessments. The results from these assessments highlight students with above average abilities in Maths, English and Skills. Students who are in the top 10% globally are added to our more able register. In subjects such as Arts, Music, Design and PHE students are identified by teachers as being talented and referred to register. All teachers are made aware of the most able students in

their classes through the most able register. Parents are notified by a letter that their child is identified as more able. Each subject department has a more able champion (teacher) who coaches and encourages talented students in their subject. The programme starts in semester 1 with goal setting and concludes in semester 2 with reflection and celebration of most able student achievements.

More Able students are provided with:
- Designated member of SFL department
- Subject champion (teacher) for coaching
- A "Challenge me" card for class teachers
- Notification of extracurricular events relevant to their area of talent

Transitions

Any transition process must begin in advance and be documented. All professionals involved with the student should be part of the planning for effective transition between stages and schools. Transitions of particular importance at those from KG to Grade 1 and PYP to MYP. These transitions are planned in meetings involving school leadership, the Head of SfL, SfL teachers, involved teachers, and parents (where necessary). A transition form, student SfL documents and other relevant documents will be shared with and among SfL teachers.

Documentation and Record-Keeping

Student records will be stored electronically for at least four years past the student's exit from the school or exit from Support for Learning (whichever comes first). Physical records may back up electronic records. Records must include:
- parent permission forms;
- student support plans;
- outside assessments or consultations shared with the school;
- important academic assessments;
- support summaries and ILPs.

Records are to be kept confidential and are maintained by the Head of the Support for Learning Department. Support for Learning student files may be visually accessed only by the student's current teachers, assigned Support for Learning teachers, and the Leadership Team. Support for Learning records may not be copied or stored outside of the student's official school files or Support for Learning files without permission from the student's parents.

Access Arrangements in Internal and External Assessments

The IBO permits for allowances for IB external examinations based on medical evidence. Application for such allowances will be made by the IB program coordinator following the processes laid out by the IBO. For all IB assessments, an application for special

arrangements will be completed and sent to IB Cardiff, specifying on the appropriate form exactly which arrangements are being requested. For all other programmes, applications will be made to the respective examining boards. All requests for inclusive assessment arrangements must be submitted one year prior to an examination session

Al Sahwa Schools supports the principle of "access arrangements" for students on our Support for Learning register. An access arrangement is an action taken to remove or decrease a disadvantage faced by students with learning support requirements. Students with learning support requirements may require access arrangements to access the curriculum framework, including internal assessments.

Access arrangements could be unique to a specific student and may include changes in the presentation of the test or method of response. Where access arrangements involve changes to specific aspects or specific criteria of the assessment, the overall learning outcome must remain the same.

The 'access arrangements' we currently provide include but are not limited to are:
- Extra time
- Rest periods
- ICT use for written examinations
- Modification to examination papers
- Reader
- Separate venue
- Scribe/writer
- Prompter

If a candidate with moderate to severe learning challenges requires a longer time frame to work on the personal project, after discussions with the school, the IB will authorise a reasonable adjustment whereby the candidate is supported with the scaffolding needed to commence the personal project in year 3.

To get more information about the arrangements available for candidates with special assessment needs, please see the following links:
1. Access and Inclusion Policy IBO
2. MYP: Candidates with Assessment Access Requirements MYP
3. IB Diploma Programme: Candidates with Assessment Access requirements DP

Policy Communication and Updates

The Al Sahwa Schools Inclusion Policy shall be available to the school community. It shall be posted on the school website and updated as it is revised.

Policy Alignment

Al Sahwa inclusion philosophy and policy align with our school values and other policies listed below.

- IB Learner Profile
- Al Sahwa Core Values
- Al Sahwa Assessment Policy
- Al Sahwa Language Policy
- Al Sahwa Admissions Policy

This policy will be used in conjunction with the above policies and related IB documents.

Policy Review

This Inclusion Policy will be reviewed annually as part of the internal review. Overall responsibility for the process rests with the School Senior Leadership Team. Teachers, parents and students will be surveyed to determine the effectiveness of the School's inclusion techniques and, where necessary, the policy will be updated.

Date Created	Date Approved	Next review
January 2020- Updated October 2020		January 2021

Recommendations for Future Development

Because inclusion is an ongoing process, Al Sahwa Schools' SfL department is always looking for ways to improve and increase student access. Recommendations for future development in the 2020-2021 school year are:
- Developing more effective referral processes in the primary school to ensure students are supported more effectively
- Building effective support practices in the Kindergarten section of the school
- Further developing benchmark criteria for entry and exit to the SfL program
- Implementing effective assessment tools (eg., PM Benchmark and WIDA) to assess and monitor student progress, as well as plan for future development
- Providing hearing and vision screening for students at key stages in development
- Considering ways to restructure SfL that lead to more inclusive practices and efficient support of all learners.

References

Access and Inclusion Policy, International Baccalaureate Organization, Sept. 2018

Learning diversity and inclusion in IB programmes, International Baccalaureate Organization, Sept. 2016

Meeting student learning diversity in the classroom, International Baccalaureate Organization.

More Able Learners, Why Focus on More Able Learners, [National Association for Able Children in Education](), May 2019