



Abdul Kadir Molla International School

IB School code: 060139

Inclusion Policy

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IB Mission Statement

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 for international education and rigorous assessment. These programmes 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 Statement

Abdul Kadir Molla International School aims to attain intellectual rigor and high academic standard by developing the learners holistically as critical thinkers, caring individuals and lifelong learners to meet the needs of this rapidly changing and challenging world.

Vision

Learners at Abdul Kadir Molla International School endeavor to create peaceful global community by their informed action. They have strong sense of shared responsibility and strive to make the world a better place to live.

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Aims and Objectives

- To promote an inclusive culture where all students, regardless of their abilities, participate fully in school activities.
- To ensure that every student with Special Educational Needs (SEN) is provided with the appropriate support and resources necessary for their academic and personal growth.
- To equip all staff with the knowledge and skills to effectively support students with diverse learning needs.
- To provide an insight into how Abdul Kadir Molla International School supports the IB philosophy that every learner should get access to what is taught in a class despite the learning disabilities/barriers and should be allowed to demonstrate his/her ability under assessment conditions that are as fair as possible.
- To identify the legal requirements for an inclusive programme to outline the school's structure and processes for compliance.
- To indicate the rights and responsibilities of the students, teachers, school authority as well as of the parents to ensure an inclusive learning environment and to state school's mission for implementing inclusive programmes.

Definition of Special Educational Needs (SEN)

A student is considered to have special educational needs if they require additional support due to learning difficulties or disabilities that affect their ability to access the standard curriculum. **Special Educational Needs (SEN) and Learning Diversity**

The term 'Special Educational Needs' is used to describe learning difficulties or disabilities that make it harder for children to learn than most children of the same age. Children with Special Educational Needs (SEN) are likely to need extra or different help from that given to other children their age. This help is known as special educational provision. Children may have difficulties in one or more areas. Here are some examples:

- **Thinking, understanding and learning:** These children may find all learning activities difficult, or have particular difficulties with some learning activities such as reading and spelling.
- **Emotional and behavioral difficulties:** These children may have very low self-esteem and lack confidence. They may find it difficult to follow rules or settle down and behave properly in school.

- **Speech, language and communication:** These children may have difficulty in expressing themselves or understanding what others are saying to them. They may find it hard to make friends or relate to others. They may find it difficult to make sense of the world around them or to organize themselves.
- **Physical or sensory difficulties:** These children may have a disability or a medical condition that has an impact upon their learning. They may have a visual or hearing impairment.

Talking openly and positively about differences can help children better understand themselves and those around them. Embracing diversity and inclusion empowers kids to engage their world with curiosity, confidence and kindness. Diversity and inclusion helps children learn to empathize with people who are different from them. Diversity and inclusion make all kids better learners, allowing them to understand various subjects from multiple points of view.

Areas of Special Educational Needs

SEN can be broadly categorized into four areas:

- **Communication and Interaction:** This includes students with speech, language, and communication needs (SLCN) as well as those on the autism spectrum.
- **Cognition and Learning:** This includes students with moderate, severe, or profound learning difficulties, as well as those with specific learning difficulties such as dyslexia, dyscalculia, and dyspraxia.
- **Social, Emotional, and Mental Health Difficulties (SEMH):** This includes students who experience a wide range of social and emotional difficulties, such as anxiety, depression, and behavioral challenges.
- **Sensory and/or Physical Needs:** This includes students with visual or hearing impairments, as well as those with physical disabilities that require additional support and accommodation

Inclusion Approach

- All teachers at Abdul Kadir Molla International School are trained to support students with special educational needs.
- A "Whole School Approach" is adopted, ensuring that all staff members contribute to the inclusive culture.
- Equal opportunities are provided for all students, with an emphasis on integrating students with SEN into regular classroom activities as much as possible.

Rights and Responsibilities

School Authority, Programme Coordinators, and Senior Team Leaders:

- Ensure careful consideration of a student's choice of subjects to demonstrate their strengths and empower them as learners. Consult the IB for advice before the student starts their studies.
- Ensure all learning support arrangements are in place before admitting a child with special needs.
- Recruit experts who can best support students with learning support requirements when needed.
- Provide training and instruction to teachers and staff to support individual learning requirements and differentiation.
- Work collaboratively to implement the Program of Inquiry (POI).
- Inform parents that if a candidate transfers to another school for examinations, the online application request for inclusive access arrangements (and any supporting documents, including authorization if applicable) will be visible to the coordinator of the new school.
- Inform the candidate, parent(s), or legal guardian(s) that if they wish to withdraw the request for inclusive access arrangements before a transfer, the school must be informed at the time of transfer. The school IB coordinator must immediately inform the IB of this request in writing.
- Request examination rescheduling for candidates where required. Information on rescheduling can be found in the Assessment procedures publication for each program.
- Contact the IB to plan for inclusive access arrangements if a student has difficulties meeting any non-assessment requirements of a programme.

SEN Counselor:

- Identify the special education needs of the learners.
- Support teachers and parents with a plan for an inclusive environment.
- Provide one-on-one counseling.
- Develop Individualized Education Plans (IEP) and coordinate the IEP team.

Teachers:

- Observe students and keep records of their progress. Take quick action when a child is identified with learning difficulties.
- Meet the needs of learners through differentiated learning strategies.
- Help learners develop confidence and self-esteem.
- Create an inclusive classroom environment where every student is valued irrespective of gender, color, social status, nationality, or any other factor.
- Collaborate with the SEN Counselor on a regular basis.
- Communicate with parents in advance so that they can also support their child.

Parents:

- Provide all necessary information to the teacher regarding the child's health, mental condition, behavior at home, or any other relevant issues. Sign and return copies of any home-school liaison arrangements.
- Play an active role in their child's education.
- Offer support and encouragement to the child, considering the child's learning ability.
- Attend all school meetings and be attentive, active, and cooperative during the meetings.
- Ensure that their child has adequate sleep and rest and is fully equipped and punctual for school.

Curriculum Access

The curriculum is adapted to meet the needs of all students, with differentiated tasks and flexible groupings to ensure that every student can access learning. Regular assessments are used to monitor progress and identify any additional support required. The curriculum is designed to be inclusive and accessible to all students, ensuring that each learner can engage meaningfully with the Units of Inquiry and the broader curriculum. The PYP framework emphasizes inquiry-based learning, which allows for flexible and personalized educational experiences that cater to the diverse needs of students.

Differentiated Instruction: Teachers in an IB PYP school implement differentiated learning strategies to meet the varied needs of students. This involves modifying tasks, providing additional support, and offering a range of resources that reflect the different learning styles and abilities within the classroom. Differentiation ensures that every student can participate fully in the learning process, regardless of their starting point.

Flexible Grouping: The PYP promotes collaborative learning, and students are grouped flexibly according to the demands of the inquiry, their interests, and their developmental needs. Groups may vary from whole-class to small groups, pairs, or individual work, depending on the nature of the activity and the goals of the inquiry. This flexible approach helps to create a dynamic learning environment where students can learn from each other and work at their own pace.

Regular Assessments: In the PYP, assessment is integral to the learning process and involves both formative and summative assessments. Teachers regularly assess students' progress through a variety of methods, including observations, student reflections, portfolios, and performance tasks. The aim is to ensure that all students can successfully engage with the curriculum and demonstrate their understanding in ways that suit their individual learning profiles.

Accommodations and Modifications

Accommodations:

- Accommodations are adjustments made to how students access the curriculum and demonstrate their learning. These changes do not alter the expected outcomes but rather provide support to help students overcome challenges related to learning differences, physical impairments, or other individual needs.
- Examples of Accommodations:
 - **Extended Time on Assessments:** Students who require more time to complete tasks are given additional time during assessments to ensure they can fully demonstrate their understanding.
 - **Preferential Seating:** Students are seated in positions that best support their learning, such as near the teacher or away from distractions, to help them stay focused and engaged.
 - **Use of Assistive Technology:** The PYP encourages the use of technology to support learning. Tools like tablets with educational apps, speech-to-text software, and audiobooks can help students access the curriculum more effectively.
 - **Alternative Formats:** Learning materials are provided in formats that cater to individual needs, such as large print, Braille, or audio versions, ensuring that all students can participate fully in the learning experiences.

Modifications:

- Modifications involve adjusting the curriculum content or learning objectives to better align with a student's capabilities. These changes are made for students who face significant challenges that prevent them from accessing the standard curriculum at the expected level.
- Examples of Modifications:
 - **Simplified Tasks:** Learning tasks may be simplified to focus on the most essential elements of the inquiry, allowing students to engage with the core concepts in a manner that is appropriate to their learning needs.
 - **Alternate Projects:** Instead of standard assessments, students might undertake alternative projects that align with their abilities while still connecting to the central idea of the Unit of Inquiry.
 - **Adjusted Learning Objectives:** The learning goals for some students may be adapted to ensure they are achievable and aligned with their individual learning journey. This approach helps to build confidence and encourage a positive attitude towards learning.

By integrating these accommodations and modifications within the PYP framework, the school ensures that all students, regardless of their individual challenges, have equitable access to the IB curriculum. The goal is to nurture a supportive and inclusive environment where every student is empowered to succeed and develop the attributes of the IB Learner Profile.

Standard Operating Procedures for SEN

1. Identification and Referral

- **Teacher Identification:** Teachers observe and identify students who show signs of needing additional support due to learning difficulties, behavioral issues, or other challenges.
- **Referral Process:** Once a teacher suspects a student may require SEN support, they refer the student to the SEN team. This may involve completing referral forms, providing detailed observations, and any relevant documentation of the student's difficulties.

2. Observations and Assessments

- **Initial Observations:** SEN team members or specialized staff conduct observations in the classroom to gather information on the student's behavior, learning style, and areas of difficulty.
- **Formal Assessments:** A variety of assessment methods are employed to understand the student's academic progress, cognitive development, social skills, and emotional well-being. These assessments focus on assessing for, of, and as learning, emphasizing a holistic view of the student's growth and development, and avoiding standardized tests.
- **Analysis:** The results from observations and assessments are analyzed to understand the nature and extent of the student's needs. This may involve consulting with psychologists, speech therapists, or other specialists as required.

3. Individualized Educational Plans (IEP)

- **Development:** For students identified with severe or complex needs, an Individualized Educational Plan (IEP) is developed. The IEP outlines specific educational goals, accommodations, modifications, and support services tailored to the student's needs.
- **Collaboration:** The IEP is created in collaboration with the SEN team, teachers, parents, and, when appropriate, the student. It includes

measurable objectives and strategies to help the student achieve their educational goals.

- **Documentation:** The IEP is documented and formally agreed upon, and it serves as a guide for the student's educational support and progress monitoring.

4. Parent Involvement

- **Planning:** Parents or guardians are actively involved in the IEP development process, providing valuable insights into the student's needs, strengths, and preferences.
- **Reviews:** Regular meetings are held to review the student's progress and the effectiveness of the IEP. Parents are encouraged to provide feedback and participate in discussions about any necessary adjustments.

5. Continuous Monitoring and Adjustments

- **Ongoing Monitoring:** Teachers and SEN staff continuously monitor the student's progress towards their IEP goals. This includes regular check-ins, progress reports, and adjustments to instructional strategies as needed.
- **Evaluation:** Periodic evaluations are conducted to assess the effectiveness of the support provided. If necessary, the IEP is revised to address new challenges or to enhance support.
- **Feedback Loop:** Feedback from teachers, parents, and the student is used to make informed adjustments to the IEP and support strategies, ensuring that the student's needs are effectively met over time.

This approach helps ensure that students with special educational needs receive the tailored support they require to succeed in their educational environment.

Community involvement

Community involvement is fundamental to shaping effective inclusion policies in schools. By actively engaging parents, students, and local community members, schools ensure that their policies are well-rounded and responsive to diverse needs. Parents provide essential insights into their children's experiences and requirements, helping to tailor the policy to address specific challenges and aspirations. Students' perspectives ensure that the policy aligns with their educational and social needs, promoting a more inclusive environment. Local community members, including organizations and advocacy groups, contribute additional viewpoints and resources, enriching the policy and aligning it with broader community standards. This collaborative approach not only enhances the policy's relevance and effectiveness but also fosters a sense of shared ownership and commitment to its successful implementation. We actively involve parents, students, and local community members in the development and implementation of our inclusion policy. Regular workshops and forums are held to gather feedback and insights from these stakeholders, ensuring the policy remains relevant and effective. For example, parents are invited to participate in focus groups to share their experiences and suggest improvements, while students contribute through surveys and student council discussions.

Inclusion and the IB Learner Profile, Approaches to Learning

The IB Learner Profile attributes and Approaches to Learning (ATL) are fundamental to fostering an inclusive educational environment. The Learner Profile provides insights into students' characteristics, cultural backgrounds, and home languages, enabling teachers to cultivate a culture of empathy, respect, and understanding. By understanding these attributes, educators can tailor their approach to meet diverse needs and promote inclusivity.

The Approaches to Learning empower students to take ownership of their learning journey, allowing them to make choices that align with their needs and capabilities. This approach nurtures an environment where students are active, independent learners who engage meaningfully with their education and thrive in an inclusive setting.

Integration with other policies

In alignment with our commitment to inclusion, the inclusion policy is closely connected to our language, assessment, and learning policies. For instance, our language policy promotes multilingualism, ensuring that students from diverse linguistic backgrounds receive the support needed to access the curriculum effectively. Our assessment policy emphasizes formative assessments, which provide ongoing feedback and support personalized learning pathways, crucial for addressing diverse learning needs.

In the primary grades of the IB curriculum, assessments are designed to offer a comprehensive view of student learning, development, and skills. The approach to assessment integrates both formative and summative methods, balancing continuous feedback with formal evaluations to provide a nuanced understanding of each student's progress.

Assessment for Learning involves ongoing, often informal, evaluations such as quizzes, in-class activities, oral presentations, and discussions. These assessments are integral for monitoring student understanding and guiding subsequent instruction, helping students learn from their experiences and improve over time.

Assessment of Learning occurs at the end of instructional units and includes structured evaluations like end-of-unit tests, projects, essays, and performances. These assessments are important for measuring how well students have grasped the material and for providing a benchmark of their learning.

Homework and Classwork support learning by reinforcing concepts outside of classroom hours and ensuring continuous engagement with the material. These activities contribute to students' overall learning experience and help maintain a consistent study routine.

Project Work encourages in-depth study and the development of critical skills such as research, collaboration, and problem-solving. These extended tasks are vital for deepening understanding and applying knowledge in real-world contexts.

Portfolios offer a dynamic view of student progress over time. They include a range of work samples and reflections that demonstrate growth and learning beyond traditional assessments, providing valuable insights for both students and teachers.

Self-Assessment and Peer Assessment promote reflective practices and critical analysis, helping students develop self-regulation, constructive feedback skills, and collaborative learning.

Overall, the IB curriculum's approach to assessment in primary grades is designed to be inclusive and supportive, offering diverse methods to recognize students' knowledge, creativity, and personal growth. This approach aligns with the IB philosophy of educating the whole child, ensuring that students are evaluated in a holistic manner, beyond just traditional exams.

Connections to Other Policies: Inclusion and Admissions

At Abdul Kadir Molla International School, our admissions process is designed to support our commitment to inclusion and align with the IB framework. During admissions, parents are asked to provide comprehensive documentation of their child's academic history, including any educational evaluations and details of additional academic or specialist support they have received or are currently receiving. This documentation may include evaluation reports, individualized learning plans (ILPs), individualized education plans (IEPs), and records of any diagnoses from educational psychologists, speech therapists, or occupational therapists.

This approach ensures that the school has a complete understanding of each student's needs and enables us to tailor our educational environment to support diverse learning requirements effectively. By gathering this information, we can create a supportive and inclusive learning experience that meets the needs of all students.

Review and Updates

Drafting and reviewing the policy

The review of the existing policy is done by the steering committee (which includes the school counselor) in collaboration with the reviewing committee and the entire IBDP team. To ensure continuous improvement, our inclusion policy undergoes an inquiry-action-reflection cycle annually. Reflective questions guide this process:

- What successes have we achieved in inclusive practices over the past year?
- What challenges have arisen, and how can we address them?
- How have our stakeholders' feedback influenced our policy?

These reflections inform actionable changes, which are implemented and reviewed in the following cycle.

1. We take surveys from the reviewing committee and the entire IBDP team based on the first 2 questions and other relative areas.
2. We take suggestions from them on how to overcome the challenges and what to add to make the policy better.
3. We recheck to avoid any clashes with other policies.

We keep the extended viewpoints alongside the old points to check how our stakeholders' feedback influenced our policy and not to bring any unnecessary changes.

Review Committee:

- Asnaha Farheen, Head of PYP and PYP Coordinator, Abdul Kadir Molla International School.
- Saiful Islam, Asst. Coordinator of PYP, Abdul Kadir Molla International School.
- Mr. Ashik Mahmud (SEN Counselor)
- Ms. Mahnaj Nabi (Homeroom Teacher)
- Ms. Manira Nasrin (Homeroom Teacher)
- Ms. Shahanaj Parvin Luna (Homeroom Teacher)
- Ms. Wahida Sultana (Homeroom Teacher) &
- Mr. Fazlul Haque Maruf (Homeroom Teacher)

Next Review Date: 11 Jul 2025

Conclusion

In conclusion, the commitment to inclusion at Abdul Kadir Molla International School is not merely a policy but a dynamic journey towards creating an educational ecosystem where every student thrives. Through our dedication to professional development, we empower our educators to embrace diversity, refine their teaching methods, and foster an inclusive environment that goes beyond meeting standards to truly celebrate the uniqueness of each learner.

As we navigate this journey, our resolution to meet the needs of every student remains unwavering. By engaging in continuous improvement, collaboration, and staying attuned to the latest developments in inclusive education, Abdul Kadir Molla International School reaffirms its commitment to shaping compassionate, informed, and globally-minded individuals. Inclusion is not just a philosophy; it is a practice that echoes in every classroom, resonates in every interaction, and propels our learners towards a future where their potential knows no bounds