



المدرسة الكندية الدولية

Inclusion Policy (Special Educational Needs)

Inclusion at CIS

At CIS, we believe in inclusive education where all learners have access to learning in an environment where they feel safe, respected, and supported. In line with this, students are admitted to CIS provided that the school has the expertise and capacity to cater for them to meet their needs.

We aim to support each member of our learning community by developing and sustaining inclusive education to help them explore their full potential. Therefore, access arrangements to teaching, learning and assessment (both formative and summative) are provided to students to remove or reduce barriers. These arrangements 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.

SEN Procedure at CIS

CIS makes every effort to support students with special educational needs, as early identification and suitable provision are important for removing barriers and increasing engagement in the learning process for all students.

If a student requires SEN support and services, be it a student with special learning needs/behavioral issues, the following procedure is applied:

Applicants/ Prospective Students:

Applicants who fail to successfully complete the placement tests (**Refer to the Admissions Policy**), and/or applicants whose parents inform the need for support during Admissions undergo the following procedure:

- Sit for a session with the SEN department for observation and screening.
- If SEN department identifies the applicant's problem, then a recommendation for support is issued
- If school has the resources and capabilities to cater for the applicant's special need, then the applicant can proceed with the Admissions process.
- SEN department will seek advice and support from external educational agencies in the identification, assessment and provision of special educational needs for applicants whose cases require further examination.
- Based on report findings, SEN department will decide if the school can cater for the applicant's special need or not. Decision of admitting the applicant is based on the best interest of the applicant or the school.

CIS Students:

CIS SEN team will follow the graduated approach, which is a SEN support that takes the form of a four-part cycle (**Assess, Plan, Do, Review**) described below.

Assess:

- Teachers (classroom/single-subject) through observation of the student during teacher-student contact time recognize a concern with the learner's academic, behavioral, emotional and social needs (minimum observation of 4 weeks)
- Concern is communicated to the SEN team who in turn informally observes learners inside the classroom and records their findings (observations are conducted at different intervals and over various sessions)

Plan:

- Teachers and SEN team share their findings to recommend and plan for strategies
- Strategies aim to provide optimal support to the student that allows the opportunity to work and learn equally compared to the student's peers

Do:

- Strategies are implemented for at least 4 weeks
- Observation of students continues

Review:

- A follow-up session is conducted by the SEN team and homeroom/subject teachers and programme coordinator to decide whether recommended strategies implemented have been successful
- If strategies prove to be successful, then strategies are documented and an individual educational plan (IEP) which includes the access arrangements is designed by the SEN team
- The programme coordinator is updated
- Student's progress is continuously monitored and the (IEP) is updated accordingly
- If SEN's recommended strategies proved to be unsuccessful, then SEN team will seek advice and support from external educational agencies in the identification, assessment and provision of special educational needs access arrangements
- Based on the agency's report, an individual educational plan (IEP) which includes the access arrangements is designed by the SEN team
- The programme coordinator is updated
- SEN team in collaboration with teachers report on the student's progress on a regular basis to the programme coordinator
- Progress is measured according to the designed IEP/Behaviour Intervention Plan
- A revised IEP/Behavior Plan is prepared according to the student's progress

Note:

- **SEN obtains parents' approval before observation of students who need support**
- **Parents are continuously updated on student's progress**
- **SEN reports cases and updates to programme coordinator**

CIS SEN Support Resources and Services

- International Proficiency Test (IPT)
- English as a Second Language (ESL)
- Arabic as a Second Language (ASL)
- Learning Support (LS)
- Differentiated instruction
- Special Education Resource Room
- Outsourced services: Para-teachers and school also refers students to specialized centers for diagnosis and screening

Examples of access arrangements provided to students

1. Ramps and an elevator for physical impairments (to facilitate the mobility of physically-impaired students)
2. Separate Examination Room
3. Special seating arrangement
4. Care assistant, or if necessary a nurse
5. Aid (such as a coloured overlay, coloured filter lenses, a Braille slate, a sound amplification device, a radio aid, a hearing aid, a visual aid or a magnifying aid)
6. Buffers such as headsets, earplugs and individual workstations with acoustic screens
7. A communicator to convey instructions
8. A designated person to name colours in an examination (for colour blinded students)
9. Supervised rest breaks
10. Prompter due to attention issues, psychological or neurological conditions
11. Changes to the print on examination papers
12. Printing on coloured paper
13. Additional time
14. Graphic Organizers
15. Scribe
16. Transcriptions
17. Reader
18. Extensions to deadlines
19. Additional opportunities to retake exams

Criteria for granting access arrangement to students is based on...

- Current student requirements
- The school's available resources and capabilities to facilitate access implementation
- IB eligibility criteria and is consistent with practices of the IB
- Individual merit cases for inclusive access arrangements
- Parents' approval and consent
- If arrangements **(11 – 19)** are required during IB official examinations, IB approval should be obtained (Refer to the IB document: Access and Inclusion Policy: Sections 2 & 4)

Procedure for Access arrangement during IB examinations (MYP and DP):

- To obtain inclusive access arrangement, the programme coordinator must submit an application on behalf of a candidate using the online request form on IBIS supported by the head of school
- DP requests for inclusive access arrangements must be submitted six months prior to an examination session
- MYP requests for inclusive access arrangements must be submitted six months prior to an examination session. Requests for inclusive access arrangements for candidates with total vision impairment and hearing challenges who are sitting for the MYP eAssessment will be submitted no later than one year before the examination session
- Obtain consent from the candidate if he or she is at the age of consent in his or her country, or from the candidate's parent(s) or legal guardian(s)

Guidelines that must be followed...

- CIS must not inform an examiner of a candidate's condition or adverse circumstance. Similarly, in the case of internally assessed work, teachers must not make any adjustments when marking a candidate's work. If appropriate, the IB will ensure that reasonable adjustments are considered.
- CIS treats all information about a candidate as confidential. If required, information will only be shared with appropriate personnel, who will be instructed to treat such information as confidential.

Language Support:

The following procedure is followed to diagnose and support students' linguistic needs (throughout the learning process):

1. Language needs are identified through reading and writing Diagnostic assessments in English and Arabic which are carried out at the beginning of each scholastic year. Assessments are given to all students to identify any problems students have with the language
 2. Language Support teachers (ESL/ASL) collect and analyze data from diagnostic assessment against the criteria indicated in the IPT's (International Proficiency Tests) for English language, and the pre-determined criteria based on overall expectations and basic skills and competencies guided by the national Arabic curriculum of the grade level
 3. ESL/ASL teachers collaborate with homeroom teachers and language coordinators to plan for individual cases and remedial plans
 4. Language support strategies will be implemented through push-in or pull-out settings depending on the student's language needs
1. Once the student shows significant improvement, the student will be pulled out of support and is to be against the grade-level (mainstream) criteria
 2. Student language progress is monitored and reported and records of language progress will be saved in student portfolio

Gifted Students:

- Teachers, homeroom and specialists, who observe gifted students should report to the SEN department.
- Our teachers implement various differentiation strategies in the classroom, providing challenging, real-world applications and hands-on activities tailored to meet the needs of gifted students.
- Gifted students are encouraged to participate in international competitions and conferences, with the support and supervision of school teachers

CIS Inclusion Policy Review Cycle

The Inclusion Policy is reviewed annually based upon feedback collected throughout the review cycle. CIS Inclusion Policy is designed and studied to be in line with the Standards and Practices of the International Baccalaureate programmes.

The Inclusion Policy has been developed by the SEN department, the three sections of the school involving programmes' coordinators and teachers with the intent of constant future discussion and revision of each component.

Bibliography:

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