



Inclusion Policy (Special Educational Needs)

Inclusion at CIS (Canadian International School)

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, learners are admitted to CIS provided that the school has the expertise and capacity to cater to 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 learners to remove or reduce barriers. These arrangements do not change what the learner is expected to learn and do not lower expectations, but instead provide the optimal support to address challenges and enable the learner to work around them.

Inclusion Procedures at CIS

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

If a learner requires inclusion support and services, be it a learner with special learning needs, behavioral issues, or accommodations, the following procedures are applied:

Applicants/Prospective learners:

Applicants who fail to 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 Inclusion department for observation and screening.
- If the inclusion department identifies the applicant's problem, then a recommendation for support is issued
- If the school has the resources and capabilities to cater to the applicant's special needs, then the applicant can proceed with the admissions process.
- The inclusion department will require the learner's guardians to 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 the outsourced reports, the Inclusion department will decide if the school can cater for the applicant's special needs or not. The decision to admit the applicant is based on the best interest of the applicant and the school.

CIS learners:

CIS inclusion team will follow the gradual approach, which takes the form of a four-part cycle (Assess, Plan, Apply, Review) described below.

Assess:

- Teachers (classroom/single-subject) through observation of the learner during teacher-learner contact time recognize a concern with the learner's academic, behavioral, emotional, and social needs (minimum observation of 3 weeks, findings to be documented on a formal form and submitted to the inclusion department).
- Concern is communicated to the inclusion team who in turn in formally observes learners indifferent environments and records their findings (observations are conducted at different intervals and over various sessions).

Plan:

- Teachers, counselor, and the inclusion team share their findings to recommend and plan for strategies.
- Differentiated strategies aim to provide optimal support to the learner that allows the opportunity to work and learn equally compared to the learners' peers.

Apply:

- Strategies and approaches are implemented for at least 4 weeks
- Meanwhile, observation of learners continues

Review:

- A follow-up session is conducted by the inclusion team and homeroom/subject teachers to decide whether the recommended strategies implemented have been successful
- If strategies prove successful, then strategies are documented, and an individual educational plan (IEP) including access arrangements is updated by the inclusion team.
- The school leadership is updated at all times
- Learner's progress is continuously monitored and the (IEP) is updated accordingly
- If the inclusion department's recommended strategies prove to be unsuccessful, then the inclusion team will require the learner's guardians to seek advice and support from external educational agencies in the identification, assessment, and provision of special educational needs access arrangements
- Based on the out sourced report, an individual educational plan (IEP) which includes the access arrangements is designed by the inclusion team
- Progress is measured according to the designed IEP/ Behaviour Intervention Plan
- A revised IEP/Behavior Plan is prepared according to the learner's progress
- Guardians are continuously updated on learners' progress

CIS Inclusion Support Resources and Services

- English as a Second Language (ESL) in the PYP
- Arabic as a Second Language (ASL) in the PYP
- Differentiated instruction
- Outsourced services: Para-teachers and school also refers learners to specialized centers for diagnosis and screening

Examples of access arrangements provided to learners

1. Ramps and an elevator for physical impairments (to facilitate the mobility of physically impaired learners)
2. Separate Examination Room
3. Special seating arrangement
4. Care assistant, or if necessary, a nurse
5. Coloured overlay
6. A communicator to convey instructions
7. Supervised rest breaks
8. Prompter due to attention issues, psychological or neurological conditions
9. Changes to the print on examination papers
10. Printing on coloured paper
11. Additional time
12. Graphic Organizers
13. Scribe
14. Translation software's/devices
15. Assessment Reader
16. Extensions to deadlines
17. Additional opportunities to retake exams
18. Allow shadow teachers to support learners in class when needed.

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

- Current learner requirements
- The school's available resources and capabilities to facilitate access implementation
- IB (International Baccalaureate) eligibility criteria and is consistent with practices of the IB
- Individual merit cases for inclusive access arrangements
- Guardians' approval and consent
- If arrangements 11–15 (see above) 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 Arrangements during IB examinations (DP):

- To obtain an inclusive access arrangement, the school's Inclusion head of the department, asks for a sample of the learner's work, observes the learner at least 3 times, and refers the learner to an IB- approved psychological-educational center for screening.
- The Inclusion head will fill in an application on behalf of the candidate and discuss it with the program coordinator and the school's leadership.
- The program coordinator submits an application on behalf of the candidate using the online request form on IBIS supported by the head of school
- Requests for inclusive access arrangements must be submitted six months before an examination session
- Legal guardians/parents are informed of the IB decision.

Guide lines that must be followed...

- CIS must not inform an external examiner of a candidate's condition or adverse circumstance(s). 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 in the PYP:

- The following procedure is followed to diagnose and support learners' linguistic needs (throughout the learning process):
- Language needs are identified through reading and writing diagnostic assessments in English and Arabic which are carried out at the end of each scholastic year. Assessments are given to all learners to identify any problems learners have with the language
- Language Support teachers (ESL/ASL) collect and analyze data from diagnostic assessments against the criteria indicated in the curriculum's outcomes and the predetermined criteria based on overall expectations and basic skills and competencies guided by the national Arabic curriculum of the grade level
- ESL/ASL teachers collaborate with homeroom teachers and language coordinators to plan for individual cases and remedial plans
- Language support strategies will be implemented through push-in or pull-out settings depending on the learner's language needs
- Once the learner shows significant improvement, the learner will be pulled out of support services and is to be returned the grade-level
- Learner language progress is monitored and reported, and records of language progress will be saved in the learner's portfolio

Gifted learners:

- Teachers, homeroom, and specialists, who observe gifted learners should report to the inclusion department.
- The teachers are to implement various differentiation strategies in the classroom, providing challenging tailored tasks to meet the needs of gifted learners.
- Gifted learners are encouraged to participate in international and national competitions and conferences, with the support and supervision of school teachers.

CIS Inclusion Policy Review Cycle

The Inclusion Policy is reviewed annually based on 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 programs.

The Inclusion Policy has been developed by the Inclusion department, counseling department, and the three sections of the school involving program coordinators, teachers, and the school's leadership with the intent of constant future discussion and revision of each component

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