

Inclusion Policy

A- Philosophy of Inclusion

The philosophy of inclusive education at SSCC Ain Najm lies in the fact that every student should benefit from equal chances to achieve academic, social, and personal success. This approach focuses on the inherent human dignity and capacity of the individual, while also supporting the ethical context of human rights in cultivating a helpful and respectful surrounding environment. This inclusion policy is relevant to students, staff, and every member of the school community, and guarantees that its values are applied throughout. Moreover, it is one of the key features of the IB philosophy to promote global awareness, equity, and respect, to build a culture of communication and compassion.

B- Definition of Inclusion

Inclusivity at SSCC Ain Najm is the practice of ensuring equity and promoting accessibility to all individuals to create an environment of value and support. It is derived from the notion that every student, regardless of any and every characteristic, difference, and circumstance, has the right to learn and participate in a school environment in order to explore their full potential. It is also about seeing diversity as an added value and employing various methods and resources to allow access and active participation to everyone. Inclusion supports all learners, including those with:

1. **Special educational needs:** receiving personalized accommodations and help to bridge gaps in various learning and enhancement aspects.
2. **Exceptional abilities:** receiving stimulation and demanding tasks, their aptitudes and abilities will be further fostered to maximize their potential.
3. **Cultural and linguistic differences:** feeling welcomed in an environment that appreciates and values their experiences and perspectives.
4. **Socioeconomic challenges:** ensuring that resources, opportunities, and support are accessible to them to overcome obstacles and reach success.

C- Principles of Inclusion

The foundation of inclusion is to promote accessibility, fairness, and respect for diversity, in order to allow every student to thrive by providing a supportive environment. Inclusion is achieved by:

- **Welcoming all students** regardless of their capabilities, backgrounds, or needs. They are integrated into the community where unity and respect among them is highlighted.
- **Providing learning resources** and making them accessible to all students, promoting involvement and facilitation in the learning process.

- **Applying a uniform international curriculum** across all divisions and levels to maintain academic rigor and equity.
- **Utilizing diverse teaching strategies** by teachers to adapt to students' diverse learning styles and pace and to ensure to that they are actively involved.
- **Removing barriers to learning** by identifying and applying diverse pedagogical approaches and strategies in the classroom, making it a facilitating environment.
- **Offering specialized support programs** along with one-to-one interventions and individual psychological support to help students fully develop their abilities.

D- Overcoming barriers to learning

To ensure equitable access, the pedagogical team identifies and addresses primary and secondary barriers to learning.

Primary barriers are those directly affecting a student's ability to access the curriculum, such as:

- Learning difficulties (e.g., dyslexia)
- Physical disabilities
- Sensory impairments (e.g., hearing or visual difficulties)
- Speech and language disorders

Secondary barriers are often environmental or circumstantial, including:

- Language proficiency (e.g., students learning the language of instruction)
- Socioeconomic challenges (e.g., limited access to resources or learning support)
- Socioemotional barriers
- Emotional distress or trauma
- Cultural transitions or recent migration
- Family-related issues (e.g., instability, illness, or lack of parental support)

Recognizing these barriers early allows the school to implement tailored interventions and ensure that every student has the opportunity to reach their full potential.

E- Roles and Responsibilities

The success of the inclusion policy is the result of cooperative work and the unified dedication of the members of the school community who take on several roles in creating the all-inclusive environment. The members and their roles are:

1. School leadership:

- **Develop policies** and follow up on their proper implementation to meet the needs of all the students.
- **Promote an inclusive vision and mindset** where the whole community practices equity and inclusion.
- **Monitor, evaluate, and improve inclusive practices** to make sure they are suitable, consistent, and beneficial for the entire school community.
- **Provide staff with professional development opportunities** that allow them to develop their teaching practices and the use of differentiated instruction.
- **Allocate resources** such as materials, support staff, and technology are available and accessible to all the students.
- **Ensure collaboration and support** for the wider community to guarantee the success and effectiveness of the policy.

2. RAISED team (which includes a psychomotor therapist, speech therapist, and a team leader, orthopedagogy specialist, psychologist, and a team leader) :

- **Assess and diagnose** cases with specific needs using the proper assessment tools, and identify the appropriate support and course of action for each individual.
- **Meet with parents** to overview their child's success, provide guidance on how to support them at home, and to be involved in the education process.
- **Collaborate with teachers** and coordinators to design and execute plans that develop the culture of collaboration in the class.
- **Guide and train** teachers and staff to help them identifying and promoting the inclusion of learners with special needs.
- **Design and implement** personalized interventions that target areas such as mental health, learning difficulties, motor skills, and communication.
- **Provide individualized programs, accommodations, and support** with a full intervention program. The experts in the SNE (Special Needs Education) department also oversee accommodations for assessments such as extended time, assistive technology, individualized education plans (IEPs) ...
- **Monitor and evaluate** students' progress and alter the interventions if required.

3. Teachers:

- **Create a supportive learning environment** to make sure that all the students feel appreciated and involved in the learning process.
- **Identify and address students' needs** with the help provided by the RAISED team to adopt individualized support strategies.
- **Adopt inclusive teaching approaches**, collaborative approaches, and differentiated

methods to cater to all the students' needs.

- **Provide and implement individualized support strategies** and plans to students with special needs (one-on-one support, assistive technology, etc.).
- **Communicate with parents** on a regular basis to keep them updated on their child's progress and ways to support them at home.
- **Monitor and report students' progress** to further align the adopted strategies with each student's pace and success.

4. Parents:

- **Collaborate with the school** to stay informed about their child's progress and steps to further support them.
- **Attend meetings** organized by the school administration and the RAISED team
- **Support children at home** to promote the effective acquisition of new skills by implementing and adapting home-based strategies and accommodations.
- **Encourage involvement** and participation in school activities to develop confidence and a sense of belonging.
- **Provide the school with the required documents (officials papers, doctor's notes...)** and share.
- **Share information** (when needed) about their children's updates and needs which provides the school with insight on how to further proceed.

5. Students:

- **Foster a culture of respect** and inclusion among peers by embracing the diversity that surrounds them.
- **Remain active and engaged** in learning with a positive mindset and show consideration to personalized accommodations.
- **Complete assigned work** with integrity and honesty and take responsibility in the learning process.
- **Communicate with others** when need arises and help out peers to promote a collaborative team spirit.

F- Planning and Procedures

The inclusion policy is carried out through a well-structured series of steps that are aimed at upholding the right of every student to equal access to education and resources. They are:

1. Teaching using differentiated methods to cater for the diverse needs of all students.
2. Identifying advanced difficulties in a specific child through observation and assessment.
3. Communicating with the parent and initiating remedial courses for the child.
4. Asking for an intervention from RAISED if the difficulties remain unchanged.

5. Carrying out diagnostic tests and performs several observations by the specialized team.
6. Obtaining the parents' consent to proceed with an individualized action plan after reaching the conclusion to address Special Educational Needs (SEN) for the child.
7. Supporting the student through a combination of pull-out and pull-in sessions, adapted homework, modified exams, and other tailored strategies devised by the school therapist.

G- Process for Authorizing Access Arrangements for IB Assessments

To align with IB standards, the school follows a structured and documented process:

1. **Identification of Need:** Teachers and/or the RAISED team identify the student's challenges based on classroom observations, past performance, and parental input.
2. **Collection of Evidence:** Supporting documents such as psychological evaluations, medical reports, or specialist recommendations are collected to justify the need for access arrangements.
3. **Internal Approval:** The RAISED team and the IB Coordinator review the documentation to ensure it meets IB criteria.
4. **Submission to IB:** The IB Coordinator submits a request for access arrangements to the IB, using the Programme Resource Centre, no later than 8 weeks before the assessment session. The request includes all required documentation and a clear rationale for each proposed arrangement.
5. **IB Decision:** The IB may approve, partially approve, or reject the request. The school communicates the outcome to students and parents and implements any approved accommodations in practice sessions.
6. **Monitoring and Review:** Once implemented, the school monitors the effectiveness of the arrangements and adapts the support as needed, ensuring alignment with student needs and IB regulations.

H- Assessment and Arrangements

This section highlights the process that is followed when an accommodation request is made for an IB assessment and the support that is provided should students need further assistance. These steps are followed in order to foster equal treatment of all students in the assessment process:

1. **Identify the need for accommodation:**
The school ensures that there are documented special needs that are acceptable and permit accommodation during assessments such as extra time, the use of a reader, or other specific assistance.
2. **Gather documents and Contact the IBO:**

The IB coordinator gathers all the relevant documents that are necessary for the request (medical reports, psychological assessments, etc). Then, they initiate and submit a request for accommodations to the International Baccalaureate Organization at least 8 weeks prior to the exam period.

3. **Communicate IB decisions with the parents:**

The IB may give the approval, adjustment, or rejection to the requested accommodations. The decision is communicated with the parent, students, and teachers involved to prepare for the assessments accordingly.

IB assessment accommodations depend on every student's case and include:

- extra time
- use of assistive technology
- modified presentation of assessment materials
- alternative room or setting
- breaks during assessment
- use of calculator and specific tools

I- Policy review

The inclusion integrity policy is subject to regular revisions so as to correspond with both the school's and IB's updates. Stakeholders will continue to be actively involved in support, revising, and upholding this policy as need be.