

# **LWIS – CiS IB INCLUSION/SPECIAL NEEDS POLICY**

## **Reflected in the school Mission and Vision**

The IB states “Inclusion is an on-going process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving. Inclusion is in the learner profile in action, an outcome of dynamic learning communities.” (IB 2010)

The faculty and staff of LWIS-CiS IB Diploma Programme strive to build a community that is supportive of all students who choose to participate in the IB. To that end, the inclusion policy is designed to be a working document for the school to accommodate students who have special needs as defined by the IB.

Candidates eligible for inclusive assessments are those with individual needs, such as:

- Specific learning disabilities
- Communication and speech difficulties
- Social, emotional and behavioral challenges

## **Internal Procedures and Practices**

At LWIS-CiS, the Integration and Support Department (ISD) is founded on the belief that every student has the right to a fulfilling and meaningful educational program. The department provides a broad spectrum of support tailored to the individual’s needs and it covers all grades starting from Grade 1 to Grade 12. An Individualized Educational Plan (IEP) is developed annually to grant an appropriate education that is planned to maximize the potential of each student in the least restrictive environment.

In addition to multidisciplinary academic courses, students are entitled to many services that facilitate this multi-level process of learning, such as counseling, speech therapy and occupational therapy.

In order to ensure that the school can effectively plan to meet the needs of all our students, the school overcomes barriers to learning through:

- (1) the diversity of teaching and learning approaches implemented as this reflects the opportunities given to individuals within and outside the school community to interact with each other.
- (2) the differentiation strategies in teaching and learning for achieving goals.
- (3) the adoption of the inquiry based learning as the main teaching strategy to enhance learners to become responsible for their own learning.

## **Admission Requirements and Expectations**

In accordance with the admission policy, when an IB potential special need candidate(s) is(are) preliminarily identified to be in need of reasonable authorized accommodation(s), it is the responsibility of the IB coordinator to contact the IB by sending them student’s information (documents and forms) in order to seek information about the allowed level of accommodation.

Further diagnostic assessment might be requested from parents/guardians in order to either complete the required documents for the IB or during Year 1 in case a major concern arises that hinders the student's fulfilling of his/her IB profile progress.

Accommodation decision reply received from the IB will be shared with parents/guardians, students and teachers via the IB Coordinator regarding how to assist and engage in the student's academic development. Learners who have approved accommodations (i.e extra-time for IA, EA, etc.) from the IB will receive these accommodation during their school examinations in accordance with the IB special arrangement regulations. This involves the implementation of the appropriate strategies for the student and the monitoring support of our special education staff.

### **Student's responsibility**

It is the student's responsibility to:

- reflect on his/her learning
- abide by the IB honesty code in all his/her works and assessment
- be aware of school and IB mal-practice consequences
- engage in learning activities aligned with his/her inclusive assessment recommendations
- investigate multi-level matters to develop his/her profile
- become an autonomous learner

### **Teacher's responsibility**

It is the teacher's responsibility to:

- follow the educational specialist guides and to develop learning strategies accordingly
- reinforce IB standards in teaching and assessments
- involve students in challenging cases
- attend inclusive workshops to develop his/her professional abilities towards inclusion matters
- regularly review learners' progress and recommend new teaching approaches and strategies
- seek guidance from special needs specialists

### **Specialist's responsibility**

It is the specialist's responsibility to:

- work closely with inclusive learners and parents to achieve academic and personalized requirements for the learner to successfully engage in the IB journey
- provide learners with the appropriate opportunity to excel
- assist learners to become autonomous in their learning
- provide teachers with enough information needed in order to develop plans and engage properly with learners
- reach out to all learners as education is for all

### **Parent's responsibility**

It is the parent's responsibility to:

- be part of his/her children's educational progress
- regularly attend school meetings and respond to school requests related to the development of his/her children's profile
- collaborate with teachers in reinforcing teaching approaches and learning strategies implemented with his/her children
- seek extra professional help if requested by the school specialis

## **School's responsibility**

It is the school's responsibility to:

- Provide students and teachers with enough resources to engage successfully in their educational journey
- Engage parents/guardians in their children's academic progress
- Integrate experiences and activities in the curriculum to enhance learner's connection to his/her community and the world as a whole
- Ensure a safe and healthy school environment for its community
- Empower the learner's sense of belonging to the school community

## Reporting and Communication

IB teachers having students in their classes in need for accommodation are expected to routinely inform the IB Coordinator about the student's progress or in case a concern arises. Collaboration among the class teacher, counselor, support department coordinator, and parents is on-going to eliminate barriers, to meet the IB learner's profile, and to regularly be updated on student's progress. Based on the IEP (individualized education plan), the curriculum is modified, teaching strategies are employed, assessments are modified, etc... IB subjects' assessment procedures and policies as well as the core element requirements will be applied consistently for all students with special accommodations throughout Year-1 and Year-2.

Parents/Guardians are regularly kept informed via parents meetings, e-mail, phone calls, individual reports, trimester reports, and annual reports, about their child(ren) progress.

## Review of the Inclusion Policy

The inclusion policy is regularly reviewed at the end of each year by principle, vice principle, IB Coordinator, Special needs coordinators, teachers as part of the school development action plan in order to reflect on our practices alignment or non-alignment stated by the IB. In this respect, the school will address its admission requirements and resources available to cater to such admissions, and delineate admission limitations and how to overcome them. Accordingly, related policies will be reviewed with all concerned school committee members and stakeholders.

Revised: June, 2023