

Special Educational Needs and Inclusion Policy

THE SPECIAL EDUCATIONAL AND INCLUSION POLICY RELIES UPON THE WIDER ETHOS OF THE SCHOOL.

The Friends are committed to: ... “Developing the whole person. Quaker education is committed to helping each member of the school community realize his or her physical, mental, spiritual, and social potential. **It recognizes that every person is different, with varying abilities which must be developed to the full extent possible.**

The Inclusion Policy promotes respect for diversity and emphasizes shared responsibility to maximize the potential of each individual student.

Inclusion is about removing barriers to participation and learning so that everyone benefits from educational opportunities. Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

Inclusion is not a simple concept, restricted to issues of placement. Its definition has to encompass broad notions of educational access and recognize the importance of catering for diverse needs. Inclusion will not develop spontaneously and needs to be actively planned and promoted for. Inclusive principles highlight the importance of meeting children’s individual needs, of working in partnership with pupils and their parents and of involving teachers and administrators in the development of more inclusive approaches. Inclusion is a process not a state, so we will continue to improve and review our policy and practice.

We aim to provide a stimulating learning environment across the whole curriculum which maximizes individual potential and ensures that pupils of all ability levels and differences are well equipped to meet the challenges of education, work and life. We embrace inclusive practices where developing the learning of all students is the shared responsibility of the classroom teacher and specialist support teachers. The school is committed to identifying and providing for the additional educational needs of all its pupils.

As an IB World School, the RFS Upper School is committed to making its programs accessible to the maximum number of students and providing learning support for students in both the Middle Years Program and the Diploma Program. Support comes in various forms as specified by the IB Special Educational Needs literature and policies. Support comes in the following forms: Readers, Scribes, Extra time and the use of electronic devices. The school is committed to supporting students in official IBO examinations as well as day to day school assessments and activities.

Objectives.

The objectives of the Inclusion policy are as follows:

1. To increase the participation of all students, responding positively to each student's unique needs. 2. To develop effective teaching methods and learning strategies where all pupils maximize their potential.
2. To identify pupils with Additional Educational Needs (AEN) and challenges.
3. To recognize that there is a continuum of need, which may be temporary or long-term; mild, moderate, or severe and to address pupils' needs accordingly.
4. To provide pupils having AEN and disabilities with their entitlement of a broad, balanced and differentiated curriculum, unless this is impossible for reasons clearly specified and understood by all parties concerned.
5. To support pupils with AEN by using a variety of appropriate strategies. These may include:
 - in-class support, supported self-study, small group teaching, provision of accommodations and the provision of consultative advice or guidance to departments, individual teachers and parents.
6. To provide individual education plans for pupils with additional needs and to involve the parents and pupils in the planning and implementation process;
7. To seek the views of pupils, parents / guardians, teachers, appropriate external agencies in determining and evaluating the provision for Additional Educational Needs.
8. To develop and allocate the available resources in the most appropriate and effective manner.

Good inclusive practice is good practice for all pupils.

Early identification of a pupil's additional educational need and challenges is considered essential if progress is to be maintained or enhanced. The school recognizes this priority but also appreciates that needs may develop at any stage of a pupil's education.

DEFINITION OF ADDITIONAL EDUCATIONAL NEEDS.

A child has Additional Educational Needs if he / she has a learning difficulty which calls for additional educational provision to be made for him / her. The school considers the following areas of AEN: Communication and interaction; behavioral, emotional and social development; cognitive and learning (General and Specific), sensory and/or physical; medical conditions/ syndromes. Supporting Pupils with Additional Educational Needs: All teachers at the Upper School in full collaboration with the Learning support team are responsible for pupils with AEN in their classrooms. Thus, the provision for pupils with AEN requires the support of the whole school community. The school is fully aware that this requires ongoing training, guidance and support for the teachers. To achieve this, some pupils may need extra support beyond what is considered the normal level of provision. Supporting pupils who have a wide range of AEN requires a flexible use of support strategies. Support may be offered in a variety of forms.

- 1- In class Support: An additional adult is available in the classroom to respond to the individual needs of pupils in that particular class.
- 2- Individual or Group instruction: Pupils are withdrawn from their normal lessons to receive additional input. It is recognized that this has to be used only sparingly if pupils are to have full access to the curriculum.
- 3- Consultative Support: Teaching colleagues are offered advice or guidance from members of the learning support team on how to meet the needs of either an individual or groups of pupils.
- 4- Directed Study Time: Pupils are provided with additional support in literacy and study skills.
- 5- Classroom and Test Adaptations; Modifications and Accommodations: Students with learning difficulties have different learning styles and rates, strengths and challenges. Accommodations and modifications are types of adaptations that are made to the environment, curriculum, instruction, or assessment practices in order for students with learning difficulties and needs to be successful learners and to participate actively with other students in the general education classroom and in school-wide activities.
- 6- Special Arrangements: A Special Arrangement can be used for pupils whose educational needs can be proved to undermine their performance in both class work and assessment situations. Some examples of the type of Special arrangement that could be granted include an additional time allowance; the use of a reader; use of amanuensis; support with practical assessments or the submission of a transcript where the pupils writing may be illegible. A policy for pursuing Special Arrangements is also available in the 'IBO publication Candidates with Special Assessment Needs', which outlines clearly special arrangements applicable to the IB Diploma Program. "These guidelines may also assist teachers in developing ways to accommodate students in their classrooms depending on their age and level of education".

THE ROLE OF THE TEACHER.

- 1- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for pupils with AEN.
- 2- Differentiating and matching teaching approaches to address student's diverse needs.
- 3- Collaborating with the learning support team to decide the action required to assist the pupil to progress.
- 4- Working with the learning support team to collect all available information on the pupil.
- 5- Working with pupils with AEN on a daily basis to deliver IEP targets within differentiated planning.
- 6- Developing constructive relationships with parents.
- 7- Being involved in the development of the school's Inclusion policy.
- 8- Developing a respectful understanding of students' general differentiating learning attributes and working collaboratively to overcome them.
- 9- Actively pursuing the inclusion of students with AEN into the classroom and school activities.