



EUROPEAN SCHOOL
INCLUSIVE POLICY

Our Mission

The European International School provides an exceptional education in a nurturing and academically challenging environment, inspiring each student to achieve their personal best and become an influential and socially responsible global citizen.

Our Values

Our values-driven international education is expressed through core values that are woven into every academic and extra-curricular activity at the European International School. We actively promote four values that form the basis of everything we do. They include:

- Leading through innovation
- Pursuing excellence
- Growing by learning

Global citizenship

With these values at our core, we encourage independent learning and empower students to embrace responsibility. Students at ES learn to celebrate diversity in a spirit of understanding and tolerance that helps them become citizens of the world.

Our Commitment is to:

- Offer inclusive, diverse and innovative learning communities.
- Develop, support and empower our students intellectually, creatively, socially, physically and ethically in harmony with Georgian culture.
- Focus on academic excellence and integrity.
- Creating lifelong learners.

The IB learner profile

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize

and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

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IB Requirements

IB Learner Profile: Open minded and Caring IB programmes “encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.” (IB mission statement, 2004). The International Baccalaureate embraces inclusive practices where all teachers and specialists of a school share the development of learning of all students. Difference and diversity are central in IB World Schools where all students enrolled in IB programmes should receive meaningful and equitable access to the curriculum. Enhancing the motivation to learn from multiple perspectives, through collaborative teaching approaches, can lead to positive outcomes for all students. These outcomes include improved academic and social skills, increased self-esteem, and more positive relationships with others in the community.

The IB supports the following principles of an inclusive education.

1. Inclusion is a process by which schools and others develop their cultures, policies and practices to include all students.
2. An inclusive education service offers excellence and choice, incorporating the views of all stakeholders.
3. The interests of all students must be safeguarded.
4. The school community and other authorizing bodies should actively seek to remove barriers to learning and participation.
5. All students should have access to an appropriate education that affords them the opportunity to achieve their personal potential.
6. With the right skills training, strategies and support, the majority of students with learning support requirements can be successfully included in mainstream education.

7. Mainstream education will not always be appropriate for every student all of the time. Equally, just because mainstream education may not be appropriate at a particular stage, it does not prevent the student from being included successfully at any other stage.

Rationale

The school mission statement underpins all learning and teaching in the school. All children are offered the opportunity to develop fully, irrespective of ethnicity, faith or social background, or gender.

The teachers, administrators, and staff of European School believe in the inclusion of all students and are committed to educate all students who can function in the classroom to their maximum potential. All students should have equitable access to learning, opportunities for achievement, and the pursuit of excellence in all aspects of their educational programmes. Inclusion programmes and services enable students with learning support requirements to have suitable access to learning and opportunities to pursue and achieve their goals of their educational programmes. The Inclusive Education Team of the school is to provide leadership, guidance, and support to the school community in order to maximize learning for all students within an inclusive environment so that each student can contribute to and benefit from our diverse society.

Goals of the Policy

The main goals of this policy are:

- To create a welcoming environment for each student;
- To ensure that the learning support requirements of students are identified early, assessed, and provided for;
- To clarify expectations of families, teachers, administration, and students;
- To identify staff roles and responsibilities;

- To enable all students to have full access to all elements of the school curriculum and assessment policy.

Teachers, staff and administration acknowledge that:

- Students have different educational and learning needs, abilities, profile and aspirations;
- Differentiation and scaffolding promote effective learning;
- Students gain knowledge and skills at different rates through different means;
- Students are all capable and unique;
- Students are lifelong learners;
- The school is welcoming to all students.

Learning Support Requirements

Support and/or access required enable some candidates, who have the aptitude to meet all curriculum and assessment requirements, reach their full potential in learning and assessment.

Candidates who require inclusive assessment arrangements may have learning support requirements due to one or more of the following:

1. Autism spectrum/Asperger's syndrome
2. Deaf-blindness
3. Deafness
4. Emotional disturbance
5. Hearing impairment
6. Intellectual disability
7. Multiple disabilities
8. Orthopedic impairment
9. Other health impairment (including ADHD)

10. Specific learning disability (including dyslexia, dyscalculia and dysgraphia, among others)
11. Speech or language impairment
12. Traumatic brain injury
13. Visual impairment, including blindness
14. Gifted and talented students

(IDEA)

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Identification, Assessment and Support

The services consist of providing in-class support and/or differentiated instruction to develop the skills and knowledge of individual learners. European School supports the premise that schools should be organized in such a way that student diversity of all kinds can be included as a resource, seeing individual differences not as problems to be fixed, but as opportunities for enriched learning. Diversity is a positive resource with regards to what it means to be internationally minded and interculturally aware. European School believes that collaborative planning by all teachers who are part of a student's education at all points along the learning continuum is essential in supporting students with difficulties. European School believes that the school and parents must work collaboratively to ensure that students with learning support requirements are able to progress.

Confidentiality

European School treats all information about a candidate as confidential. Any communication regarding a student's learning support status will be retained within their file, access to which is restricted to Senior Management, programme coordinators, and the Inclusive Education Team. Data retained by the school on any student will be kept confidential. Only through consultation with the parent/guardian will information and/or advice be communicated to the teachers and staff directly responsible for the education of the student.

Phased Response

European School will adopt a phased response to meeting diverse learning needs that requires the initial use of classroom and school resources before referring the student to a specialist or to encourage parents to have their child assessed/examined by health care professionals. Early concerns Student progress will be constantly monitored by teachers. Concerns raised by teachers and/or parents will be addressed initially through differentiation within the classroom.

In a differentiated classroom, teachers:

- Differentiate content. Content differentiation varies what is taught and how it is taught;
- Differentiate process. It involves providing students with varied opportunities to process or make sense of the content;
- Differentiate product. It involves allowing students to show, in varied ways, what they know, understand and are able to do.

School action

Additional school action will be triggered if a concern is registered regarding a student, backed by evidence, who despite differentiated classroom strategies:

- Make little or no progress;

- Shows signs of difficulty in developing Approaches to Learning (ATL) skills, which result in poor grades in some curriculum areas;
- Presents emotional or behavioral difficulties, which are not mediated by the behavior management techniques employed by the school;
- Has diagnosed learning differences or impairment.

In some cases, outside professional support from health care services may already be involved with the student. The programme coordinator will contact them. If authorised by the parents or legal guardians, support for the student will be discussed and action taken.

In some case, if the student already has an Individual Educational Plan (IEP). The programme coordinator or the counselor will communicate with the parent or legal guardian, the recommendation of the IEP to the teachers and staff.

In the case where a counselor or inclusion specialist is not present in the school, the array of possible interventions is limited to:

- Remedial classes;
- Academic tutoring;
- Provision of a teacher-advisor who is responsible for student pastoral care.

Individual Educational Plan (IEP)

If the school receives an IEP from public or private health agencies, through consultation with parents/guardians, the school can grant additional external support in cooperation with teachers and families. These agencies can provide advice on appropriate support for the student.

Inclusive Assessment Arrangements

Ongoing assessment will be differentiated according to the teachers. For major examinations, IB external and internal assessment, the IB authorises the school, under certain conditions, to proceed to “assessment access requirements” regarding examinations. In any case, a professional assessment by health care professional(s), not older than two years old, must be provided to the school and to the IB organisation. No special arrangement will be done without these documents and only the IB is authorised to allow “assessment access requirements”.

When granted, these arrangements may include:

- Modification to exam papers;
- Extension to deadlines;
- Assistance with practical work;
- Additional time;
- Rest periods;
- Information and communication technology;
- Scribe and transcription;
- Readers. Responsibilities of the School ;
- Provide training and instruction to teachers and staff to support individual learning requirements and differentiation;
- Raise teacher and staff awareness of the individual needs of students with learning support requirements;
- Provide appropriate resources for the implementation of the policy.

Responsibilities of the Programme Coordinator/Homeroom Teachers

- Work collaboratively with faculty to support students with learning support requirements;
- Elaborate with the teachers' Individual Educational Plan for students with learning support requirements or students who are struggling;
- Inform the IB— as soon as possible but no later than the end of the year 4 of the student(s) concerned—of any case where a diagnosed learning support requirement makes assessment of some of the course objectives impossible. (IBO, 2011);
- Maintain records;
- At enrollment according to the Admission Policy, advise parents of the programme requirements to ensure appropriate placement. Communicate key documents such as

Candidate with Special Assessment Needs.

Responsibilities of the Teachers

- To comply with all school policies
- The teacher teaches in a manner that respects the dignity and rights of all persons without prejudice as to race, religious beliefs, colour, sex, sexual orientation, physical characteristics, disabilities, age, ancestry or place of origin.
- The teachers are responsible for prescribing and implementing instructional programs and evaluating progress of students.
- To report any concerns and to follow the advice given through IEP's.
- Homeroom Teachers will spend at least 10-minutes each day with the class to maintain pastoral care. When the need arises, individual appointments can be scheduled to meet with student personally to provide support for in-school learning.

Responsibilities of the Parents

Parents of children with learning support requirements are treated as partners. They should be supported so as to be able to:

- Recognise and fulfill their responsibilities as parents and play an active role in their child's education;
- Have knowledge of their child's entitlement within the policy;
- Have access to information, advice, and support.

To make communication effective with the school, parents should:

- Communicate to the school all documents regarding their child's learning support requirements;
- Communicate with the school any changes regarding those requirements.

Responsibilities of Students

Student's views are always valuable. In order to participate in decision-making, students can work toward (with adult encouragements):

- Expressing their feelings and their needs;
- Participating in discussions;
- Indicating choices.

Glossary of Terms

ATL : Approaches To Learning - skills developed by the students that allow them to achieve inquiry based learning.

Remedial Classes: Additional classes in Mathematics, English and Science that support students that are identified as struggling to achieve required standards.

Academic Tutoring: Individual instruction by teachers after school hours authorised by parent/guardian and the school, which carries an additional charge payable to the school.

IDEA: Individuals with Disabilities Education Act

Teacher – advisor: A teacher the student has been paired with that they meet when needed to discuss issues and assist in developing ATL skills and any other matter within the teacher-advisor's capability to support such need.

IEP: Individual Educational Plan - available from health care professionals once a student is diagnosed as having special educational needs.

Appendix: IEP

What is it?

The IEP is meant to address each child's unique learning issues and include specific educational goals. It is a legally binding document. The school must provide everything it promises in the IEP.

- A statement of your child's present level of performance (PLOP)—this is how your child is doing in school now
- Your child's annual educational goals
- Special education supports and services that the school will provide to help your child reach goals
- Modifications and accommodations the school will provide to help your child make progress
- Accommodations your child will be allowed when taking standardized tests
- How and when the school will measure your child's progress toward annual goals
- Transition planning that prepares teens for life after high school

Who qualifies?

Your child struggles in math class, and the teacher's interventions—extra help after school, a chance to correct his mistakes—don't help. A scenario like this doesn't make your child eligible for an IEP. Two things must happen before a child can get special education services.

1. An evaluation. Parents, teachers, a counselor, a doctor or anyone else who suspects a child is struggling can request an evaluation. The school psychologist and other professionals may give your child various tests. They also may observe your child in the classroom.

Keep in mind that a physician or another medical professional—not the school—diagnose medical conditions, including ADHD. School evaluators don't offer “diagnoses.”

2. A decision. The IEP team, which includes parents and school officials, decides whether or not your child needs special education services in order to learn the general education curriculum. IDEA says that having any of 13 disabilities may qualify a child for special education. The school and parents review the evaluation and determine whether the results show that your child needs services and supports.

If the IEP team agrees that your child needs services, then the next step is to create an IEP.

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