



Inclusion Policy



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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

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

Positive School Culture

School culture refers to the written and unwritten rules that define how a school functions. It also encompasses personal and collective well-being, the effective utilization of physical and human resources, and the extent to which a school acknowledges and celebrates diversity.

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 multicultural environment
- Focus on academic excellence and integrity.
- Creating lifelong learners committed to international mindedness.

Legislation

This policy identifies all legal requirements and aims to ensure that the School is compliant with the terms of:

- Law of Georgia on General Education
- IB requirements
- The School's Admission Policy
- Georgian legislation and other legal acts of the school.

Introduction

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.

The school admits students irrespective of their gender, race, disability, or special educational needs, provided that there are good prospects of meeting their needs without unduly prejudicing the education and welfare of other students.

Children with special needs will be considered for admission on an equal basis with all other children according to the criteria set out in the school's admission policy considering the suitability of the child to mainstream education and availability of resources and facilities to meet that child's needs.

Goals of the Policy

The goals of this policy are:

- To create a welcoming environment for each student that will support personal and collective well-being.
- 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.

Confidentiality

European School treats all information about a student as confidential. Any communication regarding a student's learning support status will be retained within the student's personal file, access to which is restricted to Senior Management, programme coordinators, and the Student Wellbeing services 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.

Responsibilities of the School

The School is responsible for the well-being of the students together with actively enabling them to join the School. These responsibilities are delegated from the School's Executive and Senior Leadership Team to Heads of Departments, programme coordinators and appropriate members of the staff and representatives on student side to

ensure support for students who require special arrangements. To ensure that all students have equitable access to learning, opportunities for achievement, and the pursuit of excellence in all aspects of their educational programmes the European School established Student Support Centre (SSC), and Student Wellbeing services. The purpose of these services is to nurture students' mental, physical and psychological development and well-being.

The school demonstrates in its systems, processes and policies attention to the social, emotional, and physical wellbeing of its students and teachers. The school promotes open communication based on understanding and respect.

The school also ensures the granting / revoking of the status of accused/convicted students in the general education management information system and the implementation of measures provided by the Georgian student for the provision of public education under the legislation of Georgia.

The Student Wellbeing Services

The aim of the Student Wellbeing services is to protect children's rights, promote their physical, psycho-emotional health and wellbeing and support adaptation to school environment, in order to help students achieve best of their potential.

Counselors/psychologists—provide assessment, support, intervention and monitoring of students' emotional, social, cognitive development, academic achievement, and wellbeing, promote positive behaviour and mental health, create a safe and nurturing environment for students to thrive and develop. Collaborate with teachers, parents, and other educators to discuss, design, and implement specific interventions based on students' individual needs.

Speech and Language Therapist - diagnoses, advises about, and offers speech and language therapy to help students.

School Doctor – provides first aid to students together with the teachers, guides a physical education program, promotes events for raising awareness about healthy lifestyle, stimulates correct eating habits among students and monitors the appropriate sanitary-hygienic practices which include taking preventive measures.

Special Education Teacher - supports students with special academic, cognitive, physical, social and emotional needs, modifies general education curriculum, creates individual educational plans and works using unique and individual approaches with each student to make sure that students' individual needs are met.

The Student Support Centre (SSC) comprises Language Service - English as Additional Language (EAL) and Learning Support Programmes

Support for the students is expected to be a general duty of all staff and students with a specific focus on promoting equality.

Responsibilities of the Programme leadership team /Homeroom Teachers

- Support students' social, emotional and physical well-being.
- Work collaboratively with the school's Well-being Services and Student Support Center, to support students with learning, emotional and social needs.
- Monitors proper implementation of Individualized Education Plan designed for students with educational needs
- Submit requests for inclusive access arrangements six months prior to an examination session (for the Diploma Programme and the Middle Years Programme).
- Maintain records.
- At enrollment according to the Admission Policy, advise parents of the programme requirements to ensure that they provide key documents regarding the child's diagnosis or difficulties or provide related information in appropriate fields of admission documentation.

- 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 students personally to provide support for inschool learning.

Responsibilities of the Teachers

- The teacher teaches in a manner that respects the dignity and rights of all persons without prejudice as to race, religious beliefs, color, sex, sexual orientation, physical characteristics, disabilities, age, ancestry, or place of origin. ▪ The teachers are responsible for prescribing and implementing instructional programs and evaluating the progress of students.
- To immediately report any concerns regarding student's academic challenges, safety, physical or psychoemotional issues to parent, leadership team or/and Student Wellbeing Services.
- To follow the advice given through IEP's and collaborate with a SEN teacher and/or counselor/psychologist.
- Attend training, workshops, webinars, seminars provided by the Student Wellbeing team that will support their professional development.
- Use psychological counseling, advice or support by a counselor/psychologist.
- Appoint additional lessons for those students who need support to catch up with the curriculum.

Responsibilities of the Parents

Parents of children with learning support requirements and special educational needs are treated as partners. They should be supported to be able to:

- Recognize 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:

- Provide all documents to the school regarding their child's learning support requirements. ▪ Communicate with the school any changes regarding those requirements.
- Take into consideration all the recommendations given by the student well-being service or leadership team.

Responsibilities and Rights of Students

Student's views are always valuable. Students are allowed to:

- Express their feelings and their needs.
- Participate in discussions.
- Indicate choices.
- To use the support provided by Student Wellbeing services or Student Support Center.

Students are responsible to:

- To follow IEP and teacher's guidance.
- Report to teacher, leadership team, SEN teacher, or counselor/psychologist any concerns regarding their/others physical, mental, or academic well-being.

Identification, Assessment and Support

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

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.

Counselors/psychologists at European School provide short-term individual and group counseling to address mental, and emotional concerns that may be impacting students' learning and their well-being. If a student requires long-term support or clinical care, the Student Wellbeing services will recommend parents to seek support outside the school and will assist with locating resources outside of school to help support the student.

The 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.

The 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. The European School believes that the school and parents must work collaboratively to ensure that students with learning support requirements are able to progress.

To identify and assess the students needs we will use:

- Evidence obtained by teacher, counselor/psychologist, and special-education teacher through observation/assessment.
- Standardised screening and assessments tools, tests and questionnaires.
- Working with outside agencies including medical professionals.
- Assessing the child's performance against age related expectations.
- Monitoring the pupil's progress in relation to objectives of the Curriculum.

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 external health care professionals. Early concerns Student progress will be constantly monitored by teachers. Concerns raised by teachers, counselors/psychologists 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 products. 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 authorized by the parents or legal guardians, support for the student will be discussed and action taken.

In some cases, if the student already has an Individual Educational Plan (IEP). The programme

coordinator or the counselor/psychologist will communicate with the parent or legal guardian, the recommendation of the IEP to the teachers and staff.

Individualized Educational Plan (IEP)

The school receives assessment from specialized public or private agencies, based on which, the school's Wellbeing Services create an IEP for the student, or the school receives an IEP from specialized public or private health agencies. Based on the IEP, Student Wellbeing Services in cooperation with teachers and family, support the child through the learning process.

Inclusive Access Arrangements

Ongoing assessments will be differentiated according to the teachers. For major examinations, IB external and internal assessment, the IB authorizes the school, under certain conditions, to proceed to inclusive access arrangements regarding examinations. In any case, a professional assessment provided by a healthcare professional(s), within the last two years, must be provided to the school and to the IB organization. No special arrangements will be done without these documents and only the IB is authorized to allow inclusive access arrangements for assessment.

Requests for inclusive access arrangements must be submitted to the IB Organization by the Diploma Programme coordinator six months prior to an examination session, that is, by 15 November for candidates registering for the May examinations session and by 15 May for candidates registering for the November examinations session.

Professional Development

To enhance the professional capacity of teachers and staff to support students with inclusive arrangements the Head of Student Wellbeing Services liaises with the Director to review staff skills related to SEN, behavior and student emotional well-being and to ensure there is a good balance of training to enhance the skills of all staff. Staff are encouraged to observe proper inclusive practice within the school.

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.

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.

ELL: English Language Learner

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