

## **Asmara International Community School**

### **Inclusion and Special Educational Needs Policy**

#### Related documents

It is important for all perspective parents with a child who has special educational needs to read the AICS admission policy where it is clearly explained our position for supporting SEN students and their families. For arrangements, especially in terms of assessment please see the AICS assessment policy.

#### Philosophy

In keeping with AICS's Mission statement to "welcome students from internationally minded and diverse backgrounds who are willing to learn the knowledge, skills, and values to be inquiring, knowledgeable, and caring young people who will be empowered to meet the challenges of an ever-changing world, and to make a difference in it" the Inclusion and Special Educational Needs Policy seeks to ensure that our entire student body is able to access and benefit from our program of studies and student life at AICS.

According to IB publication Special Educational Needs within the IB Programmes (2010), "Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers." AICS works hard to ensure this happens to the best of our ability. Asmara International Community School also supports the policy of the International Baccalaureate (IB) students with special assessment needs. "The IB believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Where standard assessment conditions could put a candidate with special educational needs at a disadvantage by preventing him or her from demonstrating his or her level of attainment, special arrangements may be authorized. This policy applies to candidates affected by a temporary, long-term or permanent disability or illness, including candidates with a learning difficulty."

#### Vision

It is therefore our vision that all students will receive learner centred instruction, where all students receive the necessary resources, guidance, accommodations, and differentiated instruction, all with the aim of achieving personal success for the student.

#### Intentions

All students should have an opportunity to be successful and access education, therein having an opportunity to attain academic success and reach their full potential. AICS, inclusive of all staff, will endeavour to ensure that this is attained via the means of a structured and supportive program for all students.

Last reviewed by Senior leadership, August 2018

It is therefore our intention to ensure all students receive learner centred instruction, where all students receive the necessary resources, guidance, accommodations, and differentiated instruction, all with the aim of achieving personal success for the student.

#### Admission of students with SEN:

Parents of a prospective student who needs special learning assistance (i.e. the child is now attending “special education” or “resource room” classes and/or has a physical handicap or has emotional or behaviour difficulties) are strongly advised to communicate with the school personnel before accepting a posting in Asmara. Students with special needs may be admitted if the school can provide the necessary support for the student to be successful. AICS however considers it unethical to accept any student whose educational, social or emotional needs cannot be met by the school. For additional information, see AICS Admissions policy.

#### Special Educational Needs Policy Goals:

- Ensure that students special needs are identified early, assessed where possible, and provided to the best of the school’s ability.
- Identify the roles and responsibilities of different stakeholders.
- Outline the expectations of all stakeholders.
- Assisting the access to the curriculum and assessment for all students at AICS.

#### All AICS staff understand that:

- All students are capable of learning.
- The students at AICS have different educational and learning abilities, needs and goals.
- The students at AICS gain knowledge, skills and understanding via different means.
- We welcome a range of abilities where we can suitably meet needs. There will however be discussions regarding whether or not the school can fully support the child. If the student has Special Education Needs severe enough to require individualized assistance beyond the school’s limited ability to support their learning, they may not be enrolled in school. For more information please see the AICS Admissions Policy.

#### Roles & Responsibilities

##### Responsibilities of the School

- The school will provide guidance to students with special educational needs to help them make informed decisions concerning application to our program. This guidance will come from the school’s student services and the school’s nurse (when applicable)

Last reviewed by Senior leadership, August 2018

- The school will raise awareness to staff of the needs of students.
- The school will ensure that resources are available for the continuation of the Special Education Needs policy.
- The Principals and Coordinators (and outside agencies where necessary/achievable/possible) will work in conjunction with stakeholders to provide working strategies for students and ensure all teachers are made aware of these (when and if necessary).
- Ensure the student is aware of their Special Education Needs and given input into the above mentioned strategies.
- The school will attempt to ensure that all suggestions made to support students are adhered to.
- The school will keep all SEN information confidential and only pass information to institutions and organizations when necessary and with the knowledge of the parents and student.

#### Responsibilities of the IPC/IMYC/IBDP Coordinator and School Principals

- The Coordinator and Principals will apply for students' accommodations in assessment type and circumstances (Principals to Practice, Learning diversity and inclusion)
- The Coordinator and Principals will work collaboratively with teaching staff to support students with special education needs.
- The Coordinator and Principals will provide examination accommodations as needed.
- The Coordinator will communicate with the IB in a timely manner, meeting deadlines such as those of the IB, regarding access arrangements and ensure all required documentation is provided.
- The Coordinator and Principals will maintain discretion and confidence in providing special education needs services.
- The Coordinator and Principals will ensure that ample training takes place to inform classroom teachers of expectations.

#### Responsibilities of the Classroom Teacher

- The classroom teacher will take part in all required training.
- The classroom teacher will identify students of concern and refer them to the Principals where appropriate.
- The classroom teacher will follow suggested strategies issued to them in relation to students within their class.
- Classroom teachers will provide differentiated instructions to students in accordance with their level of need.
- The teacher will maintain discretion and confidentiality in providing special education needs support.

#### Responsibilities of the Parent

Last reviewed by Senior leadership, August 2018

- The parent will be willing to support the student in their learning outside of the classroom.
- The parent will ensure that the student is organized outside of school hours and is completing their homework.
- The parent will communicate with the school regarding any continued concerns they may have.
- Parents will declare any known Special Education Need as soon as they are aware of it.
- Parents are expected to provide any relevant documentations, including of a medical nature.

#### Responsibilities of the Student

- The student should be proactive in lessons and be willing to engage in the class content.
- The student should be willing to discuss their learning with their teachers.
- The student will demonstrate (along with parents, staff, and AICS) ownership over the implementation of their IEP.

#### Working document

This inclusion/SEN policy has been made with the inclusion of all teachers and administrators in school and is revised each year by school senior leadership team. It is considered a working document and will change with the needs of our community and support AICS can offer.

#### References

AICS Admissions Policy

AICS Assessment Policy

Special access arrangements, General regulations: Diploma Programme, 2014, International Baccalaureate

Diploma Programme: From principles into practice, 2015, International Baccalaureate