

Enko Bonanjo International School

INCLUSION POLICY

INTRODUCTION

Education is a process of building on the learner's prior knowledge to develop content and skills, developing the powers of reasoning and judgment, and preparing oneself or others intellectually for mature life, ready to be integrated into the society. One of the major objectives of the education system is to integrate ALL children, especially children with special needs. Therefore, the task for the school Community is to facilitate the integration of children with special needs into a positive classroom environment.

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"[IBO, n.d.].

RATIONAL/ PURPOSE

The rational/purpose of the Enko-Bonanjo SEN Policy is as follows:

- ❖ Provide access to learning the Cambridge/IB curriculum and opportunities for academic rigor.
- ❖ Provide learners both inclusive and supportive programs that address the individual needs and varied learning styles of learners.
- ❖ Recognize the diverse needs of our learners and empower them to be globally-minded citizens who are confident, open-minded, risk takers who will take action in their world.
- ❖ Foster a curriculum that is inclusive and differentiated to support all our students in reaching their unique potentials

DEFINITION OF KEY TERMS

Special Education Need (SEN)

Special educational needs refer to students who need special support to succeed in the IB DP and the gifted and talented students who should be challenged beyond the curriculum in order to fully develop their potential. **This may include:**

- ❖ Learning disabilities

- ❖ Specific learning difficulties
- ❖ Communication and speech disorders
- ❖ Autism spectrum disorders
- ❖ Social, emotional and behavioural challenges
- ❖ Multiple disabilities and/or physical, sensory, medical or mental health issues
- ❖ Gifted and talented [IBO, 2014]

INCLUSION

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. (Learning Diversity in the International Baccalaureate, 2014)

STAKEHOLDERS

Stakeholders refers to anyone interested in the success of a student such as a parent, guardian, teacher, counselor, administrator, IB coordinator, and student themselves.

INDIVIDUAL EDUCATION PLAN or 504 PLANS

An Individual Education Program (IEP) is a written statement of an educational program which is developed, reviewed, revised and implemented for a school-aged child with a disability.

The Section 504 Student Accommodation Plan documents the specific accommodations or supports the student needs to ensure that the individual needs of the student with a disability are met as adequately as the needs of non-disabled students. The comparison is to an average student in the general population. The Section 504 plan is designed to provide appropriate support, not necessarily all of the supports that would “maximize the student’s potential” or “the best supports”

ENKO BONANJO INTERNATIONAL SCHOOL VISION STATEMENT:

To become a reference for international education in Africa

ENKO BONANJO INTERNATIONAL SCHOOL MISSION STATEMENT:

We aim to have all learners, ages 11 to 19, access engaging educational opportunities in an active, diverse, and inclusive academic environment such that they can experience success at university and beyond. We will achieve this by putting together relevant, engaging, and challenging curriculums that prepare them to be at the fore of creativity, leadership, lifelong learning, and development of an ever-evolving world.

PHILOSOPHY:

Etymologically, philosophy can be considered as the love of wisdom. In the school community today, especially SEN students face unequal opportunities to access the curriculum. Thus, to make a change, we must focus on creating strategies that will provide students with equal access to education.

We believe that every student can learn. We value inclusion and equity of access to the IB DP for students whose mother tongue is not English, and we believe that these students should have the opportunity to continue in their mother tongue development throughout their DP experience. This goes in line with the IB philosophy that every student should also be supported in learning creative thinking and learning skills that are necessary for success as adults. Goals include making them self-sufficient, caring and reflective members of society, and productive citizens in the global marketplace. It is our vision, therefore, to provide learner - centered IB instruction wherein all students receive the necessary resources, guidance, accommodations, and differentiated instruction needed for personal success. Our policy draws its authority from the IBO Handbook of Procedures for the Diploma Program (2014), Programme Standards and Practices (2014), Candidates with assessment access requirements (2013)

The IB Program at Enko Bonanjo International School 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.”

IB Inclusive Education/Special Education Needs Policy Goals

“Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.” (Learning Diversity and the IB Programmes: Special Education Needs within the International Baccalaureate Programmes, 2010:3).

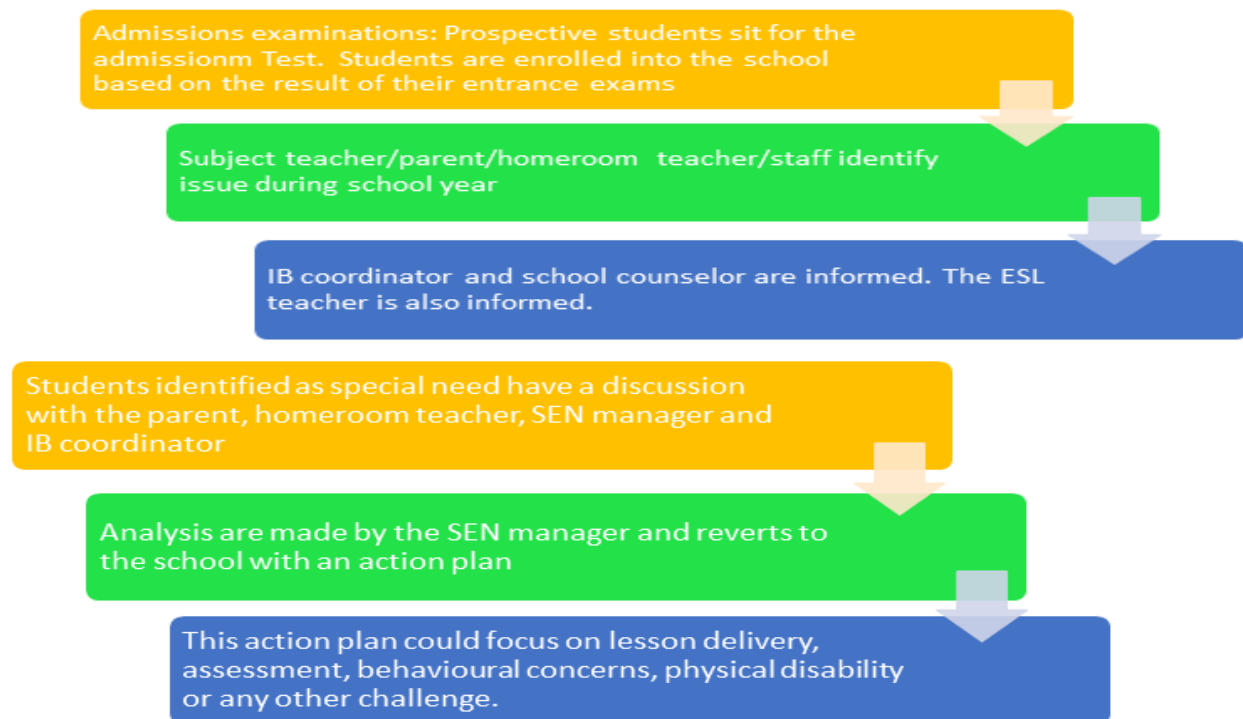
The IB supports the following principles of an inclusive education.

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

- ❖ 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. (Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes, 2010; Meeting student learning diversity in the classroom, 2013).

Identification Procedures of SEN students.

The steps below show the different steps we take to support our SEN learners.

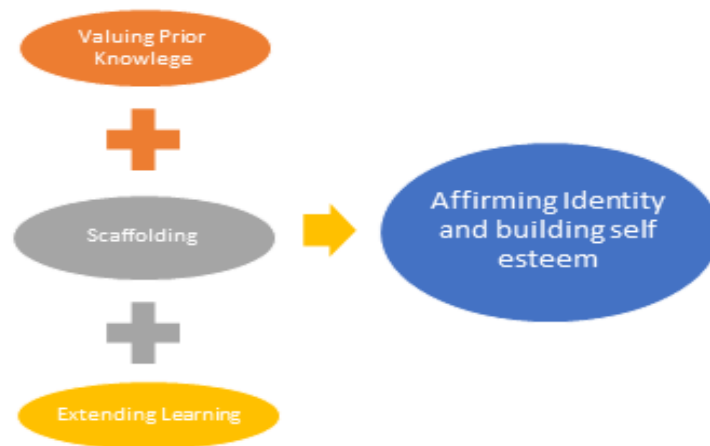


Enko Bonanjo International School Practices

Enko Bonanjo Campus aims at building all IB students into inquirers, knowledgeable, thinkers, communicators, principled, communicators, open-minded, caring, risk takers, balanced and reflective individuals. In line with the IB

principle of an inclusive education, Enko Bonanjo Campus promotes inclusion and supports its students based on the IBO's four principles of good practice. The IB program has identified four principles of good practice that promote equal access to the curriculum for all learners across the continuum, but they are particularly relevant for those with special needs.

The four IB Principles of supporting students with SEN across the school



1. Affirming identity and building self-esteem

Affirming the identity of a learner encourages the qualities, attitudes and characteristics identified in the IB learner profile, promoting responsible citizenship and international-mindedness.

Affirming identity can be achieved by:

- ❖ Promoting a class and school environment that welcomes and embraces the diversity of learners.
- ❖ By valuing and using the diversity of cultural perspectives to enhance learning.

- ❖ By liaising with parents to establish understanding of how best to collaborate to achieve shared goals.

2. Valuing prior knowledge

When planning the range of new learning that can take place in any individual, previous learning experiences or prior knowledge must be taken into consideration.

Therefore, teachers should:

- ❖ Explicitly activate learners' prior understanding
- ❖ Use their knowledge of learners' prior understanding to differentiate tasks and activities that will build up the further background knowledge necessary for new learning to occur
- ❖ Record information in learning profiles that will support planning for future differentiation and inform teacher practice
- ❖ Consider the time and the strategies necessary for activating and building up background knowledge when planning a unit of work or lesson.

3. Scaffolding

Scaffolding is a temporary strategy that enables learners to accomplish a task that would otherwise be impossible or much more difficult to accomplish. It is a dynamic process in the learning process.

Examples of scaffolding are:

- ❖ Visual aids
- ❖ Demonstrations
- ❖ Dramatization
- ❖ Small, flexible collaborative groups
- ❖ Teacher language
- ❖ Use of mother tongue or best language to develop ideas and initial plans.

4. Extending learning

As learners progress through the years, they are required to read and write increasingly sophisticated texts in the content areas of the curriculum. The academic language of such texts reflects:

- ❖ The complexity and abstraction of the concepts that learners are required to understand
- ❖ The increased density of low-frequency and technical vocabulary, much of which comes from Latin and Greek sources (for example, photosynthesis, revolution)
- ❖ The increasingly sophisticated grammatical constructions (for example, the passive voice).

These four principles are tightly knitted to differentiation which is the backbone that supports SEN students to have equal access to the curriculum.

5. Differentiation:

Differentiation is the process of identifying, with each learner, the most effective strategies for achieving agreed goals so learning opportunities can be created that enable every student to develop, pursue and achieve appropriate personal learning goals (

Tomlinson and Cunningham (2003) identified that differentiation has three curricular elements:

Content (What should students come to know or understand and how will they gain access to knowledge).

Process: What activities will be used to help students make sense of the knowledge and understanding?

Product: What products will provide evidence that the students know, understand and are able to do?

6. Universal Design for Learning:

UDL is a curriculum framework development that provides all students with equal opportunities to learn (Ross and Meyer, 2011).

This framework includes:

Multiples Means of Representation

Multiple means of action and expression

Multiple means of Engagement.

In addition, use the backward design for learning, and culturally responsive pedagogy

Roles and Responsibilities

Responsibilities of the School

- ❖ The school will provide guidance to students with special education needs to help them make informed decisions concerning application to our program.
- ❖ The school will raise staff awareness of the needs of our exceptional students.
- ❖ The school will provide resources for the implementation and continuation of the special Education Needs Policy.
- ❖ Inclusion Manager will provide the teachers with all IEP'S and 504 plan documentation.
- ❖ The school will facilitate the provision of appropriate accommodations as requested by the IB.

Responsibilities of the IB Coordinator

- ❖ The IB Coordinator will apply to the IB for students' accommodations in assessment type and circumstances.
- ❖ The IB Coordinator will work collaboratively with faculty to support students with special education needs.
- ❖ The IB Coordinator will provide examination accommodations as needed and approved by the IB.

Responsibilities of the Faculty

- ❖ The classroom teacher will participate in all required training when available.
- ❖ The classroom teacher will identify struggling learners and refer the student to the inclusion manager or IB coordinator as needed.
- ❖ The classroom teacher will maintain accurate records of students' progress.
- ❖ The classroom teacher with the assistance of the manager will become familiar with the special needs of the exceptional student.
- ❖ The classroom teacher will provide differentiated instructions as outlined by the students' IEP or 504 Plan.
- ❖ The teacher will maintain discretion and confidentiality in providing special education needs services.

Responsibilities of the Parents

- ❖ Parents will play an active role in their child's education.
- ❖ Parents will communicate to the school all information and documentation regarding their child's special education needs.
- ❖ Parents will communicate with the school regarding any changes in their child's special education needs.

Responsibilities of the Student

- ❖ Students will be proactive in asking for assistance from the school administrators, faculty, and staff.
- ❖ Students will be an active participant in classes and meetings.

Inclusion coordinator

Students with learning difficulties in all forms are involved in our Special Education. Our language support staff and the inclusion coordinator works closely with other staff and parents to ensure that students with learning disabilities are provided support for their success. Support improves the student's academic performance, behaviour and it also helps to improve and reframe instructional strategies to meet the needs of diverse learners

Students in our Special Education program in the DP program continue to be monitored by the inclusion Manager. Students with special needs, the inclusion manager, works with the IB Diploma Program Coordinator and subject teachers to determine appropriate support strategies within the classroom and necessary modifications/differentiation strategies in accordance with the requirements set forth by the IBO.

Assessment

In regards to students IB exams, we work with students and their families to ensure proper documentation about their SEN so as to request for formal assessments requirements with the IBO by the appropriate deadline. The inclusive assessment arrangement must be submitted six months prior to any written examination session. To submit this request, two forms of supporting documentation are required which are a medical report from a psychological or medical service and educational evidence from school. Diploma Program students who have learning support requirements may need to request inclusive assessment arrangements so that they can take their IB examinations under conditions that are as fair as possible (Handbook of procedures for the Diploma Programme, 2014). Candidate students who are eligible could be those with individual needs such as:

- ❖ Learning disabilities
- ❖ Specific learning difficulties
- ❖ Communication and speech difficulties
- ❖ Autism spectrum disorders
- ❖ Social, emotional and behaviour challenges
- ❖ Multiple disabilities and/or physical, sensory, medical or mental health issues

Special arrangements, in accordance with requirements as outlined by the IBO in IB Diploma Programme, Candidates with assessment access requirements (IBO, 2009), may include:

Additional Time; Rest Periods; Word processor or computer; Transcription; Readers Communicators Prompters; Modifications to examination papers or assignments; Extensions to deadlines; Assistance with practical work and Exemption from one or more assessment components.

References and Resources

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