



AHSS IB DP INCLUSION POLICY

Philosophy

We believe that each student has unique need and therefore we apply different approaches and support in order to meet their learning styles.

As per the IB Inclusion policy, we consider this policy to target students with specific needs, and to allow these students access to the IB DP program, through the ongoing process of inclusion. Therefore, we as a school are promoting an environment with diverse culture of collaboration, mutual respect and support in all areas.

Objectives

We recognize different talents and needs among our students concerning culture and talents, but also are open to students with specific learning disabilities (speech, communication, emotional, behaviour, physical or medical). Therefore as a school, we support and encourage candidates to take advantage of our offered IB DP and create a learning environment with equal opportunities for all.

Admission policy

Before applying to our IB Program, parents/guardians must provide school with the official documents and vital information on the type of disability or special need of the student that will assist school in understanding, identifying and support special talents and needs of the student.

As a school, we are trying to implement reasonable efforts to ensure adequate learning environment for the students with special needs. Since all applications are reviewed individually, in some cases it might be that the school do not have necessary resources or expertise required, and may not be able to enrol the student. The AHSS retains the right to refuse the admission of such a case.

During the process of application, we are highly considering the Principles of the Access and inclusion policy developed by IBO, which is our basically guidelines in order to admit and support students with special needs in our school.

AHSS student support:

- Provide educational strategies and materials for different learning styles
- Allow extended time for assessment
- Assist student in planning, organizing and set goals
- Prepare different schedule and individual learning plan

In case of transfer of the student with special needs from other school, we must be provided with the entrance test of the cognitive ability, educational evaluations, formal academic assessment, and possible contact with the previous school (AHSS reserve this right).

Roles and responsibility of AHSS:

- All special requests must comply with the IB DP program and policies, including the Access and inclusion policy.
- AHSS will provide a safe environment for the student
- Timetable , resources, facilities will be provided (and possible schedule)
- Teaching staff will ensure excellent cooperation with parents/guardians
- If necessary AHSS will provide appropriate

Academic coordinator responsibilities:

- Provide parents/guardians with the IB Access and inclusion policy, and provide information on capabilities and assistance from school
- Will provide consultation to the student in process of choosing subjects and levels, based on the interest, strengths and individual skills
- Will collaborate with teaching staff to ensure access arrangements during the course, examples includes: additional time for re-take of exams, change of font size/paper (modification), extended dead line, use of word processor if necessary for spell-check, etc.)
- Inform parents/guardians on all necessary documents and paper in order to obtain authorization from the IB for inclusive arrangement during exam session and obtain students consent for them.
- The IB coordinator will ensure the confidentiality of the information and documents about the student, that are shared with the school management and school psychologist
- If necessary will provide Individual educational plan for student
- Share information on IB policies to teaching staff
- If necessary will provide IB on examples of the educational evidence
- Will obtain and provide IB with medical/psychological/psycho-educational documentation (translated into English, where necessary)

Teaching staff responsibilities:

- Inform IB coordinator on identified learning difficulties of the student
- Monitor students' progress, performance and maintain accurate record
- Assure confidentiality of the information about the student that are shared with the parents/guardians/coordinator/psychologist

Student responsibility:

- Student should press effort to comply with the IB learner profile
- Should be proactive in requesting assistance from staff, administration and teachers
- Follow all IB regulations, procedures and policies

Parents/guardians responsibilities:

- Communicate to AHSS valid information on students special needs
- Have active and pro-active role in academic progress
- Have continuous communication with teaching staff and the coordinator
- Communicate any changes in the education needs and provide accurate documentation of the student (behaviour/medical reports)
- Are responsible to pay extra fees for tutoring and support outside of the school