



**Bishkek
International
School**

Inclusive Education Policy

Reviewed by the Management Board: August 2018
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Preface

Policies, Handbooks and Regulations

This policy is one of several policies, procedures and related documents that guide operations at Bishkek International School (BIS). The full list of relevant documents, prepared by the Management Board and approved by the Governing Board, comprises:

Policies:

1. Vision, Mission and Development Policy
2. Admissions Policy
3. Inclusive Education Policy
4. Language Policy
5. Academic Honesty Policy
6. Assessment Policy
7. Health & Safety Policy
8. Child Protection Policy
9. Educational Visits Policy
10. Ethics Policy
11. Accounting Policy

Handbooks:

1. Staff Handbook
2. Parents & Guardian Handbook
3. Student Handbook

All Governing Board members and all staff must be aware of each of these documents and their contents. All policy documents and handbooks are available to students and parents/guardians via the BIS website or provided in PDF form to parents/guardians on request.

All policy documents and handbooks are reviewed and revised by the Management Board every year, normally in April/May for approval by the Governing Board in June for the following academic year. All students, parents and staff are invited to send comments and suggest any changes to the Management Board at any time before the end of April each year for consideration for policies/handbooks for the next academic year.

Overall Governance of BIS is guided by the legal charter and various internal regulations. These are:

1. Legal Charter of 'ESCA-Bishkek International School'
2. Regulations of the Governing Board
3. Regulations of the Parents Association
4. Regulations of the Advisory Council

International Baccalaureate

BIS is an International Baccalaureate World School, offering the International Baccalaureate Diploma Programme (DP), and is an official candidate school for the Primary Years Programme (PYP) and the Middle Years Programme (MYP). IB World Schools share a common philosophy and commitment to high quality, challenging, international education that BIS believes is important for our students. For further information about International Baccalaureate, see www.ibo.org

International Baccalaureate mission statement

“The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These 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”

International Baccalaureate Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

1. **Inquirers:** Develop a natural curiosity that allows them to become lifelong learners.
2. **Knowledgeable:** They explore ideas of importance and dig deep into its meaning creating a balance of their learning.
3. **Thinkers:** They apply thinking skills that allow them to tackle complex problems in creative ways.
4. **Communicators:** They understand and can articulate information in confident, creative ways, including a second language.
5. **Principled:** Students are honest, fair, just and full of integrity. They strive to solve their own problems and to take responsibility for their own actions.
6. **Open-minded:** Students understand and embrace other cultures. They recognize and celebrate their own backgrounds and learn tolerance for others.
7. **Caring:** Students actively care about others and participate in active service.
8. **Risk-Takers:** Students are brave in the face of new challenges. They strive to take on new roles and to defend their own beliefs.
9. **Balanced:** Students understand the need to be emotionally, physically and mentally balanced. They strive for this in themselves and others.
10. **Reflective:** Students reflect on their own learning. They are able to adjust for weaknesses and strengths.

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1. Introduction

The aims of the inclusive education policy are:

- To clarify inclusive education provision at BIS;
- To ensure that any special needs are identified early, assessed, and provided for where possible;
- To create a welcoming environment for each student accepted by BIS;
- To clarify staff roles and responsibilities.

2. Definition of Inclusive Education Needs

A student has inclusive education need if they:

- Have significantly greater **ability** in learning than the majority of students in their age group; or
- Have significantly greater **difficulty** in learning than the majority of students in their age group; or
- Have a disability which prevents or hinders them from making use of an educational facility of a kind generally provided for students of the same age within the school; or
- Have a disability which prevents or hinders them from learning or performing compared to students of the same age within the school.

A student is not regarded as having any inclusive education need because they need English Language Acquisition support. Language support is covered in the school Language Policy.

3. Philosophy and Provision

BIS supports the provision of inclusive education and welcomes all students without regard to exceptional ability or disability or special educational needs, provided that there are good prospects of meeting the student's needs without unduly prejudicing the education and welfare of other students. Within this general philosophy, as a relatively new and small non-profit community school, BIS has limited resources to support students with significant disability or with specialised educational needs at this time.

BIS has many experienced educators who are used to dealing with students of varied ability and backgrounds. All educators provide differentiated learning according to a student's ability and this is facilitated by small class sizes and Co-Teachers in each preschool and primary class. Differentiated learning acknowledges that:

- Students have different educational and learning needs, abilities, profile and aspirations;
- Students gain knowledge and skills at different rates through different learning styles;
- Students are all capable and unique and are lifelong learners;
- Differentiation and building on existing skills promotes effective learning.

BIS has an Inclusive Education Team, comprising a full-time Inclusive Education Coordinator and full-time Inclusive Education Specialist, with part-time input from other BIS staff with inclusive education experience. This team is available to assist in student assessment and the design of Individual Education Programmes (IEP), however they do not have all the professional skills required to cover all potential students, hence external professionals may be required in some cases. In these cases, BIS will either recommend that

parents organise such assessment themselves or that parents cover the cost of external assessment if arranged by BIS.

The physical premises at BIS are designed to support a wide range of students and can accommodate wheelchair access on all floors of the main building.

4. Assessment of and Support for Inclusive Education Needs

During the admission application process, any known educational, social-emotional, physical, sensory, or medical needs must be fully disclosed in detail. Any psychological reports and/or any additional academic support the applicant has received in the past (e.g. diagnostic assessments, psycho-educational evaluations, Individual Education Plans and tutoring) must be disclosed at the time of application for admission.

Either at the time of application to join BIS, or at any time that education staff recognise a possible issue with academic and/or behavioural needs for enrolled students, the Director of Studies may request assessment by the Inclusive Education Team or by an independent Educational Psychologist or for health problems by appropriate health professionals, e.g.: Doctor, Occupational Therapist Speech Therapist, Physiotherapist. The cost of any independent testing and reporting is the responsibility of the family. This assessment applies equally to students who are being assessed for significantly greater **ability** in learning than the majority of students in their age group; or those assessed for significantly greater **difficulty** in learning than the majority of students in their age group; or being assessed for educational adaptations required for any disability. No student will be placed in a different year group from that decided by birth date, or given an Individual Education Plan without first completing assessment under the guidance of the Inclusive Education Coordinator.

After assessment, the Inclusive Education Coordinator will allocate each student to a group based on the type of support services required, as described in the table below.

Group	Support Services Required
0	Students require no additional services beyond English Learning Acquisition (ELA), counseling, regular differentiated classroom instruction, and/or slight modifications to the physical learning environment to accommodate physical, sensory, and/or medical needs.
1	Students without an Individualized Education Plan (IEP) who receive differentiated instruction within the regular education classroom in consultation with the Inclusive Education Coordinator.
2	Students have an IEP and are actively monitored by the Inclusive Education Team but are accommodated within the classroom by the teaching staff.
3	Students have an IEP and are actively monitored and accommodated within the classroom but also receive scheduled support time in-class from a member of staff with guidance from the Inclusive Education Coordinator.
4	Students have an IEP and are actively monitored and accommodated within the classroom but also require a moderate amount of additional support to access the learning at a level that remains within the school's capacity to provide. For example frequent scheduled pull-out support and/or moderate amount of in-class support from a trained member with guidance from either the Inclusive Education Coordinator or another trained member of staff.
5	Students require services which cannot readily be provided by BIS including: significant classroom monitoring; modification of the general curriculum; intensive one-to-one support within the regular classroom; one-to-one support during non-classroom time such as lunch time or in the playground and/or frequent, on-going pull-out support.

BIS is normally able to accommodate students up to Group 4; however students in Groups 3 and 4 may have additional costs to be funded by the student's family.

Students who are assessed as being in Group 5 can only be accommodated at BIS if, at the discretion of BIS, it is possible to provide appropriate specialised support for the student with a full-time dedicated member of staff, employed by the school but funded by the student's family.

Student in groups 1-4 and students in group 5 who have agreed additional support to enable them to be accommodated at BIS will be reviewed regularly to ensure the appropriate level of support is in place.

Most students will be in Group 0 or Group 1 and receive appropriate support in the classroom through differentiated learning. However, if a student has a prior diagnosis of learning differences or impairment, or if despite the normal provision of differentiated learning a student shows little or no overall progress in learning or has difficulty in developing key skills, or shows emotional or behavioural difficulties which cannot be managed within the class; the Inclusive Education Team will prepare an Individual Education Plan (IEP) in consultation with Form Teacher, Subject Teachers and the Director of Studies. The plan will be agreed wherever possible, with the involvement of parents and the pupil, depending on the pupil's needs and particular circumstances. The IEP will show the short-term targets set for the student, and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed.

The IEP will be shared with parents and the Form Teacher and Subject Teachers so that all parties work together to support the student. The IEP will not disclose confidential information about the student assessment which will only be made available to the Director of Studies, the Inclusive Education Coordinator and the parents/guardians of the student.

Inclusive Assessment Arrangements for Cambridge IGCSE Students

Cambridge Assessment International Education recognizes the need for inclusive education as outlined here: <http://www.cambridgeinternational.org/images/271195-special-educational-needs.pdf> and provides access arrangements for students with particular needs, for example, the use of a scribe, or modified papers or extra time as described here: <http://www.cambridgeinternational.org/exam-administration/cambridge-exams-officers-guide/phase-1-preparation/access-arrangements/>

Requests for special access arrangements must normally be made in December of the year before IGCSE exams, which take place in April-June of the following year.

Inclusive Assessment Arrangements for IB Diploma Students

The IB Diploma Programme allows all candidates to take examinations under conditions that are as fair as possible. Therefore, where standard examination conditions and assessment procedures would put candidates with special educational needs at a disadvantage and prevent them from being able to demonstrate their skills and knowledge adequately, reasonable forms of access arrangements may be authorized.

Candidates eligible for inclusive assessment arrangements are those with individual needs such as:

- Autism spectrum/Asperger's syndrome
- Learning disabilities
- Medical conditions
- Mental health issues
- Multiple disabilities
- Physical and/or sensory challenges
- Social, emotional and behavioural difficulties
- Specific learning difficulties
- Speech and/or communication difficulties

Any reasonable adjustments for a particular candidate pertaining to his or her unique needs will be considered, as described in the IB publication *“Candidates with Assessment Access Requirements”* (updated July 2014) available to download here:

http://xmltwo.ibo.org/publications/DP/Group0/d_0_dpvyv_vmx_1409_1/pdf/assessmentaccessrequirements_e.pdf

The Director of Studies together with the IB Diploma Coordinator may authorise some specific special examination arrangements without prior authorization from the IB Assessment Centre. These possible arrangements are listed in the IB publication. Other arrangements require prior authorization from the IB Assessment Centre well in advance of assessment and require supporting documentary evidence with the request, including medical/psychological/psycho-educational documentation and at least one piece of educational evidence. Such assessment may need to be sourced externally and therefore funded by the child’s family.

5. Responsibilities for Inclusive Education Needs Provision

The Director of Studies will:

- Provide training for staff to successfully implement and support differentiated learning and the special educational needs policy;
- Raise staff awareness of the needs of students identified with special educational needs;
- Advise parents on this policy and its application during the admissions process and before any assessment of a student for special educational needs.
- Provide resources for the implementation of the policy.

The Inclusive Education Coordinator will:

- Assess any students who may have special educational needs and involve different professionals in this assessment as required;
- Prepare Individual Education Plans (IEPs), as required, with support from other staff;
- Support teaching staff in implementing IEPs, monitor progress and amend plans as required;
- Provide training for staff to successfully implement and support differentiated learning and the special educational needs policy;
- Make recommendations to the Director of Studies for any changes required in student or teaching arrangements or resource allocations.

For the IGCSE Programme, the IGCSE Coordinator will:

- At enrolment, advise parents on the suitability of the IGCSE programme for their child and (in discussion with subject teachers and Cambridge Assessment International Education as appropriate) ensure that course selection is appropriate for any candidate with known special educational needs;
- Work collaboratively with the Inclusive Education Coordinator and other staff to support students with special needs;
- Work with the Inclusive Education Coordinator and subject teachers to design an Individual Education Plan for IGCSE students with special educational needs or students who are struggling;
- Maintain records of all students who may require inclusive assessment arrangements;
- Design any inclusive assessment arrangements for a candidate based on individual requirements, not for administrative convenience, and ensure that arrangements are carefully individualized, planned, evaluated and monitored;
- Ensure that any inclusive assessment arrangements remove any disadvantage, to the extent possible, due to the candidate’s challenge, but do not give the candidate an advantage over other students without inclusive assessment arrangements.

- Ensure that any proposed inclusive assessment arrangements for a candidate are planned in advance to give a candidate ample time to learn to use them effectively during classroom activities;
- Communicate with Cambridge Assessment International Education about any candidates with special assessment needs, in accordance with Cambridge Assessment International Education “Access Arrangements”.

For the IB Diploma Programme, the IB Diploma Coordinator will:

- At enrolment, advise parents on the suitability of the Diploma Programme for their child and (in discussion with subject teachers and the IB Assessment Centre as appropriate) ensure that course selection is appropriate for any candidate with known special educational needs;
- Work collaboratively with the Inclusive Education Coordinator and other staff to support students with special needs;
- Work with the Inclusive Education Coordinator and subject teachers to design an Individual Education Plan for Diploma students with special educational needs or students who are struggling;
- Maintain records of all students who may require inclusive assessment arrangements;
- Design any inclusive assessment arrangements for a candidate based on individual requirements, not for administrative convenience, and ensure that arrangements are carefully individualized, planned, evaluated and monitored;
- Ensure that any inclusive assessment arrangements remove any disadvantage, to the extent possible, due to the candidate’s challenge, but do not give the candidate an advantage over other students without inclusive assessment arrangements.
- Ensure that any proposed inclusive assessment arrangements for a candidate are planned in advance to give a candidate ample time to learn to use them effectively during classroom activities;
- Communicate with IB about any candidates with special assessment needs, in accordance with the updated version of the IB publication “*Candidates with Assessment Access Requirements*”.

All BIS teaching staff:

- Are committed to students and their learning:
 - Understand how students develop and learn (cognitively and socially) and with different learning styles;
 - Recognise individual student differences in abilities, interests, and prior knowledge and adjust practice accordingly, including for students who have learning differences;
 - Treat all students equitably and give them the same opportunities to learn no matter what their differences are.
- Know the subjects they teach and how to teach these subjects;
 - Generate multiple paths to knowledge through differentiating activities and assessments and using a problem solving perspective;
 - Encourage students’ engagement and motivation;
 - Regularly assess student progress through assessment, monitoring, grading, and reporting, and encourage students to self-assess and/or reflect on their learning;
 - Provide regular feedback to students through face-to-face discussion and meaningful assignment marking procedures;
 - Reflect on student difficulties and take responsibility to help students succeed.
- Reflect and think about their practice and learn from experience:
 - Choose wisely for curriculum organization, time management, and educational tools;
 - Seek the advice of others and draw on education research to improve teaching practice.
- Identify students who are struggling and work with the Inclusive Education Coordinator (IEC) as required:

- Assist the Inclusive Education Coordinator in assessment and design of Individual Education Plans;
- Implement appropriate interventions and recommendations;
- Maintain accurate records of student progress;
- Report concerns to IEC when appropriate.

Parents/Guardians Responsibilities

Parents or Guardians of children with inclusive education needs are treated as partners by BIS and are expected to:

- Play an active role in their child's education in partnership with the school;
- Communicate all relevant information and documents regarding their child's special educational needs with the school.

Student Responsibilities

The views of individual students are an important component in deciding on any provision and any IEP. Students are encouraged to:

- Express their feelings and their needs;
- Ask for information and support;
- Indicate their own choices;
- Participate in relevant discussions about their needs and any IEP.