

Kavod MYP Inclusion Policy

Kavod Middle School Inclusion Policy

Mission

Inclusion at Kavod Middle School is in service to our mission to “provide an excellent academic program while teaching modern-day Hebrew and developing socially responsible, respectful, global citizens”.

Introduction

At Kavod, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our students regardless of their needs or abilities.

All teachers are teachers of Language or Special Educational Needs. We recognize that it is the teacher’s responsibility to meet the needs of all the children in their class through their classroom organization, teaching materials, teaching style and differentiation.

The specific objectives of our policy are as follows:

- to recognize the cultural and academic diversity and differing individual needs of the students
- to take every opportunity to celebrate and enjoy our unique community
- to identify students with additional needs and ensure that their needs are met
- to ensure that students with additional needs have the opportunity to and are encouraged to participate in all the activities of the school
- to safeguard students with additional needs as they may be more vulnerable in our community
- to ensure that all explorers make the best possible progress
- to ensure parents are informed of their child’s needs and that there is effective communication between home and school
- to ensure that explorers express their views and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate
- to ensure classroom teachers are aware of and make provision for all students identified with additional needs, allowing them to access the curriculum.

Inclusivity in Action

If a student is identified at admission as having additional needs, the school will identify the support required at the outset or as soon as possible after entry. However, if a student is not making adequate progress, even when teaching approaches are targeted at a student’s identified area of difficulty, then the student may be referred to the appropriate channels to determine if the student may be identified for additional services under a qualifying disability through an Individualized Education Program (IEP) or other appropriate forms of intervention that would allow the student to access the general education curriculum.

Alternatively, if a student is assessed as having ELL (English Language Learner) needs at phase 3 or below in the IB English Language phases additional provision may be allocated to support linguistic development.

Definition of Additional Needs:

Definition of SEN

Students may be identified as having special educational needs; if they have difficulty in accessing the school curriculum, if they require any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in school.

Definition of ELL

Students identified as ELL (English Language Learners) will have a different first language or mother tongue than English. This encompasses pupils who are fully bilingual, multilingual and all those who are at different stages of learning English. It is important to be alert to the fact that different ELL needs may surface as students progress in their

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education. For example; academic language demands. In such cases ELL is still relevant in terms of supporting and celebrating these students' abilities. Many students at Kavod could be classified as ELL and classroom teaching should reflect this.

Definition of Enrichment

For a student to be provided with an enriched curriculum the student's ability should be exhibited in one or more of the following areas:

- general intellectual ability or talent;
- specific academic aptitude or talent;
- visual and performing arts and sports;
- leadership ability;
- creative and productive thinking;
- mechanical ingenuity
- special abilities in empathy, understanding and negotiation.

Cultural Diversity

We appreciate and promote cultural diversity. The school offers the possibility for pupils to share their experiences and views with the community, promoting better communication and integration. Individual teachers celebrate diversity within their classrooms in a variety of ways by involving families and sharing traditions. There are also whole school events that promote diversity and cultural awareness.

Gender

Students are encouraged to pursue their interests without encountering any barriers as a result of gender. We are committed to ensuring equality of opportunity for staff, students, parents/caregivers and all those served by the school. Our commitment to gender equality and identity is rooted in our philosophy of promoting equality and valuing the individuality of every person in the school community. The school is determined to challenge gender discrimination in all forms. Our curriculum is designed to discourage gender stereotyping. As a school we do not tolerate any instances of sexist, sexual, homophobic and transphobic harassment.

Responsibilities

The School Board will:

- Ensure that the school complies with all appropriate legislation
- Adopt and ensure that the school policy and its procedures and strategies are carried out, plus monitored effectively to inform future plans

The Administration will:

- Ensure the principles of the Inclusion Policy are employed when interviewing and appointing new staff, at all levels.
- Ensure the policy and its related strategies and procedures are implemented.
- Ensure all staff are aware of their responsibilities and are given appropriate training and support so they can fulfil their responsibilities.

The Student Services Coordinator will:

- shape, coordinate and evaluate whole-school policy concerning student services (ELL, Counselling, SEN, Enrichment, Wellness etc)
- set up, oversee and share student records
- apply or help colleagues to differentiate to meet students' needs and direct staff as necessary
- plan and manage support staff work
- advise on the need for referral to external professionals, liaise with said professionals, interpret and share reports.

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The Student Services Staff will:

- co-ordinate the identification, assessment, and monitoring of each identified student
- maintain and update a Student Support Plan or assessment of each identified student's targets, differentiated teaching, adaptations and outcomes
- Regular feedback on progress to parents
- teach both directly (in a withdrawn environment) and indirectly (in the student's classroom environment)
- seek to provide support so that the student can follow the school curriculum in the classroom
- select, adapt and evaluate specific resources
- help the student develop the skills needed to cope in the regular classroom
- act as collaborate and plan with classroom teachers to support learning for all students in the classroom- providing support and information to classroom teachers
- Taking a full and active role in the admissions and transitions process for all identified students

Parents will:

- Share all information on their child's needs both at admissions and any new information acquired during their time at Kavod
- Collaborate with the school so that we work effectively and collaboratively in supporting the student.
- Comply with the recommendations of the Student Services Coordinator, which may include referral to outside specialists.

The students will:

- Contribute to their own goals and plans
- Abide by the relevant school policies and procedures
- Treat one another with respect and understanding to create and maintain a safe and supportive learning environment for all

Teaching and Learning

When considering inclusivity in teaching, we first consider the design of the curriculum and assessment criteria.

We aim to provide a curriculum and assessment criteria which will benefit all students. One of the most important ways of including all students in teaching is giving the students goals/assessment criteria that are attainable, so all feel that they can reach their potential.

We aim to provide all of our students the opportunity to succeed and reach the highest level of personal achievement. Teachers and other staff differentiate in order to meet the needs of all types of learners.

In our school the teaching, learning and well-being of every student is important. We follow the necessary steps to ensure that we take the experiences and needs of all our students into account when planning for learning.

References

IB Standards and Practices 2014:

B2:8 - The school provides support for its students with learning and/or special educational needs and support for their teachers.

C1:6 - Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.

C3:10 - Teaching and learning differentiates instruction to meet students' learning needs and styles.

Key Documents

Learning Diversity and the IB Programs: Special Educational Needs within the International Baccalaureate Programs, International Baccalaureate Organization 2010

Meeting Student Diversity in the Classroom International Baccalaureate Organization 2013 Language and Learning in IB Programs International Baccalaureate Organization 2011 The IB guide to inclusive education: a resource for whole school development

Candidates with Assessment Access requirements