



*Anglican International School,
Jerusalem*

Where the world goes to school

DP Inclusion Policy

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Glossary of Abbreviations

IN Inclusion Needs

EAL English as an Additional Language

SEN Special Educational Needs

DCU Different Curriculum and Usage

IEP Individual Education Plan

SENCO Special Educational Needs coordinator

The AISJ Inclusion Department comprises both the EAL and SEN programs at the school. We strive to empower students with skills, knowledge and self-esteem to help them thrive, both in and out of school. AISJ welcomes and celebrates all of our students with the utmost respect for all languages, nationalities, religions and cultures. AISJ and the inclusion team are committed to ensuring that every student reaches his or her full potential both socially and academically.

1. English as an Additional Language Inclusion Policy

We see the maintenance of mother tongue language as crucial to the emotional, social, and educational development of our students and we actively support the maintenance of the mother tongue, alongside the acquisition of the English Language Medium. The fundamental objective in the EAL environment is to teach English language and literacy skills, or to facilitate transferring existing skills from the students' primary language into the context of the English Language. This is in order for them to be able to access the mainstream curriculum and all the learning experiences, in and out of the classroom at AISJ.

1.1 EAL for DP Students

Students in the DP years who require extra support with their English are given personalised support, individually or in a small group. This is very much focused on the context of their research and the assignments required in their subject choices. There are no separate reports or assessments for this provision, the results of which are integrated in the subject grade.

1.2 Entering in and graduating out of the Secondary EAL Programmes

Some students arrive at the school with a level of English that allows them to learn with their respective classes while receiving only a small degree of support or none at all. Others require a more intensive EAL programme.

Entrance into the program:

- Review of previous reports, schooling and exposure to English.
- Interview with Head of school and Admissions Team, including IN Coordinator, where needed.
- Generic admissions testing (MAP) followed by assessments carried out by the IN team.
- A consideration of any other factors or known needs in the student's future schooling/entrance requirements.
- Students and parents are able to request extra help in EAL. In these instances, the staff member who receives this information will follow the procedure in the flowchart by bringing the request to the IN team meeting.

Completion of the program:

- EAL teacher assessment observation
- Whole staff assessment observation
- Conferencing with student and parents
- EAL and school assessment results, as well as MAP scores.

When the staff assess that a student has not made the EAL progress which would be expected within their individual context, the concerns are then referred back to the IN team for further investigation and either assessment or monitoring.

All these factors will be taken into account together with an assessment of the student's future anticipated needs; recommendations for the various EAL services will be presented to parents and students accordingly.

2. Special Educational Needs Inclusion Policy

The fundamental objective of the Special Educational Needs program is to enable students to access, to be inspired by and to enjoy the rich and varied curriculum and all the learning experiences available at AISJ.

Across the grades at AISJ, teachers endeavor to personalize the learning experience, teaching to the intelligences and interests of our students and aiming to inspire and engage with everyone. We are exceptionally sensitive to the cultural and religious values of our school community and our extended local community, and as a result provide a unique, safe and respectful learning environment in our diverse city.

Assessment opportunities are encouraged to be as diverse as our students, aiming to accurately track and plan for individual learning, giving everyone an opportunity to shine. Due to the highly personalized teaching at AISJ, we are able to build excellent learning relationships with the students and we confer with our students and monitor their learning in interactive ways. All the staff are encouraged to be role models of lifelong learners. There are regular training opportunities, symbiotic with an appraisal system, to help all staff maximize the learning opportunities for our students. Staff are encouraged to share their observations of and successful teaching strategies for students with special needs, allowing teachers to design inquiry-based learning for students at all levels. When students need extension opportunities beyond what is available through differentiation, the IN team works in partnership with the staff and individual families to devise creative and challenging learning situations to meet individual extension needs.

2.1 EAL Students with SEN and Other Needs

Many students with mild learning challenges or social/emotional challenges are adequately able to circumvent or compensate for those challenges within the context of their primary language. However, when learning a new language, and especially when adjusting to a new language and environment both academically and socially, these difficulties frequently emerge, adding to the challenge of learning a new language. These added pressures are further compounded by the child's need to adapt to a new learning

culture and a different curriculum. Thus, the EAL environment must deal with these SEN challenges while helping the students to become proficient in the English language.

These additional SEN challenges most often pertain to:

- Reading skills (dyslexia, difficulty in internalizing the phonetic sounds, challenged visual memory, or the integration of these two skills which is required in order to be a skilled reader etc.).
- Processing written or auditory information (difficulty understanding, interpreting, and extracting implied information from a text or from spoken language).
- Difficulty maintaining level of attention (sometimes as a result of feeling stressed, anxious and inadequate); organization and sequencing difficulties.

In the event that the staff ascertain that an EAL student is not making the appropriate academic progress that is expected within their individual context, he or she is then referred to the IN team for further investigation and either assessment or monitoring. This applies also to non-EAL students whose progress raises a question regarding whether they are challenged with any difficulties that could be slowing their academic progress. Members of the IN team are experienced within the realms of SEN and EAL, and the areas of intersection between the two. Thus, the students' needs are assessed on a continual and ongoing basis and are addressed in a holistic, collaborative, and structured way within the school.

2.2 SEN in the DP Years

As an inclusive and non-selective school, we welcome students with special educational needs and provide multiple learning tracks in the Diploma Years. Some of our students enter their DP years with previously identified special needs. It also is not uncommon for us to pick up on special needs that have gone unnoticed in other schools, given the small size of AISJ and the high degree of personal contact between students and teachers. We endeavor to address the majority of needs in class through differentiation and inclusion, as guided by our mission to provide all students with meaningful and equitable access to the curriculum.

Diploma Years students with Special Educational Needs are accommodated via several avenues of support. Students who will be taking IB exams are counseled through the Inclusive Access Arrangements process when appropriate. Students not enrolled in IB classes rarely require formal inclusion support, as will be explained below.

2.3 Students requiring Inclusive Access Arrangements

We are committed to equitable assessment for our students and as such, put great importance on arranging Inclusive Access Arrangements in appropriate cases.

2.31 Students With Previously Identified Special Needs

When students enter the Diploma Years Program with exam accommodations already in place and documented recommendations from a professional, we continue to offer the accommodations that have been established in order to assess their appropriateness for the student in this new stage of their academic career.

This process begins with the Accommodations and Modifications Coordinator contacting the student and their parents to confirm that they would like to continue making use of the available accommodations. If the student in question is enrolled in IB classes, their accommodations are reviewed to make sure that they are consistent with the IB Access and Inclusion Policy. In such a case, the Accommodations and Modifications Coordinator then informs teachers of the accommodations to which the student is entitled. Reminders are periodically sent via email and announced in staff meetings. Students with exam accommodations also are instructed to approach teachers to advocate for their right to accommodations when tests are scheduled over the course of the semester, and teachers are invited to call upon the IN staff if they need assistance in providing these accommodations. When exams approach, the Accommodations and Modifications Coordinator once again confirms with the students in question that they would like to make use of their allowed accommodations, and is then in close communication with the exam coordinator to ensure that timetabling, location planning, and assignment of invigilators will appropriately address the needs of all students who are entitled to accommodations.

Inclusion Needs staff monitor the appropriateness of each student's accommodations on an ongoing basis, asking teachers and students to assess whether the accommodations are helpful in allowing the student to effectively demonstrate their knowledge and to be equitably included in the assessment process. At times, it becomes clear through speaking to the student and/or to their teachers that the accommodation is no longer appropriate for the student, at which point it is discontinued, with the parents' permission. If the accommodation does prove to be consistently appropriate, the Accommodations and Modifications Coordinator communicates with the student and the family and, with their permission, begins the process of formally applying for Inclusive Access Arrangements. If the IB does not grant the Inclusive Access Arrangements, the student, parents, and teachers are informed and the accommodation is no longer offered.

2.32 Students Without Previously Identified Special Needs

In some cases, students will come to the attention of the IN department who have no history of exam accommodations and who have not been formally assessed for special needs. These students sometimes self-refer to the school counselor or to one of their

teachers, who then direct them to the IN department for further discussion. Other students are referred by teachers who observe tendencies that indicate possible learning challenges. In both of these cases, the IN department will survey teachers to obtain work samples and to get a fuller understanding of the student's academic performance and potential challenges. Once these observations have been gathered, the student is invited to speak with a member of the IN department to discuss their needs and challenges.

If the IN department determines, through speaking with the student and their teachers and reviewing work samples, that the student is likely to have as-yet unidentified special needs, a discussion is initiated with the student and their parents. We explain the option of applying for Inclusive Access Arrangements at a future date, after accommodations have been granted on a trial basis and if they prove to be appropriate. This discussion also includes a recommendation for the student to be formally assessed, either by qualified IN staff, or by an outside professional. At that point, the process is identical to the one outlined above for students who enter the Diploma Years Program with already established special needs.

2.4 Additional Forms of Support for SEN Students

For the great majority of DP students with special needs, accommodations on tests and exams are adequate to address their challenges and there is no need for additional IN support. This is in large part due to the supportive and inclusive environment that is integral to our Diploma Years program. For example, class sizes are small and students receive a great deal of individualized and small group instruction from their teachers. Writing help is available in the essay clinic and from library staff. "Options" classes are available for students who are not academically suited for the rigor of the IB classes. The school counselor, homeroom teachers, teacher mentors, and Independent Study supervisors provide support to students who have organizational challenges and help guide them through the process of getting to know themselves better as learners. Students with special needs who are writing an Extended Essay are encouraged to work with an IN teacher as their supervisor. Among staff, there are ongoing discussions of both a formal and informal nature regarding differentiation and other inclusive teaching practices. All of these practices and the small size of our school combine to provide many diverse opportunities for support for our special needs students. In the rare case that a student requires additional support, this is arranged through the IN department and fees will sometimes apply.

3. Modifications in the MSA School Certificate Programme

The Head of Secondary and IN team will liaise closely regarding individual modifications and requirements for students earning an MSA certificate through an IEP. The School Counselor will advise on the requirements for individual students in terms of credits, hours and courses. The IN Coordinator will seek advice from the Head of Secondary regarding MSA guidelines for acceptable modification of IN students on an individual basis and will work closely with the IN team to devise a programme which incorporates

the student's IEP goals within the approved framework.