



The purpose of this document is to provide clear guidance and procedure related to the implementation of the INCLUSION in the PYP

Inclusion Policy

Egyptian International School





IB 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.



EIS MISSION STATEMENT

EIS aims to contribute to making the world a better place through education of a new generation an education that results in generations who are passionate about their Egyptian identity, their mother tongue (Arabic) and who have a good command of the English language.

EIS works towards exposing students to different cultures locally and internationally to foster the development of research and leadership skills.

EIS helps students develop their research and leadership skills, have strong sense of identity and also cares about young people who help to create a better and more peaceful world through intercultural understanding and respect.

To fulfill this objective, the school provides its learners with high-quality international education in a local environment, which values respect for international as well as national cultures.

EIS aims to enhance good manners, to develop life-long learners and to guarantee the satisfaction of the different stakeholders.

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IB 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.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

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.



PYP/EIS- INCLUSION POLICY

EIS philosophy on inclusion

EIS believes that inclusion is an ongoing process that aims to increase access and engagement for all students by identifying and removing barriers. It is a continual process of increasing learning and participation for all students that involves change. At EIS, we believe that all teachers are teachers of all students, and all students can learn, achieve goals and celebrate success. Valuing diversity and enhancing inclusivity is integral to making, is essential for making all individuals realise their role and capacity to contribute to making the world a better place. Inclusive learning and teaching are designed to be inclusive of, and accessible to all students. Emotional and intellectual needs and the religious beliefs (if any) of all children attending are addressed. EIS ensures that there is an inclusive setting where there is an awareness and respect for each child's individual strengths and areas of difficulty.

As indicated below inclusion is a process and an on-going journey that starts with defining moving on to learning, acting, reflecting and redefining.



Therefore, the school is keen on: -

- To instill in students a love of science, as well as a passion for knowledge and aspiration that lasts with the students for life.
- Establish a school community characterized by stability and care so that students feel happy and reassured in it.
- The relationship between the different subjects is documented so that students around the world see a group of interconnected and integrated fields.
- It enhances the value and knowledge of different cultures.
- The students gain various skills (such as communication and thinking skills, etc.), practical experience, as well as educational qualifications.
- It develops a balanced educational curriculum that integrates art and music to provide opportunities for students to explore express and develop their artistic and creative skills. Moreover, the school enables students to learn about others' experiences and appreciate their creativity.
- Physical education is incorporated to develop students' physical skills as well as to encourage them to embrace a healthy and balanced lifestyle.
- Encourages the student to volunteer work in the areas of community service.
- The development of leadership and social skills that may assist students in their future lives.

Quoted from the school statement

If I couldn't learn the way you teach me, will you teach me the way I can learn?

The school admits that some students may require special help to achieve success. Since it is acceptable that there is no perfect program for every single student, the school spares no effort to apply a variety of programs as many as possible. The main objective of the programs for students with special needs is to provide these handicapped learners, so as to help them achieve as much success as possible. EIS takes special commitment to provide educational support to the blind learners.

The purpose of the inclusion policy

The purpose of the inclusion policy is to:-

- Increase the awareness of the objective of the international education which provides opportunities for everyone and respects individual differences.

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Enable the teachers to respond to the individual differences inside the classroom through providing him with educational strategies and tools that copes with the differentiation of needs.

In the frame of the inclusion in the program for the primary years, the teachers are helped to learn new skills and tools to find the needs of the different learners and to plan the educational processes to cope with their different needs.

Guarantee equal educational opportunities among all the students.

Encourage all the students and employees to incarnate the IB learner profile, such as being risk takers and communicators.

Provide and create educational opportunities that match the needs of all the students which help them be more creative and find their unique abilities.

Determine the responsibilities of everyone in the school society (Teachers, parents, administrators, and the sponsoring organization) to help in achieving the success of the students with special needs.

Provide the visually handicapped students with an educational process that suits their needs and abilities.

The role of inclusion in reinforcing the IB learner profile

The policy of inclusion supports IB profile learner to be caring, principled and open-minded through:-

- Accepting the other and making sure to leave a positive impact on them.
- Taking responsibilities and facing the consequences of ones elf's deeds.
- To have the capacity of accepting others.

The common practices among the students.

- Enhancing the international mentality of all the students and encouraging them to think and deal with each other through applying the IB learner profile.
- ✓ The educational process inside the classroom depends on doing researches.
- ✓ All the students are encouraged to take the necessary procedures that help them vary the learning methods using what suits their unique nature.

Inclusion

Inclusion is having all the students join ordinary schools to acquire educational curricula providing them opportunities to learn social skills equally. It also includes commitment to have all the students share academic education in various ways in order to acquire the utmost level of achievement and participation in groups of all social experiences and opportunities once they finish their education.

In order to inclusion at school these are the procedures:

To accept a student with visual disability

The student's medical report is to be checked in order to determine the effect of his or her disability on learning.

A placement test from school is being modified as to fit his type of disability. That is done throughout the cooperation with the organization responsible for rehabilitating those students.

An IQ test is run to make sure that there are no other kinds of disabilities.

Contacting organizations and centers that are to train the teachers how to deal with students with disabilities

Designing obligatory protocols that provide the educational requirements and school books according to prescheduled appointments

Differentiation

- It is not a new educational process, but it is how programs are being prepared in a way that meets the needs of different students.
- It is the variety of approaches of the teaching and learning process.
- Taking the needs and abilities of the learners in consideration.
- Determining the approaches and methods which are most effective and suits the differences among learners and their needs.

"Individual Education Plan"

The teachers teaching these stages are the ones responsible for preparing individual Educational plans for each student with disabilities. These plans are not only inclusive on educational purposes, but also on other aspects of life (social – physical – behavioral) and present it to the organization for visual disabilities and the parents to take part in making the plan.

The program must be precise and practical including guidance to the participants in teaching and the students.

The key to the success of the program depends on the precision and the quality in apply it. That takes place through:

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- 1- Setting the objectives of the educational process with the help of the organization, the school and the parent and making a fixed term plan that is signed by all parties in responsibility.
- 2- Setting the prior objectives according to students' needs and abilities.
- 3- Determining the responsibilities and duties of the teachers, organization and parents.

Evaluation-:

Formation Evaluation

It is an essential part to determine the needs of the students and responding to them taking the individual differences in consideration

- An initial evaluation to the blind students to find out about their level upon which the educational needs are set.
- It supports all the students to get individuality in the educational process.
- It gives an opportunity to meditate and reflect to know the needs of the students and pairs.
- The evaluation should be of a wide variety and related to the learners taking in consideration the differences among the learners.
- The outcomes should be obvious to everyone.
- The elements of social interaction and growing personality should be included in the evaluation.

EIS makes sure that the evaluation process is clear and precise to give the best outcomes.

- Talking to the students
- Observing the students
- Recording students data
- communicating with previous teachers
- Talking to the parents
- Models of the tasks
- Using different styles of evaluation (Records – notice boards – evaluation criteria)

If the evaluation is perfect, it should be able to include precise data of the student including what he can or cannot perform.

There are four main principles for good practices:

Confirming the identity and self-respect:

- Achieving identity can be done through
- Encouraging the type of schools that welcomes this type of learners.
- Evaluation through a variety of points of view to support learning and communicating with parents.
- Building a bridge for the communication among parents to achieve the goals by best means.

Evaluation prior knowledge

Teachers must:-

- Be familiar with the prior knowledge for the students.
- Use what learners already know to build up more experiences that help create better learning processes.
- Record the progress for future planning to achieve best practices.
- Plan for the time and the strategies required for activate and support main knowledge and planning for the units of inquiries.

Integrative constructivism:

- One of the most important examples of the integrative structural process appears through :
- Knowing the level of learner's mastery allows identifying simple steps that can be incorporated into the learning process so that we can work in an elaborate manner during the learning process
- The gradual gain of information must be taken into account. It is not possible to design specific task models with a large amount of details at the first level so that the learner can understand the task requirements.

Continuing education

Through the learning journey, the learner needs to read more books and increasingly sophisticated texts, and therefore the curriculum must contain the academic requirements that achieve this goal through:

Enriching the process of reading, seeing and interacting with the various materials and experiences of learners at home and abroad, and gives greater opportunities to learners to expand their perceptions and thus increase their knowledge acquisition.

"Visual disability"

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Visual Disability is the student's inability to perform tasks that require total or partial vision

Difficulties facing these students	Teaching Methods	Sources
<ul style="list-style-type: none"> •Blind students may- : •They need more time to complete the tasks compared to their peers •It takes a long time to form concepts • They find it difficult to form social relationships and some difficulty in understanding the school system, such as buying from the school canteen and asking permission when requesting something •They have difficulty learning abstract concepts 	<ul style="list-style-type: none"> •Introduce students to the educational environment inside and outside the classroom for ease of dealing with it while keeping all things in their places for easy access • Verbally alert students to any change in the educational environment •Increase the awareness of other students of the need to maintain a safe environment (for example, bags / desk / chairs) • Keep all the resources known as "Alumkan" always for easy access •Encouraging all students to return to the same place •Give them more time to finish the tasks required of them • Using a specific spatial language such as (reception / wall / door / ...) instead of there • Encouragement and praise for their performance and accomplishment of the tasks • Monitor student learning development and emphasize correct concepts •Ensure that the concept is fully understood • Learning through other learning approaches with the senses such as (smell / touch / hearing) in order to enhance the learning of concepts • The use of protruding figures and shapes to emphasize understanding of visual concepts •Emphasizing the use of oral presentation of materials and concepts • Providing alternative methods and specific means during the process of teaching reading and writing • Take every opportunity to pay tribute to these students 	<ul style="list-style-type: none"> •Specialists who follow the institutions interested in taking care of them • Voice recording device • C.D. • Different models to communicate some concepts • Tools and tools based on the sense of touch (woolen boards / 2d figures / cubes / joining tools / beads • Marking places of movement • Books and resources in a Braille

Roles and responsibilities

Teachers' role:-

1-Deciding what to teach

Evaluating students' skills.

Analyzing teaching tasks.

Having the lesson taught in a logical order.

Checking the gaps between the actual level of the student and what they are expected to learn.

2 -Deciding how to teach

Setting objectives to teach:(Conditions for behavioral goal formulation

Establish a teaching sequence

Choosing appropriate teaching methods and educational materials

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Providing the rehabilitation institution with the academic concepts required for the educational stage. That should be done a term earlier at least.

Monitoring students' performances.

Using the data collected about the students to plan the next lesson

Improving teachers' performance:

The school seeks to develop the performance of teachers at the general level of the program. It runs trainings that contribute to the development of the educational process according to the curricula of the International Baccalaureate. It also seeks specifically to qualify and train teachers responsible for the follow-up and education of students with visual impairment by holding many exercises through some centers and institutions the specialist that contributes to the rehabilitation of students with visual impairment.

- Holding training within the school that includes how to develop to meet the needs of students from all social, psychological and physical aspects.
- Conducting awareness meetings on how to create an educational environment for students, their knowledge of all school facilities and how to deal with them.
- Holding training courses at the institution's headquarters or inside the school by the institution in order to get acquainted with the tools and materials that could contribute to the educational process.

That had a good impact as follows:

1. There is communication between the school and the center as it sends the tools that help with the educational process to pave the way for learning how to read in Braille and sent the students' names to be attached to their desks as means of finding their places quickly and easily.
2. Teaching aids are prepared for blind children
3. Students participate in practical experiences to engage in the educational process.
4. Repairing educational activities in a way that suits their abilities (audio - through two- and three-dimensional models).

Egyptian International School

Based on our common awareness , we, the Egyptian International School, of the necessity and importance of integrating the visually impaired in pursuit of us, in order to achieve integration between the role of the school and the institution's role as an institution specialized in integrating the visually impaired student, a cooperation protocol has been concluded between the Egyptian International School and Baseera Foundation clarifying the roles of each of us in order to achieve a successful integration For the visually impaired student.

The role of the organization:

Bassera Organization is committed towards the school that takes over the inclusion with what follow:

1. Evaluating the visually impaired child and determining his needs according to the degree of his visual impairment before admission to the school and writing a report on that sealed by the school.
2. Helping the school with preparing placement tests according to the kind of disability of the student.
3. Bassera organization is committed to provide the appropriate training for the all students.
Training takes place twice a year, the first before the start of the school year, and the second in the middle of the year. This is in addition to following up and communicating with teachers through various technological means of communication, to answer their questions and follow up on their problems.
4. The Foundation provides specialized training in mathematics in particular because it is one of the subjects that require special methods and means in teaching the visually impaired.
5. Knowing that the institution adopts modern trends in teaching arithmetic and geometry for the visually impaired. As it is equated with the sighted student and does not omit any part of the mathematics curriculum for him.
6. Bassera prepares all exams for the visually impaired student
7. The institution provides the school administration with its own e-mail to send the exams, review papers, training ... etc. so that they are prepared in a way that suits the nature of the visual impairment.

The role of the school:

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- 1- In the event that a visually impaired student is accepted for the first time in the school, the school (specifically the Department of the academic stage) must organize at the end of the summer vacation and before the start of the new academic year a full day for teacher training through the institution for all teachers of the visually impaired student (or teachers of the stage All according to the school's desire.) And that is for a reason.
- 2- Interviewing school subjects teachers for the semester in which the visually impaired child will be integrated separately to discuss him and give him the general guidelines within which he will move. Then discuss his questions about teaching the subject to the visually impaired child. Presenting the transferred curriculum and explaining them to them.
- 3- Interviewing school subjects teachers for the semester in which the visually impaired child will be integrated separately to discuss him and give him the general guidelines within which he will move. Then discuss his questions about teaching the subject to the visually impaired child. Presenting the transferred curriculum and explaining them to them.
- 4- The school is obligated by the school, whether in the case of applying for the first time to the visually impaired, or in the case of moving from one academic year to another at the end of the school year, to give the institution the annual plan for the next academic year for all academic subjects.
- 5- With regard to math, the institution provides specialized training for math's teachers to teach arithmetic to the visually impaired student. This is in coordination with the school as an independent part of the school and teacher training.
- 6- The school organizes two additional meetings to follow the student, one before the end of the first term and before his exams, and the other before the end of the second term and before his exams.
- 7- That the school undertakes to send the monthly exams via e-mail to the institution 5-7 days before the exam, in order for the institution to be able to prepare, equip and send them.

The parents' role:

- 1- Bring an IQ test from accredited centers to ensure the exclusion and presence of other disabilities.
- 2- Responsible for developing independence and self-care skills
- 3- They are committed to play their role in the IEP.

Publication and distribution of the policy:

All Egyptian International School policies are published on the school's official website in a way that is easy to download and print.

All school policies are reviewed annually during the preparation period before the start of the school year.

Or teachers, training sessions will be conducted with a hard copy of the policy handed over and sent by email.

Parents will receive a hard copy of the policy and send it by email

Policies connection

It's recommended to read the inclusion policy with language, assessment, admission and integrity policy

Green Land Pré Vert International Schools Giza and Zayed

Connections to other IB Policies

Inclusion and language

The development in each student's level is measured individually to help teachers to pinpoint the points of weakness for each learner and try to put remedies individually and set support programs with the help of parents. Language is taught as a whole (listening, speaking, reading and writing) so the school provides the pupils with supplementary activities in Reading, two reading sessions a week to enhance the students' level. EIS provides all its students with A-Z and Nahla Wa Nahel platforms as an Arabic and English language support programme.

Inclusion and admission

During the admission process EIS accepts students with visual disability. The student's medical report is to be checked in order to determine the effect of his or her disability on learning. A placement test from school is being modified as to fit his type of disability. That is done throughout the cooperation with the organization responsible for rehabilitating those students "Baseera". An IQ test is run to make sure that there are no other kinds of disabilities.

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Inclusion and Academic Integrity

At EIS, we believe that students and teachers should act with integrity and academic honesty at all times. Teachers are responsible for defining and instilling academic honesty skills within their subject group and raise students' awareness on related topics (plagiarism, copyrights, etc.).

Inclusion and Assessment

Ongoing assessment will be differentiated according to the teachers. If a child is making less than expected progress, then the teachers adapt their teaching to target the specific areas. This may include modifying teaching; the majority of pupil's needs, will be met through high quality teaching. Teachers and leaders meet frequently to analyse students' progress. Data is used to monitor pupil progress against targets and ensure adequate planning and provision is in place, at individual, class, year group and whole school levels.

References

Some passages of the special needs policy are taken from: Making the PYP happens: A curriculum framework for international education © IBO 2009

Special needs Policy Primary Years Program

Protocol between EIS and Bassera foundation

Virtual guide 2016

The inclusion committee

The school principal

PYP Coordinator

Some Teachers

Parents

Bassera organization for visual disabilities

Board of Trustees

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