



KIS Vision - TO BE A CARING, IMPACTFUL COMMUNITY THAT EXCELS IN LEARNING AND IN LIFE.

KIS Mission - THE KIS COMMUNITY NURTURES A GROWTH MINDSET THROUGH A HOLISTIC EDUCATION THAT CONNECTS CULTURES

Inclusion Policy

1. [Philosophy](#)
 - A. Purpose
 - B. Objectives
2. [Admissions Policy and Learning Support Needs Students](#)
3. [Identification Process](#)
 - A. [Identification upon Entry](#)
 - B. [Identification of Needs for Existing Students](#)
 - C. [Addressing Learning Support Needs](#)
 - D. [Applying for Access Arrangements](#)
4. [Expectations of Stakeholders](#)
 - A. Families
 - B. Learning Support Specialist
 - C. Teachers
5. [Procedural Steps](#)
6. [Confidentiality](#)
7. [Other Support Services](#)
 - A. English as an Additional Language/English Acquisition
 - B. Counseling
8. [Policy Review](#)
9. [Legal Requirements](#)

1. Philosophy

We at Kazakhstan International School (KIS), Almaty, believe that every student has unique needs that need to be considered to help them reach their full potential. To ensure that all our students can participate in our school's **International Baccalaureate** (IB) programmes, we strive to apply various approaches and provide different forms of support that cater to individual students' diverse needs and learning styles.

In line with the IB philosophy, KIS has an inclusive ethos. We view inclusion as aiming to increase access to and engagement in learning for all students by identifying and removing barriers to student success. Inclusion is an ongoing process of responding positively to each individual's unique needs by creating a culture of collaboration, mutual respect, support, and problem-solving.

In this policy, the phrase "Learning support needs" includes cognitive, social, emotional, and physical differences that require special provisions to support student's learning. We also recognize that some students will have a combination of difficulties and that their phase of English language acquisition can affect their individual needs.

A. Purpose

This policy aims to enable all children in our school to make progress and grow in confidence in their abilities so that they become independent, motivated, and life-long learners.

B. Objectives

It is the responsibility of the School Advisory Board, the Head of School, the School Principals, IB Coordinators, School Counselors, Learning Support Specialists, and teachers to support the following objectives by working towards:

- ensuring that all students at KIS has the opportunity to work towards their educational goals related to the core beliefs and values of the school
- maximizing students' access to the curriculum according to their potential, e.g. through differentiation
- actively engaging in learning, training, coaching, and other methods of inquiry, such as the implementation of the **Universal Design for Learning** (UDL) framework
- ensuring that academic staff provide equal opportunities to students with Learning support, take responsibility for the learning of all children in their class, and have high expectations for all students

- providing a warm, safe, supportive, and inclusive learning environment (see Child Protection Policy) in which students' self-confidence and self-esteem can grow, and in which all students feel valued and able to take risks and make mistakes
- encouraging cooperative planning and teaching by academic staff
- developing partnerships with outside agencies and other professionals, such as School (USA)/Educational (UK) Psychologists, to identify, assess, and assist students with Learning support

2. Admissions Policy and Learning Support Students

The KIS Admissions Policy sets out the criteria for admitting students to the school. With our current programming and resources, KIS can admit and offer an IB program for students with mild learning difficulties. This includes students receiving counseling, academic support (inside and beyond the classroom), and limited modifications to the curriculum or the physical learning environment to accommodate their physical, emotional, sensory, or medical needs.

The Head of School and relevant principal will be consulted before accepting students with known Learning support needs into the academic programs offered by the school, so they can decide whether KIS has the resources to effectively work with the student. Parents must share all relevant information regarding their child's special needs and medical history (including a complete medical report of the child), to allow the school's Senior Leadership Team to make an informed decision about the appropriateness of the child's placement at KIS. Each individual with Learning support needs will be reviewed on an individual basis at the time of application. The review will look at the resources the child will require in terms of human resources, financial, material, and space resources as well as the parental commitment to supporting their child's educational program at home and school.

The Senior Leadership Team will consult with the counselor, learning support specialist, and/or the relevant programme coordinator before accepting a student with Learning support needs as a candidate for the IB program.

If a student with **Learning support** is accepted into the IB program, careful consideration will be given to how the student will be effectively included and supported so that they can access the program successfully. The school has an ethical responsibility to inform families and applicants of our support capabilities. In cases where we do not have the resources or facilities necessary to provide educational access to the IB programme for a student admission will not be recommended.

3. Identification Process

A. Identification upon entry

For students transferring to KIS from other schools, previous school records and an entrance test of cognitive abilities are the main sources of information to help identify students with individual needs. KIS reserves the right to contact previous schools directly if there are queries regarding the school records of any applicant. The results of any psychological and educational evaluations and formal assessments of academic achievement identify any specific needs.

Parent support is extremely important in helping the school identify and support students who have specific learning needs. For that reason, Clause 4.10 of the Parent-School Educational Agreement reads: “If there are concerns about academic or social emotional development of the Student, the School has the right to demand from the Client that the Student undertake educational or psychological assessments. Failure to provide these can result in the student being withdrawn by the School.”

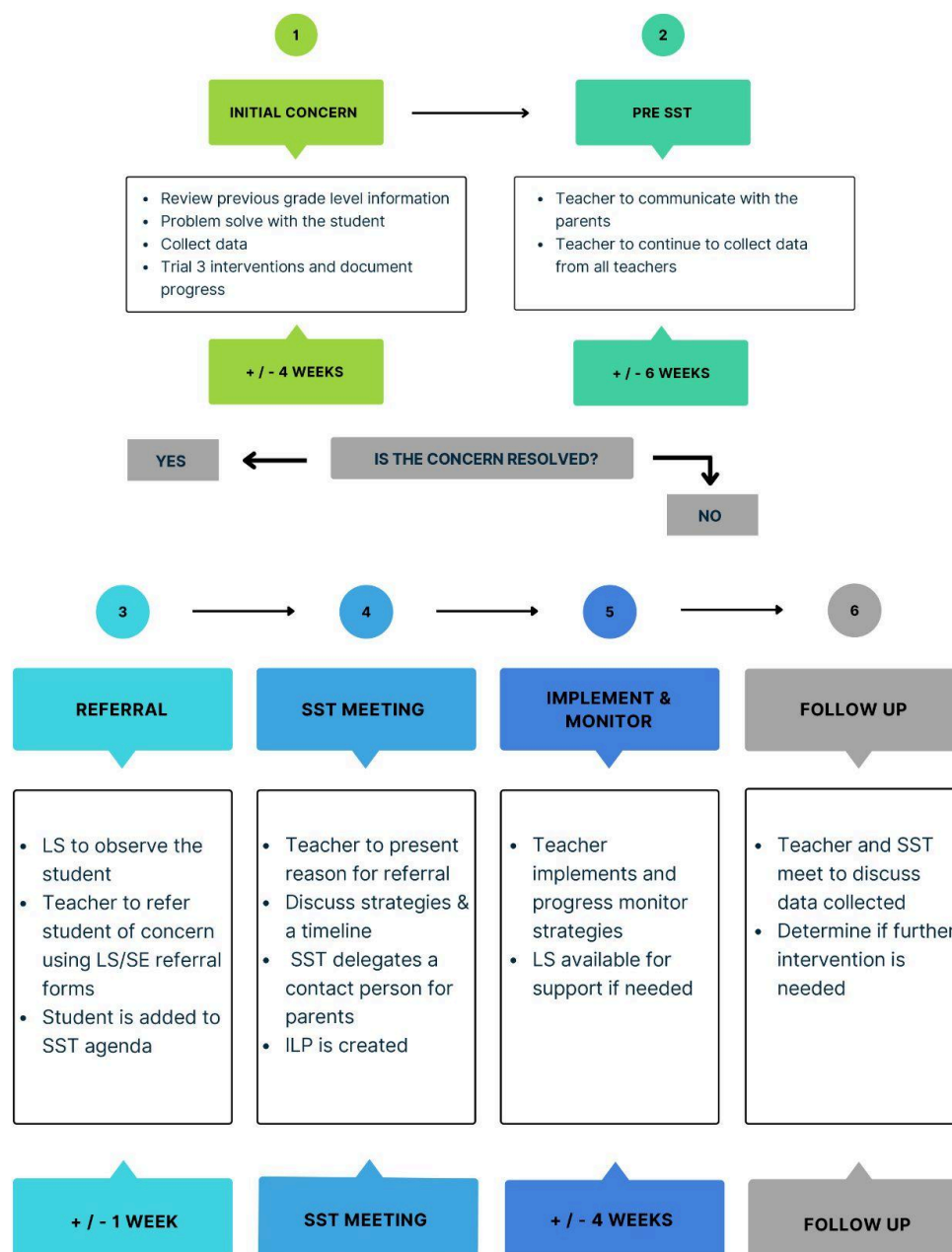
B. Identification of needs for existing students

For current students, evidence may be taken from developmental checklists where applicable. The progress of students is monitored closely, through observation, so that specific needs can be identified as early as possible. Early identification and intervention can help to reduce the impact of learning difficulties.

Academic screening takes place regularly each year. In addition, students in the PYP have their reading progress monitored regularly. In general, if a student scores two or more years below his or her grade level group on any component of a standardized test of educational achievement, this should be seen as an indicator of a possible learning difficulty, and further investigation is warranted.

There is a clear referral process in place, enabling teachers to help identify students with additional needs:

Learning Support Referral



* SST - Student Support Team

LS - Learning Support

SE - Social Emotional

ILP - Individual Learning Plan

Initial concerns regarding a student who is struggling in a class are brought up via email to the Learning Support specialist. The Learning Support specialist will then schedule a meeting

with the teacher who brought up the concern. The content teacher will discuss the concerns with the Learning Support teacher and make a plan using tier 1 and tier 2 interventions. Parents must be made aware of this process and updated regularly.

The content teacher will monitor the effectiveness of their interventions. If, after some time, the student is still struggling and the interventions are not having the desired effect, the content teacher will complete a student referral form and the LS specialist will observe the student. The referral will be discussed at the next Student Support Team (SST) meeting and the teacher will present information and data, if possible, pertaining to the student. For MYP & DP, if the teacher is unavailable, the LS Specialist will perform this function. If tier 3 interventions are deemed necessary the Learning Support specialist will begin work on an Individual Learning Plan (ILP) for the student. The ILP will be made in conjunction with the content teacher, guardian(s), and administration. A meeting will be held with all parties to ensure that the access arrangements, goals, and expectations are understood by all.

The Learning Support specialist will share the ILP with all content teachers and meet with the teachers regularly to ensure that the ILP is being followed. If necessary, a recommendation for a Psychoeducational evaluation will be made. This is required for the student to receive access arrangements on the IB assessments at the DP level. The evaluation must be conducted within three years of the IB assessment and must be updated every two years to ascertain the needs of the child.

C. Addressing learning support needs

Learning difficulties can arise at any time as a result of new curriculum demands, changed rates of learning, absence from school, settling into a new educational environment, or a specific learning or language difficulty. There is also a need to challenge talented students and stimulate a higher level of achievement in a particular area, or across subject areas.

When such Learning support needs are suspected, the teacher should inform the counselor, the learning support specialist, and the appropriate administrator for assistance in meeting those needs. The counselor and learning support specialist, in cooperation with the appropriate administrator and teacher(s), can identify the specific needs of individual students (including the highly able) by the following methods, as required:

- liaising with parents
- liaising with teachers
- reviewing previous education history
- documenting observations in the classroom
- obtaining formal assessments by educational psychologists
- seeking expert advice from educational psychologists and professional consultants.

As soon as evidence has been collected, the counselor, learning support specialist, or appropriate principal will call and chair a meeting. Attendees may include:

- subject teacher(s), including English as an Additional Language (EAL) where appropriate
- administrator(s)
- parents
- the student (especially older students)

During this meeting, the team will review and draft a copy of an individual learning plan to meet the needs of the student. This plan may specify the student's learning objectives, how they will be achieved, the staff responsible, and the time frame for evaluation and review. A record of the plan will be placed in the student's cumulative file. If KIS is unable to meet a student's Learning support, a recommendation of transfer to a different educational institution may be the most appropriate course of action.

D. Applying for access arrangements

Procedures to communicate with the International Baccalaureate MYP and DP Coordinators

- The MYP or DP coordinator, on behalf of the candidate, will submit the request for inclusive assessment arrangements to IB six (6) months before the written examinations using the online request form.
- The following supporting documentation will be submitted (uploaded) with the online Request for inclusive assessment arrangements:
 - medical/psychological/psycho-educational documentation (translated into English, where necessary)
 - at least one piece of educational evidence
 - Examples of educational evidence include:
 - anecdotal observations from the school such as records or correspondence from a class teacher, a learning support/inclusion coordinator, or a school counselor
 - an **Individualized Educational Plan** (IEP) from the handbook of procedures for the Diploma Programme
 - Samples of the candidate's work (e.g. showing unsuccessful work owing to lack of access or successful work owing to access given); the work submitted, which needs only be in one subject, must be work that has been written in English

- evidence of correspondence or records from a previous school where the candidate was enrolled, and whether the assessment arrangement was used.

4. Expectations of Stakeholders

A. Families

Open communication with parents is essential to the successful integration and support of students with Learning support. To help KIS provide the right environment for a child with Learning support, we request the following:

- an evaluation of the student by a School/Educational Psychologist, neurologist, or other related specialist within an agreed upon time limit
- follow up evaluation can be requested by the school every two years especially if IB access arrangements are needed for external assessments
- frequent and open communication with the school
- to enhance effective communication between the school and an outside organization, the parents are asked to complete our exchange of information consent form
- home support for educational testing, consultations, or other services recommended by the school or outside specialist to benefit the student
- an understanding that if the child's needs cannot be met by differentiated instruction and other interventions provided by the mainstream classroom teacher and support specialist, it may be necessary to seek placement in another school
- if the classroom teacher and teacher assistant (where available) are not sufficient to give a student the attention they require, parents will be asked to fund a one-to-one aide
- an understanding that students with special needs require long-term commitment on the part of parents and school and that regular informal evaluation is necessary to ensure adequate progress is being made
- any formal evaluation, therapy, or tutoring recommended by the school and conducted by outside specialists must be financed by the parents.
- If a one to one support is needed for a student at school, the school will vet the support staff and the parent will cover that person's wages

B. Learning Support Specialist

The Learning Support Specialist works with students, families, administration, and teachers to ensure that a child's learning needs are being met. These needs are determined based on the Learning Support Specialist's interpretation of past evaluations, observations of the

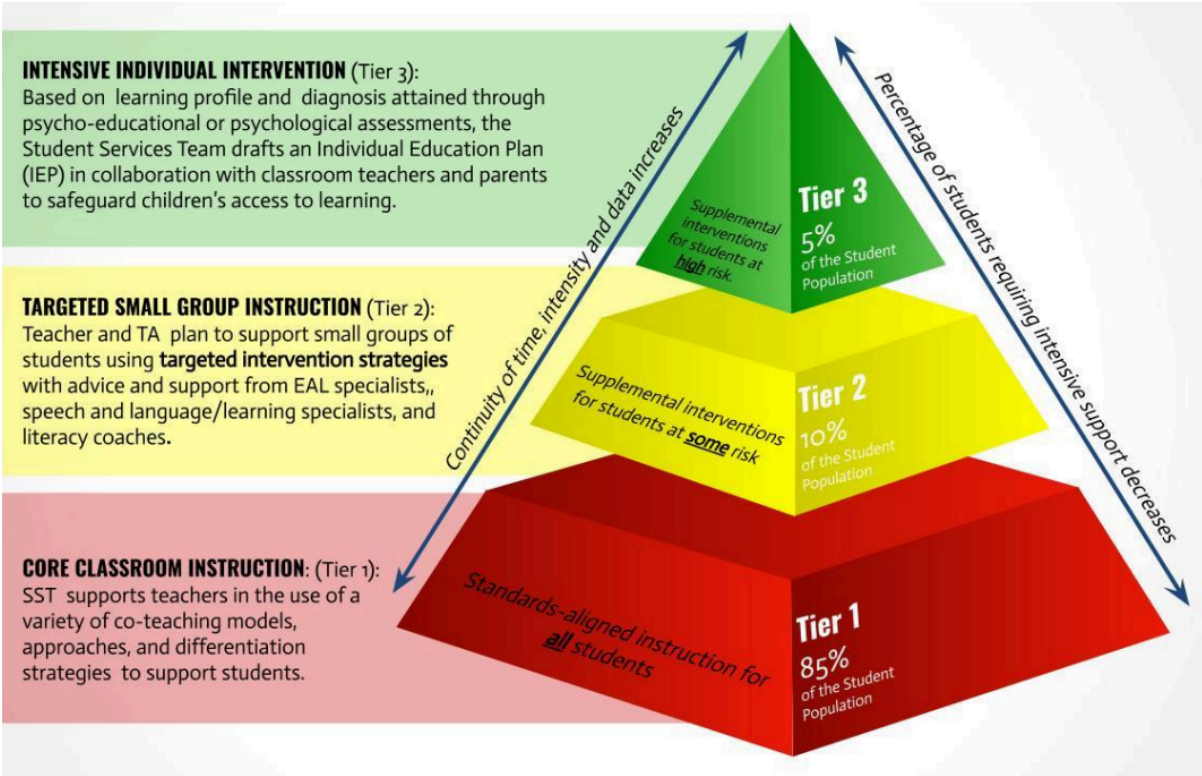
student, and data gathered from the school. All of this information is then compiled into an Individual Learning Plan (ILP) that is managed by the Learning Support Specialist.

The Learning Support Specialist liaises with families and sends them regular updates regarding the interventions being used with their child. Each three-way conference will be used as an evaluation point with the families and students to evaluate the students progress when deemed appropriate. The Learning Support Specialist will also liaise with outside agencies when an evaluation is necessary for the student.

C. Teachers

The teacher’s goal is to increase access and engagement by identifying with each learner the most effective strategies for achieving agreed goals. Classroom teachers should be familiar with the content to be taught, and with strategies for differentiating that are both transparent and consistent for all students. These strategies should be identified in planning, visible during instruction, and accounted for in assessments.. Teachers will work with counselors and learning support specialists to ensure that the needs of their students are being met, particularly in cases where further interventions are deemed appropriate.

5. Procedural Steps



Our school follows the educational framework laid out in the Multi-Tiered Support Services (MTSS) which aims to recognize students encountering academic or behavioral challenges and provide them with interventions and support services across different tiers of intensity. These tiers span from universal support for all students (Tier 1) to targeted interventions for those requiring extra assistance (Tier 2) to intensive, personalized interventions for students with substantial needs (Tier 3).

6. Confidentiality

Children have a right to privacy. In the interests of maintaining confidentiality and showing respect for students who are experiencing difficulties in school, all involved parties must avoid casual and informal discussions with the students. Discussions about students with parents or other staff members must be held in private and with due consideration for the student's rights.

Staff must maintain confidentiality by not referring to any child outside of the classroom by name or identifying features, not referring to social or learning difficulties in front of other students or members of the KIS community, and being sensitive about making comments or drawing conclusions about a student's behavior or learning profile.

7. Other Support Services

A. English as an Additional Language/English Acquisition

The English as an Additional Language (EAL) Department operates in the PYP to help students new to English access the curriculum and gain the necessary skills to communicate in English. In the MYP and DP divisions, English Acquisition classes ensure that students who are still learning academic language for English are adequately served. Students may be assisted in their journey toward English fluency through separate, additional lessons in the English language, e.g. during flextime and office hours. An EAL or LS teacher may support a content teacher with their lesson delivery with students still learning English. The EAL specialists and LS specialists work closely with teachers to ensure that their lessons are accessible to students whose English is still developing.

B. Counseling

Personal counseling, small group counseling, and future (career) and **college counseling** services are available to students, who can ask for counseling themselves or be referred by families or faculty. At KIS, counselors aim to help students understand themselves and the

world and make informed decisions to improve their quality of life. School-provided counseling services are free of charge.

The school's policy is to obtain written permission for counseling that extends beyond a brief check-in. Counseling services may include intake assessment, short-term individual counseling, crisis intervention, group counseling, and referrals as needed.

8. Policy Review

Our IB Inclusion Policy is designed to be a living document that evolves with our school community's needs and reflects best practices in assessment. To ensure its relevance and effectiveness, the policy will undergo regular reviews and updates. The review process will be transparent, inclusive, and collaborative, involving key stakeholders such as teachers, administrators, students, parents, and external evaluators as appropriate.

The review cycle will be conducted annually. During the review period, feedback and suggestions for improvement will be actively solicited from all stakeholders through surveys, focus groups, and consultation sessions.

The IB Program Coordinators will lead the review process, synthesizing feedback and identifying areas for enhancement or clarification. Proposed revisions will be shared with the school community for further input and discussion.

Following thorough deliberation and consensus-building, the updated version of the IB Inclusion Policy will be presented to the school leadership team for approval. Once approved, the revised policy will be disseminated to all stakeholders and integrated into the school's ongoing professional development initiatives to ensure understanding and implementation.

9. Legal Requirements

The school's inclusion policy aligns with national laws and guidelines. Further information on the legal requirements in Kazakhstan can be accessed via the Ministry of Education and Science website or relevant government portals or by clicking [this link](#) for Russian and [this link](#) for English.

Bibliography

American Institutes for Research. "Essential Components of MTSS | Center on Multi-Tiered Systems of Support." *Mtss4success.org*, 2022, mtss4success.org/essential-components.

Global Education Monitoring Report Team. (n.d.). Kazakhstan: Inclusion and education. Profiles Enhancing Education Reviews (PEER), Global Education Monitoring Report. Retrieved 20th October 2024, from <https://education-profiles.org/central-and-southern-asia/kazakhstan/~inclusion>

International Baccalaureate. *Meeting student learning diversity in the classroom*. 2013 Available at: http://www.thekfa.org.uk/wp/wp-content/uploads/2014/12/Meeting-Students-learning-diversity_IB-Continuum-.pdf

International Baccalaureate. *Learning diversity and inclusion in IB programs*. 2019 Available at: https://resources.ibo.org/data/d_x_senxx_csn_1601_3_e.pdf

Zakon.kz. (n.d.). Law of the Republic of Kazakhstan on Education No. 319-III, dated July 27, 2007. Retrieved [Date you accessed it], from https://online.zakon.kz/Document/?doc_id=1032168&pos=199;-52#pos=199;-52