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

EIS Inclusion Policy

Egyptian International School

IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

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 programs of international education and rigorous assessment.
These programs 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 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.

EIS vision

The EIS vision is to be recognized as a model international school in Egypt that fosters a strong Egyptian identity, bilingual proficiency in Arabic and English, and deep intercultural understanding. The EIS aims to empower students to become ethical leaders, innovative thinkers, and lifelong learners who contribute positively to a peaceful, respectful, and diverse global society.



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.

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EIS- INCLUSION POLICY

EIS inclusion philosophy

EIS believes that inclusion is an ongoing process aimed at increasing access and engagement for all students by identifying and removing barriers to learning. It is a continuous journey of promoting participation and achievement for every learner through reflection and purposeful change. *(International Baccalaureate Organization, 2016).*

At EIS, we believe that all teachers are teachers of all students, and that every student is capable of learning, achieving goals, and celebrating success. Valuing diversity and enhancing inclusivity are fundamental to helping individuals recognise their potential and their responsibility to contribute to making the world a better place.

Inclusive teaching and learning are therefore designed to be accessible and responsive to all students. The emotional, intellectual, and—where applicable—religious needs of all children are respected and addressed. *(International Baccalaureate Organization, 2009, 2016).* EIS is committed to maintaining an inclusive environment that fosters awareness of, and respect for, each child's individual strengths and areas for growth.

Therefore, the school is keen to:

- Instill in students a love of science and a lifelong passion for knowledge, curiosity, and aspiration.
- Establish a school community characterized by stability and care, where students feel happy, safe, and supported.
- Strengthen the connections between different subjects so that students perceive learning as a set of interconnected and integrated fields.
- Promote appreciation for and understanding of diverse cultures and values.
- Help students acquire various skills—such as communication, thinking, and problem-solving—along with practical experience and academic qualifications.
- Develop a balanced curriculum that integrates art and music, providing opportunities for students to explore, express, and nurture their artistic and creative talents. In addition, the school enables students to learn from others' experiences and appreciate their creativity.
- Incorporate physical education to develop students' physical abilities and encourage a healthy, balanced lifestyle.
- Encourage students to engage in volunteer work and community service.
- Foster the development of leadership and social skills that will support students in their future lives.

Quoted from the school statement:
"If I cannot learn the way you teach me, will you teach me the way I can learn?"

The school acknowledges that some students may require additional support to achieve success. While it is understood that no single program can meet the needs of every learner, the school makes every effort to offer a wide range of programmes and interventions to support diverse learning needs.

The main objective of these support programmes is to help students with special educational needs reach their fullest potential and experience success in their learning journey. EIS is particularly committed to providing appropriate educational support for students with visual impairments.

Purpose of the Inclusion Policy

The purpose of the Inclusion Policy is to:

- Promote awareness of the goals of international education, which provides opportunities for all learners and respects individual differences.
- Empower EIS teachers to respond effectively to students' diverse needs by providing them with appropriate educational strategies, tools, and professional support.
- Support teachers in developing new skills and approaches that enable them to identify learners' individual needs and plan learning experiences accordingly.
- Ensure equal educational opportunities for all students.
- Encourage all students and staff members to embody the attributes of the IB Learner Profile—such as being risk-takers and communicators—by providing learning opportunities that nurture creativity and allow each student to discover and develop their unique talents.
- Clarify the shared responsibilities of all members of the school community (teachers, parents, administrators, and the sponsoring organization) in supporting the success of students with special educational needs.
- Provide students with visual impairments with learning experiences that are suited to their individual abilities and needs.

The Role of Inclusion in Reinforcing the IB Learner Profile

Inclusion supports the democratic process by teaching through the learner profile so that all students, including those with learning support requirements, are equipped to exercise their rights and accept their responsibilities as citizens in mainstream social life.

The Inclusion Policy supports the development of the IB Learner Profile attributes—particularly being caring, principled, and open-minded—by:

- Encouraging acceptance of others and fostering positive, respectful relationships within the school community.
- Promoting personal responsibility and accountability for one's actions and their impact on others.
- Cultivating an open attitude toward different perspectives, abilities, and backgrounds. (International Baccalaureate Organization, 2009, 2016).

Common Inclusive Practices Among Students

The following practices are embedded across our learning community to promote inclusion and uphold the values of the IB Learner Profile:

- **Fostering International-Mindedness:** Students are encouraged to interact and collaborate with respect, empathy, and openness, reflecting international values and thinking through the lens of the IB Learner Profile.
- **Inquiry-Based Learning:** Learning at EIS is rooted in inquiry and student-led exploration. This approach empowers learners to ask questions, investigate ideas, and engage critically and creatively with the world around them.
- **Differentiated Learning Approaches:** Students are supported in using learning strategies that align with their individual strengths, interests, and needs. Teachers provide multiple tools, pathways, and resources to ensure all learners can access the curriculum in meaningful and personalized ways.

Through these inclusive practices, EIS nurtures a learning environment where every student feels valued, supported, and empowered to grow as a reflective, knowledgeable, and caring individual—well-prepared to contribute positively to both local and global communities. *(International Baccalaureate Organization, 2016)*

Inclusion

Inclusion means ensuring that all students are part of mainstream school communities where they can access educational programmes that provide equal opportunities to learn, grow, and develop social skills. It reflects a commitment to enabling every learner to participate fully in academic and social experiences, and to achieve their highest potential through meaningful engagement with others.

Procedures for Supporting Inclusion at School

Admission of Students with Visual Impairments

- The student's medical report is reviewed to determine how the visual impairment may affect learning and participation.
- The school's placement test is adapted to meet the needs of the student's specific condition. This adaptation is carried out in collaboration with *Baseera*, the organization responsible for supporting and rehabilitating students with visual impairments.
- The school maintains contact with specialized organizations and training centers to ensure that teachers receive professional development on how to effectively support students with disabilities.
- Mandatory protocols are established to ensure that educational materials and textbooks are provided in accessible formats, in accordance with scheduled timelines and each student's individual learning needs.

Differentiation

- Differentiation is not a new educational approach; rather, it is the process of designing and preparing programmes that meet the diverse needs of all students.
- It involves using a variety of teaching and learning strategies to ensure that every learner can access and engage meaningfully with the curriculum.
- It requires teachers to take into account the individual needs, interests, and abilities of their students.
- It focuses on identifying and applying the most effective methods and approaches that accommodate learners' differences and support their personal growth.

Individual Education Plan

Teachers working with these students are responsible for preparing **Individual Education Plans (IEPs)** for learners who require additional support. These plans address not only educational goals but also other aspects of the student's development—such as social, physical, and behavioral needs.

When a student has a visual impairment, the plan is developed in collaboration with the organization supporting students with visual disabilities and the student's parents, who are encouraged to take an active role in the process. Each plan must be precise, practical, and provide clear guidance for teachers and students involved. The success of the program depends on the accuracy, consistency, and quality of its implementation. This is achieved through the following steps:

1. Establishing the objectives of the educational process with input from the organization, the school, and the parents, and preparing a time-bound plan signed by all responsible parties.
2. Setting specific and realistic goals based on the student's individual needs and abilities.
3. Defining the responsibilities and roles of teachers, the supporting organization, and parents to ensure effective coordination and follow-up.
4. Inform the parents final **IEP**

Assessment in DP:

For students with special educational needs in the DP, the school sends the International Baccalaureate Organization a detailed account of each student's case together with recent medical or specialist reports, and the IB then determines the appropriate access arrangements and accommodations for that student. These requests are based on clear evidence and the student's usual way of working in class, ensuring that barriers are removed without changing the construct of the assessment, and that all arrangements follow IB rules, deadlines, and procedures to provide fair access without giving any student an unfair advantage *(International Baccalaureate Organization, 2018).*

Legal requirements for assessment in MYP and DP:

In accordance with the ministry of education regulations school has to prepare national subjects exams for special needs' students (except for MYP4 and DP2 which are done by the MOE) .

Teaching strategies for visual impaired students

- Provide access to a range of print that has optimal size print, and offers good contrast and layout.

• Target other senses to reinforce learning; provide tactile materials such as three- dimensional materials such as maps and diagrams, embossed text, coloured papers, pens, filters and overlays.
• Focus on oral work and presentations.
• Consult specialists and make arrangements to use technology when applicable.
Provide seating that takes into account the lighting.
• Stand or sit in a position where the students can see you and avoid positions near to windows where silhouettes are created.
• Consult with the students if layout changes to the environment are to take place.
• Students should not be left in a space where they have no point of contact; guide them to the wall or a piece of furniture.

Evaluation

Formative Assessment

Formative assessment is an essential process for identifying students' needs and responding to them while taking individual differences into account.

- An initial assessment is conducted for students with visual impairments to determine their current level and define their educational needs.
- It supports all learners in developing individuality and ownership within the learning process.
- It provides opportunities for reflection and self-awareness, helping students and teachers identify learning needs and areas for growth.
- Evaluation methods should be varied, inclusive, and directly connected to the learners, acknowledging their different abilities, strengths, and learning styles.
- The outcomes of assessments should be clear, transparent, and accessible to all stakeholders.
- Elements of social interaction and personal development should also be considered as part of the evaluation process.

EIS ensures that the evaluation process is transparent, accurate, and designed to provide meaningful insights into each learner's progress.
Teachers use a variety of tools and methods to gather information, including:

- Conversations with students
- Classroom observations

- Record-keeping and student data analysis
- Communication with previous teachers
- Discussions with parents
- Reviewing samples of student work
- Using different evaluation formats (e.g., records, notice boards, rubrics, and criteria-based assessments)

An effective evaluation process should include detailed and reliable information about what each student can or cannot yet do, providing a foundation for targeted support and continued growth.

Principles of Good Practice

There are four main principles that guide effective and inclusive educational practices:

1. Affirming Identity and Self-Esteem

- Developing a strong sense of identity and self-worth is essential for all learners.
- Schools should create welcoming and supportive environments that embrace diversity and encourage every learner to feel valued and included.
- Assessment and feedback should be conducted from multiple perspectives to support learning and maintain open communication with parents.
- Building strong partnerships and ongoing communication between school and home helps achieve shared goals and reinforces students' sense of belonging.

2. Evaluating Prior Knowledge

Teachers should:

- Become familiar with each student's prior knowledge and learning experiences.
- Use what learners already know as a foundation for building new understanding and deeper learning.
- Record student progress systematically to inform future planning and ensure continuous improvement.
- Allocate time and plan strategies that activate and support students' prior knowledge, particularly when designing units of inquiry.

3. Integrative Constructivism

- Effective learning builds gradually, integrating new knowledge with existing understanding.
- Knowing the learner's current level of mastery allows teachers to design appropriate, progressive steps that guide learning in a structured and meaningful way.
- Learning experiences should be sequenced carefully—tasks should not be overly complex at the initial stage but should gradually increase in sophistication as students develop confidence and understanding.

4. Continuing Education

- Throughout their learning journey, students should be encouraged to engage with increasingly challenging texts and materials that extend their thinking and curiosity.
- The curriculum should include academic experiences that foster continuous intellectual growth.
- Learning should be enriched through reading, observation, exploration, and interaction with a wide range of materials and experiences both inside and outside the classroom, enabling students to broaden their perspectives and deepen their knowledge.

Roles and Responsibilities

Teachers' Role

1. **Deciding What to Teach**
    - Evaluate students' current skills and learning levels.
    - Analyse teaching tasks to ensure lessons are structured in a logical and progressive sequence.
    - Identify and address gaps between students' current performance and expected learning outcomes.
2. **Deciding How to Teach**
    - Set clear, measurable learning objectives that reflect behavioural and academic goals.
    - Establish a coherent teaching sequence to ensure continuity and progression in learning.
    - Select appropriate teaching methods and educational materials that meet students' diverse needs.
    - Collaborate with rehabilitation institutions by providing the academic content required for each educational stage at least one term in advance.
    - Monitor student performance regularly to assess understanding and progress.
    - Use data collected from observations and assessments to inform planning and adjust future lessons accordingly.

Improving Teachers' Performance

The school is committed to continuously developing teachers' performance across all levels of the programme. It organizes training sessions that enhance the quality of teaching and learning in alignment with the International Baccalaureate (IB) curriculum and philosophy.
In particular, the school prioritizes the professional development of teachers who support and teach students with visual impairments. This is achieved through specialized training in collaboration with expert centers and institutions dedicated to the rehabilitation and education of students with visual needs.
To achieve this goal, the school ensures that:

- Training sessions are conducted within the school to help teachers address students' diverse social, psychological, and physical needs.
- Awareness meetings are organized to guide teachers on how to create inclusive learning environments, familiarize students with school facilities, and support their safe and confident navigation.
- Specialized workshops and practical training courses are held—either at the institution's headquarters or within the school—to help teachers become familiar with the tools, materials, and technologies that enhance learning for students with visual impairments.

Positive Impact

The collaboration between the school and the specialized center has had a significant positive impact, as reflected in the following outcomes:

1. Effective communication has been established between the school and the center (*Bassira*), enabling the exchange of tools and resources that support the educational process. These include materials to facilitate Braille literacy and personalized name tags for students' desks to help them locate their places easily and independently.
2. Special teaching aids have been developed and adapted for students who are blind or visually impaired.
3. Students are actively involved in hands-on learning experiences that foster engagement and participation in the educational process.
4. Educational activities are adapted to match students' abilities, using auditory resources and two- or three-dimensional models to enhance understanding and accessibility.

Egyptian International School

Based on our shared commitment and awareness of the necessity and importance of integrating students with visual impairments, the **Egyptian International School (EIS)** has established a cooperation protocol with the **Baseera Foundation**.

This partnership aims to ensure effective collaboration between the school and the Foundation—each fulfilling its respective role—to achieve the successful inclusion and integration of students with visual impairments. The protocol clearly defines the responsibilities of both parties in supporting students academically, socially, and emotionally, in alignment with inclusive education principles.

The Role of the Baseera Organization

The **Baseera Organization** is committed to supporting the school in implementing inclusive practices for students with visual impairments. Its responsibilities include:

1. Evaluating each student with a visual impairment before admission to determine the degree of vision loss and the specific learning needs. A formal report is prepared and validated by the school.
2. Assisting the school in adapting placement tests according to the student's type and level of disability.
3. Providing regular training sessions for teachers twice a year—once before the start of the school year and again mid-year. Continuous follow-up and communication with teachers are also maintained through various digital platforms to provide support and respond to inquiries.
4. Offering specialized training in the teaching of mathematics, as this subject often requires specific strategies and tools for visually impaired learners.
5. Implementing modern approaches to teaching arithmetic and geometry, ensuring that visually impaired students receive the same content and academic rigor as their sighted peers.
6. Transcribing all exams and educational materials into Braille for students with visual impairments.
7. Providing the school administration with a dedicated email channel to receive exams, review papers, and training materials so that these can be adapted appropriately for students with visual needs.

The Role of EIS

1. When a visually impaired student is admitted for the first time, the school—particularly the department responsible for that academic stage—must organize a full-day training session for all teachers of the student (or all teachers of the stage, as desired) before the start of the academic year, in collaboration with the Baseera Organization.
2. Subject teachers who will work with the visually impaired student meet individually with the Baseera representative to discuss teaching strategies, review the adapted curriculum, and receive specific guidelines for effective inclusion.
3. The school provides the Baseera Organization with the annual academic plan for all subjects at least one term in advance, to allow adequate preparation of adapted materials.
4. In coordination with the school, Baseera delivers specialized training for mathematics teachers to enhance their skills in teaching math concepts to visually impaired students.
5. The school organizes additional follow-up meetings twice a year—once before the end-of-term exams in each semester—to review the student's progress and address any emerging needs.
6. The school sends monthly exam papers to the Baseera Organization five to seven days before the scheduled exam date, allowing sufficient time for preparation and adaptation.

The Role of Parents

1. Provide tests from an accredited center to confirm the absence of additional disabilities.
2. Support the development of their child's independence and self-care skills at home.
3. Participate actively in the creation and implementation of the Individual Education Plan (IEP).

Publication and Distribution of the Policy

All **Egyptian International School (EIS)** policies are published on the school's official website in a format that is easy to download and print.
Each policy is communicated annually during the preparation period before the start of the new academic year. Training sessions are conducted for teachers, during which they receive a hard copy of the policy and an electronic version by email. Parents are also provided with both printed and electronic copies of the policy to ensure awareness and accessibility.

Policy Connections

It is recommended to read the **Inclusion Policy** in conjunction with the following related school and IB policies:

- **Language Policy**
- **Assessment Policy**
- **Admission Policy**
- **Academic Integrity Policy**

These connections ensure coherence and consistency across all aspects of the IB framework and the school's educational philosophy.

Inclusion and Language

The progress and development of each student are monitored individually to help teachers identify areas of need and provide personalized support. Teachers, in collaboration with parents, design intervention or support programs that address each learner's specific challenges while reinforcing language development and communication skills.

Inclusion and Admission

During the admission process, EIS accepts students with visual impairments in alignment with its inclusive philosophy. The student's medical report is reviewed to determine how the visual condition may affect learning. Placement tests are adapted to suit each student's needs, in collaboration with the **Baseera Foundation**, the specialized institution supporting students with visual impairments. An IQ test is also required to ensure that no additional disabilities are present.

Inclusion and Academic Integrity

At EIS, both students and teachers are expected to uphold integrity and academic honesty at all times. Teachers play a vital role in fostering these values by teaching students about responsible research practices, avoiding plagiarism, and respecting copyright laws.

Inclusion and Assessment

Assessment practices at EIS are differentiated to meet individual learning needs. If a student makes less than expected progress, teachers adjust their instructional methods and strategies accordingly. Most students' needs are met through high-quality, responsive teaching. Teachers and school leaders meet regularly to analyze progress data at the individual, class, grade, and whole-school levels, ensuring that appropriate support and interventions are in place.

The Inclusion Committee

The Inclusion Committee is responsible for overseeing the implementation, evaluation, and continuous improvement of the Inclusion Policy. It includes:

- The School Principal
- Programme Coordinators
- Deputy Coordinators

- Selected Teachers

Cycle of Review

- **Date of Issue:** 2016
- **Date of Last Review:** 2025
- **Review Cycle:** Every three years
- **Next Review:** 2028

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