



SECONDARY INCLUSION POLICY
Anglican International School Jerusalem

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1. Inclusion at AISJ

1.1 Our Philosophy: Inclusion at AISJ

AISJ celebrates the diversity of our student body and respects the rights of learners of all languages, nationalities, educational backgrounds, cultures and religions to be provided with the skills and to encounter the attitudes they will need to be successful in their learning. At AISJ, we are committed to supporting every student in reaching their full potential, both academically and socially. We believe that all students are capable of learning through inquiry, and we work collaboratively, with classroom teachers and families, to enable every student to access our curriculum in a manner appropriate for their individual learning needs.

1.2 The Structure of the IN Department

The AISJ Inclusion Needs (IN) Department provides students with skills, knowledge and self-knowledge to help them thrive, in and out of school. We support all students by looking at their needs in a holistic way. To do this, the Special Education Needs (SEN) and English as an Additional Language (EAL) programs are combined together into one Secondary IN Department. The department comprises Special Education Needs Coordinator (SENCo), the Accommodations and Modifications Coordinator, and a team of EAL and SEN support teachers, who work collaboratively to address every student's needs at each stage of secondary school in a comprehensive manner. The structure of the department ensures continuity of support and makes it easy to share important information, as students move in and out of different support programs during their time at AISJ.

IN teachers frequently act as supervisors for the Service Project and Personal Project in MYP, the Extended Essay in DP and in the AISJ Independent Study Program. Aside from their work with students, the IN team works collaboratively with subject teachers to support

them in establishing an inclusive, equitable learning environment.

2. Special Educational Needs (SEN)

2.1 SEN at AISJ

The main goal of the SEN program is to equip students to fully access and enjoy the rich and varied curriculum the school offers. Teachers endeavour to personalize learning, teach to students' intelligences and interests, and use diverse assessment strategies to accurately track progress and support individual learning, providing meaningful opportunities for students to show what they know and can do. Given that the approach at AISJ is highly personalized, we build strong, supportive relationships with students, regularly checking in with them and monitoring their learning through ongoing dialogue.

Classroom teachers are encouraged to share their observations of, and successful teaching strategies for, students with special needs. When students need extension opportunities beyond what is available through in class differentiation, the IN team works closely with classroom teachers and families to devise creative and challenging learning experiences to meet individual extension needs. The following are some of the services we offer to students with individual learning needs:

- Academic screening and assessment
- Classroom observations
- In-class support from inclusion staff
- One-on-one and/or small group instruction
- Consultation with classroom teachers
- Referrals for appropriate outside services (speech therapy, occupational therapy, neurological evaluation, etc)
- Collaboration with parents/guardians on how to provide support at home
- Collaboration with the Social/Emotional Counselor, as appropriate
- Academic Counselling services and planning for after high school

2.2 Identifying Students with SEN

2.2.1 Students with previously identified needs

Some students enter AISJ with identified needs and an existing Individualized Education Plan (IEP). When that is the case, the Accommodations and Modifications Coordinator communicates with the student and their parents/guardians to confirm that they would like to continue making use of the available accommodations and/or to offer additional accommodations when appropriate. If the student is enrolled in IBDP classes, their accommodations are reviewed to make sure that they are consistent with the IB Access and Inclusion Policy. The Accommodations and Modifications Coordinator keeps teachers informed of the accommodations to which the student is entitled.

2.2.2 Students without previously identified needs

In some cases, students without a prior history of exam accommodations or formal assessment for learning needs come to the attention of the IN department. Sometimes, students self-refer through the school counselor or a teacher, who directs them to the IN department for further discussion. In other instances, teachers refer students after observing patterns that may indicate learning challenges.

When a student has been referred, the IN department consults with the student's teachers to gather work samples and develop a broader understanding of the student's academic performance and areas of concern. If based on the review of available information, the IN department concludes that the student is likely to have as-yet unidentified special needs, a discussion is initiated with the student and their parents/guardians, where the IN department outlines available support services and discusses potential accommodations.

Where appropriate, accommodations may be implemented on a trial basis; if these supports are effective and deemed suitable, the school may proceed with an application for Inclusive Access Arrangements, in accordance with relevant guidelines and

timelines (for DY students) or formalize the accommodations at the school level (for MYP students). As part of this process, the IN department may also recommend that the student undergo a formal assessment, conducted either by qualified IN staff or by an external specialist, in order to clarify learning needs and to obtain necessary documentation. Students who attend IN lessons to address their SEN will receive an IEP stating annual learning goals, testing accommodations, and instructional accommodations, and these are shared with their teachers.

2.3 Inclusive Access Arrangements (IAA)

We are committed to equitable assessment for our students and as such, put great importance on arranging IAA in appropriate cases. At our school, a student may be identified for Inclusive Access Arrangements (IAA) through a process led by the Accommodations and Modifications Coordinator, who supports the students and their parents/guardians in following the required procedures and obtaining the necessary documentation to apply for appropriate IAA. Some of the IAA we have provided include extra time, word processor, scribe, reader, and script-reader. When students enter our school with existing exam accommodations and documentation, we continue to provide these supports while assessing their appropriateness. In those cases, the Accommodations and Modifications Coordinator liaises with students and their parents/guardians to confirm their approved accommodations, and ensures that teachers are informed of the supports to which the student is entitled.

For students in IBDP classes, accommodations are reviewed to ensure alignment with the IB Access and Inclusion Policy, and teachers are informed of the support to which the student is entitled. Students with exam accommodations are encouraged to advocate for their needs, and teachers may consult the IN team for guidance. The appropriateness of accommodations is monitored continuously through feedback from students and teachers, with adjustments made as necessary. When accommodations are consistently effective, the process to formally apply for Inclusive Access Arrangements with the IB begins. If the IB does not approve, the accommodations are discontinued.

2.4 SEN in the IB Middle Years Programme (MYP)

In alignment with our mission to provide all students with meaningful and equitable access to the curriculum, we strive to address the majority of learning needs within the classroom through differentiation, sometimes with in-class support from a teaching assistant or an IN teacher. Support involving pull-out assistance or modified classes typically requires an educational assessment by a licensed educational psychologist or similarly credentialed professional. At times, students may temporarily receive support that involves pull-out lessons based on documented, presumed SEN needs while they are in the process of having those needs formally assessed. An additional charge, payable to the school, is required for some services. On occasion, an IN teacher will perform an in-house evaluation of a limited scope in order to determine the appropriateness of testing accommodations or other services.

2.4.1 Modification in the MYP

In the MYP, teachers are encouraged to differentiate tasks and assessment modalities, to support all learners in accessing the curriculum and progressing according to MYP expectations. In rare cases where this is insufficient, a modified status may be appropriate for the student, in a particular subject or subjects. Classroom teachers communicate with the IN Department if they feel a student may benefit from modification in their subject—and the IN team investigates and obtains parental permission if they feel modification is appropriate. The IN Department ensures that teachers are informed of all students with approved modifications.

In line with the [AISJ Assessment Policy](#), when a student participates in a modified class, the name of the class is changed on the student's report card, as well as on their Managebac report, to indicate that it does not adhere to MYP standards. It is important to note that students enrolled in a modified course in MY5 are not eligible to take that subject in the IBDP.

2.5 SEN in the Diploma Years (DY)

Some of our students enter the DY with previously identified special needs. It is also 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. As in the MYP, we endeavor to address the majority of needs in class through differentiation, as guided by our mission to provide all students with meaningful and equitable access to the curriculum.

Diploma Years students may be enrolled as full IB Diploma candidates or in a combination of IB and AISJ Options courses. Students who will be taking IBDP exams may be eligible for Inclusive Access Arrangements. Students not enrolled in the IBDP rarely require formal inclusion support.

2.5.1 Modification in the DY

On rare occasions when the curriculum of AISJ Options classes is not accessible for a student, the IN team works with the teacher and the DP Coordinator to determine appropriate modifications.

3. English as an Additional Language (EAL)

We believe that maintaining a student's primary language, along with the development of their English, is crucial to the emotional, social, and educational development of our students. The goal of the EAL program is to provide students the language skills they will need to access the curriculum and all the learning experiences, in and out of the classroom at AISJ. EAL teachers teach English language and literacy skills—and facilitate the transfer of existing skills from students' primary language into the context of the English language.

3.1 EAL Support in the MYP

Students are considered to have EAL status if they are within their first or second year of learning in an English-medium school when they enter AISJ. This is the case even when a

student is conversant in English or speaks English at home. In rare cases, EAL status may also be conferred on students who have completed at least two years of schooling in English at a very young age and who may therefore lack experience with higher-level thinking skills and academic vocabulary in English.

In the MYP, students identified as first or second year EAL may be exempted from a language acquisition class, and instead attend a special EAL class taught by the IN Department. After they have graduated from the EAL support, which generally lasts 1-2 years, EAL students join one of the MYP language acquisition classes offered at the school.

Students with first or second year EAL status are allowed 25% extra time on all timed, in-class summative assessments, with the exception of assessments in the language acquisition classes (for those who participate). They are also allowed to bring a non-electronic translation dictionary into tests and exams, again with the exception of language acquisition assessments. . For daily tasks, EAL students may be given access to an electronic translation device.

The IN Department communicates to staff regarding which students have EAL status. In the MYP, subject teachers are asked to modify the assessments and/or rubrics as appropriate to address the needs of their EAL students, according to the individual situation of each learner. There is no formal process required in order to begin utilizing these EAL modification and differentiation methods, but rather, teachers use their professional judgment and the advice of the IN staff to determine the best approach. Parents/guardians of EAL students are notified of this process via a letter that is included in the report card.

3.2 EAL Support in the DY

EAL students in DY1 and DY2 who require extra support with their English are offered one IN lesson per week, individually or in a small group, and with no additional fees. The lessons are timetabled to coincide with the students' study periods. This support is focused

on the context of their research and the assignments required in their subject choices. There are no separate reporting and assessments for this provision.

EAL Students not taking external IB exams are granted 25% extra time and use of a non-electronic dictionary on all timed, in-school assessments (not including language assessments). Teachers of AISJ Options courses are encouraged to differentiate for all learners. If a student's EAL needs are such that they require modifications to a standard Options curriculum, the process is identical to that for SEN students. The DP Coordinator and IN team will liaise closely regarding individual modifications. The Academic Counselor will advise on the requirements for individual students in terms of credits, hours and courses. The IN Coordinator will seek advice from the Principal and the DP Coordinator regarding MSA guidelines for modification of individual IN students and will work closely with DY teachers to support the student's EAL Needs within the approved framework.

EAL students planning to take IB exams are assessed by IN staff to determine whether they may be eligible for Inclusive Access Arrangements based on their level of English proficiency. If applicable, those students may be entitled to 25% extended time on timed, in-school assessments and exams. When nearing the end of DY1, or at the beginning of DY2, the English level of these students is formally assessed, and an IAA application to the IB submitted if they are found to be eligible.

3.3 Support for EAL Students with SEN

Many students with mild learning or social/emotional challenges are adequately able to manage those difficulties in their primary language. However, when learning in another language, especially while adjusting to a new environment, these challenges may become more pronounced, making learning even more difficult. The EAL program therefore supports students in overcoming these learning challenges while also helping them develop proficiency in English.

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, the team begins to investigate to determine whether there are also existing SEN.

4. Different Curriculum Usage (DCU)

4.1 Explanation of DCU

DCU, a term unique to our school, was developed in response to a phenomenon observed by our IN staff that sometimes occurs when students join AISJ from other schools. We recognize that some of our IN students are neither EAL nor SEN, rather, they come from educational settings in which the skills, attitudes and curriculum expectations required are different from those at AISJ. These students may need support to adjust or catch up. DCU can also be relevant because students have come from schools from the southern hemisphere. Due to the different start dates of the school year (August/September/January), students arriving from the southern hemisphere may be accelerated part of a grade, or alternatively, repeat part of a grade. Grade placements are determined on an individual basis, but typically, the default is for the student to repeat a portion of the grade, unless there is enough evidence to suggest that accelerating to the next grade is the more appropriate option. DCU status is typically identified in a follow-up interview to an enrollment meeting.

4.2 DCU Support

DCU can manifest in the following ways:

- “Mistakes” some students make are not really mistakes, but originate from having

been taught a different dialect or syntax of English from what we teach at AISJ.

- Challenges some of our students face due to compounded needs of having missed areas of curriculum at AISJ (or at a previous school) as when they arrived they were EAL.

Students who have been identified as having DCU-based learning challenges may temporarily receive support services from the IN Department as they transition to the school—usually for up to one year. In the event that challenges persist after the transition period, the team begins to investigate to determine whether there are also existing SEN. The IN Department ensures that teachers are informed of all students with DCU status.