



INTERNATIONAL
SCHOOL
RIYADH

INCLUSION POLICY

Developed January 2022

Last revised October 2023

Table of Contents

1. Introduction.....	2
2. Mission and Vision.....	2
3. Philosophy.....	2
4. Inclusion.....	3
5. General Guidelines and Objectives.....	4
Counseling Department.....	4
6. Special Educational Needs.....	5
7. Measures for SEN students and IEP's Individualized Education Plans (IEPs).....	Error!
<i>Bookmark not defined.</i>	
8. The role of the faculty.....	7
9. Inclusion and learning.....	7
10. Other aspects that favor attention to diversity.....	8
11. Meetings regarding SEN students.....	9
SEN Students at MYP and DP Level.....	9
12. Gifted and Talented Students.....	9
13. Confidentiality.....	10
14. Policy development, revision, and availability.....	10
15. Bibliography.....	11

1. Introduction

SEK RIYADH is an inclusive school that seeks to provide all students, regardless of any learning challenges, with high-level international programs. Ensuring that everyone who attends the school has a positive and rewarding experience is one of its key goals.

We are confident that SEK RIYADH's inquiry-based and experiential teaching and learning methods enable sufficient differentiation within the classroom to improve the learning experience for all students, including those with high academic achievement and those with unique learning needs.

2. Mission and Vision

SEK Riyadh MISSION

At SEK International School Riyadh, members of the community are empowered to learn and grow, becoming curious and compassionate citizens of the world.

IB MISSION STATEMENT

IB mission statement is “to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.”

SEK Riyadh VISION

Our vision is to consistently provide high-quality education to an international community of students, preparing them to become responsible and productive global citizens who actively contribute to the communities in which they live and work.

IB VISION

IB does not have an officially published vision statement. Despite its absence, the organization emphasizes that education is its primary agenda.

Based on its focus, IB considers international education as an integral component in the growth of the world as a whole. It also sees knowledge as an important tool for individual satisfaction. This explains its undivided attention towards maintenance of high qualities in the programs that it offers. In fact, potential students must satisfy a particular process of authorization.

3. Philosophy

This inclusion policy aims to encourage a shared understanding among all SEK Riyadh School community members about individual student needs, lesson design, tailored assessment

procedures, and respecting each student's learning pace.

One of the priority criteria that should condition the organization of the center must be, precisely, the response to the needs of the student body as a whole. This approach requires flexibility in the proposal of organizational modalities and, consequently, in the distribution of time and use of space. It is the school itself, in the use of its autonomy of management, based on individual needs, decides which measures to adopt, from the general ones to the most extraordinary ones and creates its own Attention to Diversity Plan. In any case, all measures should tend to promote resilience, social and communication skills in order to empower students to be more capable of developing the skills at their disposal to succeed at all stages of their lives. These measures and support will be offered as long as the students need them until they function without negatively affecting their academic development.

Within this organizational framework, the advisory role of the School Counselors is essential as a quality measure of the Educational System, that should serve as support both to the Leadership Team, faculty, students and families.

4. Inclusion

Students are deemed to have special educational needs (SEN) if they have a learning disability or difficulty that has been certified by a professional or if it has been observed that they are experiencing significant learning challenges that significantly impede their progress relative to children of the same age.

Special Educational Needs refers to any situation in which certain special factors are considered when treating the learning process and evaluating the students. The curriculum, the assessment, and the teaching and learning process may all include special considerations. We consider the taught curriculum, the written curriculum, and the assessed curriculum (IB) when doing this. The specific needs are the same as those listed in the International Baccalaureate documents for inclusion.

The School Counselor, Principal, and Academic Coordinator may decide, in consultation with the family and external specialist that a student will require additional, specific, support if they are having emotional or behavioral issues or academic difficulties.

For students whose English fluency level is not what is expected for the grade level, ELA (English Language Acquisition) services will be provided until it is deemed to be no longer necessary, based upon continuous evaluation (WIDA).

5. General Guidelines and Objectives

The following are general guidelines for inclusion at SEK-Riyadh:

1. Examine each particularity of each student's needs, who may require specialized care done upon admission to the school and continuously throughout their academic career.
2. Ensure that educators have the tools they need to assist all students based upon a holistic model of education.
3. Use differentiated instruction and assessment methods based on the individual learning needs of each student.
4. Keep track of the steps taken to ensure the consistency of the adaptations over time. Student IEP's are continuously updated, based upon feedback from the student, family, teacher and external specialist.

The inclusion policy's objectives are to establish clear criteria and give direction to all parties involved so that:

- The school will meet all students' learning needs.
- All parties involved are aware of the expectations.
- Students with different learning needs are identified as soon as possible, during the admissions process or in class.
- The teachers are knowledgeable and able to offer activities that are appropriate for the students' individual needs. Support is provided to teachers to help them meet the unique needs of all pupils.
- The school collaborates in conjunction with parents and external specialists who are providing services to the student.

Counseling Department

The academic coordinators and the school counselor make up SEK Riyadh's inclusion department, supporting the following activities:

1. The ELA program and any other related to languages or language immersion.
2. A support and extension program for students in several areas under the direction of counselors and teachers.
3. Curricular modifications or adaptations, significant or non-significant.
4. Support for teachers to better attend all student's needs.
5. Information and career guidance: details on special education teacher training programs and resources.
6. Assistance to pupils in their growth on the emotional and social levels, working closely with Homeroom teachers.

For all forms of different educational needs, the school counselor is the internal point of contact for all teachers and families. Other staff members may work on specific situations under their supervision using the process outlined below.

Academic coordinators and teachers will put support measures into place in accordance with the school counselor's recommendations. Also, the school collaborates closely with any specialists who provide services to SEK Riyadh students.

Any student who applies to SEK Riyadh will have their enrollment considered, based upon their individual needs and the available resources at the time of enrollment. The school counselor and the program coordinators will assist the pupils and their families in selecting the best course of study.

6. Special Educational Needs

Students with SEN upon enrollment

Upon enrollment, parents are required to notify the school of any known learning problems or conditions impacting their holistic development of the children. To acquire a complete picture of the student's circumstances, the admissions team at the school will request supporting medical records and diagnoses.

The student's specialist(s) can consult with the school counselor, the principal, and the program coordinator to determine the most effective teaching and learning techniques.

Internal discussions with the student's pertinent teachers will be held throughout the academic year to develop teaching and learning approaches and strategies that are appropriate for the student. If the student's condition necessitates significant or non-significant accommodations that alter the course material and learning goals, they will be discussed privately with the family and reflected in the student's IEP.

Identification of SEN Students at school

The initial phase entails the identification or observation for circumstances occurring inside or outside the school, as communicated by the family, that raise the possibility of a Special Educational Need (SEN), whether as a result of learning challenges, giftedness, or disruption of the educational process. Teachers are trained and supported to recognize the behaviors and learning difficulties signals which could interfere with learning.

The assigned team then evaluates the need and the necessary next actions based on the stage of the learner. The choices made are incorporated into an IEP and implemented with the help of all

stakeholders. The effectiveness of the measures put in place and the need to alter them are assessed regularly.

If it is advised to conduct formal with an external specialist supplier to pinpoint the precise causes of the inadequate development, this will be carried out in a parent-teacher conference with the homeroom teacher and counselor present. As this is an additional costs and is up to the parents to determine how to proceed, formal testing should be viewed as a proposal to the family.

7. Measures for SEN students and Individualized Education Plans

Measures are defined as those organizational and curricular measures that can be implemented during the planning stage or throughout the development of the teaching-learning processes in order to address the individuality of students. The criteria used to choose these actions span from preventive to intervention, ranging from non-significant to significant adaptations, with the ultimate objective of developing social and academic integration. This wide spectrum aims to address all arising educational and socio-emotional demands. Since a student may require the adoption of many sorts of measures during the course of their academic career, these actions are not based upon individual needs. not inextricably linked to certain student groups.

In the case of a recognized SEN learner, the academic team at the school (the School Counselor, Principal, Academic Leader, and the student's teachers) will be able to recommend an appropriate IEP that can meet the student's needs after consulting with the family and external's specialist(s).

The School Counselor and the Program Coordinator will go over the repercussions with the family in advance if such adaptations significantly deviate from the standards of the IB program.

The School Counselor and Academic Leader will inform the student's pertinent Homeroom Teacher once a formal IEP has been decided upon and will be shared with any related teachers. The Academic Leader and School Counselor will be in charge of assisting teachers with IEP implementation.

Regular progress evaluations are conducted, and the IEP's objectives are modified as necessary.

Students in the "High Performing Athletes Program," a program designed to provide our athletes competing during the school year with some modifications to their academic program, will be covered by the IEP.

8. The role of the faculty

A coherent action plan regarding attention to diversity in the school requires a significant degree of commitment on the part of the teaching staff. Commitment that responds to the necessary implication that all teachers must have regarding this issue, since all groups are diverse and plural, and facilitates professional development to the extent that it requires greater reflection on the practice itself and a necessary coordination with other colleagues, both from the school itself, and with external specialist.

The involvement of the faculty is based upon their experience and training; as well as the involvement of the Leadership Team must be supported by the Administration, promoting their training and revitalizing plans in the school.

Attention to student diversity is the responsibility of all staff. Everyone is involved, each contributing their vision and complementary professional training, both at the planning and organizational levels and in the implementation of the measures that, if applicable, are proposed. It is necessary to point out the differentiated role that the management teams must play, as all the processes aimed at optimizing the attention to the whole student body and, the role of the coordinator as the last person in charge of everything related with attention to diversity.

This task will be supported by a Counseling Team, who can make proposals and advise the Leadership team and the rest of the teaching staff, both organizational and academic, to respond to the needs that exist in the school.

9. Inclusion and learning

The structure and content of the different curricular elements must take into account inclusion, tending to incorporate the plurality of all differences that can be seen in the classroom:

- Designing learning situations in which there is room for various degrees of acquisition of skills and, in any case, with high achievement expectations in line with the potential of each student.
- Leveraging on existing skills that students show to advance in the development of capacities, bearing in mind that the contents related to procedures and attitudes make less difference than the concepts. It is very important to insist on those to achieve a balanced development of all students.
- Incorporating objectives and content related to sociocultural and personal diversity, which will favor the assessment of differences and, consequently, will have an impact on a better classroom climate.

- Coordinating the work carried out from the different academic components of school in order to agree on objectives and standardize assessment criteria.
- Proposing varied methodologies that facilitate the participation of all students from an inclusive perspective.
- Looking into the socio-emotional aspects within the group, in addition to the cognitive ones, and promoting the development of a healthy self-esteem and respect for themselves and others.
- Opting for a formative evaluation aimed at assessing the process, the progress in achieving the objectives, ordinary or adapted, and the type of pedagogical help that each student requires.
- Evaluating the teaching processes and especially the proposed attention to diversity measures, in order to assess their suitability for the pursued intentions, the difficulties encountered and the proposals for improvement.

10. Other aspects that favor attention to diversity

- Reinforce what is related to values or certain emotional capabilities.
- Teachers should reflect on their teaching methods and readjust accordingly if needed.
- Tutoring and guidance as a common practice for diversity awareness.
- Advice for educators.
- The teaching team meets frequently to assist one another in their work. Monitoring of instances and taking action where warranted.
- Working together and maintaining contact with families and external specialist when applicable on a regular basis to offer guidance and support and get their perspective on the family environment.
- Extension programs that are suitable for the student's age.
- Social skills training course.
- Reinforce the idea of co-teaching.
- Develop programmes of conflict prevention, treatment, and resolution programs based on the school's educational project.

11. Meetings regarding SEN students

All identified SEN pupils are routinely observed, and during the academic year, specific sessions are held to discuss their individual development and their IEP's are updated.

The school's Counseling Department will hold IEP meetings for each program (PYP, MYP, and DP) prior to the start of the academic year, where the known SEN cases are presented.

To keep the school specialist and support teachers informed, SEN-focused meetings will be held at least once every term. The purpose of the conference is to educate instructors and give all teaching staff fundamental tactics to use in the classroom. The program coordinator will inform teachers of any necessary arrangements during the meeting (additional time, etc.).

To provide students with the best support possible, meetings will be held with the students' families and external specialists throughout the academic year.

SEN Students at MYP and DP Level

Everything said above is applicable to every sector of the school, and the same process is used for SENs at the MYP and DP levels that are suspected or identified.

The School Counselor and the Program Coordinator shall refer to the IB suggestions in terms of inclusive access presented in the following publications in addition to what has already been stated, to ensure justice and consistency in the administration of special measures.

- General Regulations: Diploma Program (published 2014)
- Diploma Program: Candidates with assessment access requirements (published 2014)

The program coordinator is in charge of applying for special assessment arrangements on time and assisting the family and the student with submitting the necessary paperwork.

Any assessment system should be used both during regular school activities and in examination settings, in accordance with IB rules, and should reflect the student's usual method of working. Assessments tools used in all programs can be CAT 4, ITPA or WIDA.

12. Gifted and Talented Students

With differentiation and student-centered activities that enable each student to work at their own level and explore their interests at an appropriate level, SEK RIYADH aspires to support high achieving, gifted, and talented children. To ensure that high achievers feel engaged in their

learning and to keep them from growing bored, teachers are encouraged to set greater goals and targets for them, not give them more of the same work

Also employed to give gifted and talented pupils more learning chances are buddy programs and peer counseling.

13. Confidentiality

SEK Riyadh is dedicated to protecting students' privacy and making sure that all information is handled with care and respect. Teachers and staff are obligated to respect the privacy of all children by not disclosing information to anyone other than pertinent teachers, designated family members, and the specialists who are monitoring the student's cases. Individual diagnoses are not shared among the school staff unless specific, written, consent is given by the family.

14. Policy development, revision, and availability

The pedagogical leadership team and the school principal oversaw the creation of this policy in January 2022. All employees will participate in the amendment of this policy, as specified below.

At the time of first revision of the policy, members of the Senior Leadership Team involved were:

School Principal: Iván Martínez

Head of Learning and Innovation (PYP Coordinator): Sandra Ospina

General Manager: Joan Blázquez

IT Director: Jesús Castillo

Head of Counselling and Admissions: Julie Anne Alonso

The School Counselor, Principal and Academic leaders, parent working groups and selected staff members are in charge of the policy revision process.

Based on guidelines supplied by IB papers, the school counselor, the principal, the pedagogical leadership team, and the program coordinators will design the policy. If the input is in line with IB standards and the school vision, teachers will be asked for feedback on the draft, and the policy will be amended as a result.

The policy will be reviewed annually for the first two years and either confirmed as is or changed appropriately. The updated version will be reviewed by the school counselor, principal, and academic leader before being shared with the school community on Managebac and the school website. The policy will then be updated in a rotating fashion at least once every two years after that.

The most updated version of the policy is made available to all stakeholders on the school website.

15. Bibliography

General Regulations: Diploma Program (published 2014)

Diploma Program: Candidates with assessment access requirements (published 2014)

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World International School of Torino. (2019). Inclusion Policy.