



INTRODUCTION

AISS practises an inclusion policy that has been developed in line with IB expectations.

PURPOSE AND VALUE STATEMENT

Our Mission

To future-proof our children in a VUCA world by developing life skills needed to continuously learn, adapt, and thrive while recognizing their common humanity and shared guardianship of the planet.

Our Vision

To be at the forefront of developing aspirational active lifelong learners.

Our School Ethos

- To develop inquiring, knowledgeable and caring young people.
- To promote intercultural understanding, international-mindedness, and respect.
- To create a better and more peaceful world.

Core Values

- *Quality Education*: Providing the best education with reasonable fees.
- *Character Building*: Instilling good values and virtues in students.
- *Community and Citizenship*: Developing a sense of responsibility and contribution to society.
- *Teacher support*: Creating a positive environment for teachers to thrive.

WHY DO WE HAVE THIS POLICY?

All students who want to become citizens of the world need quality education so their knowledge, ideas and actions can make them both successful individuals and role models for future generations.

To make this possible, AISS is aware that identifying and removing barriers to learning through the implementation of policies, regulations, teaching methodologies and participation activities for all students is essential regardless of their nationality, religion, ethnicity, gender, origin, social status or personal beliefs.

HOW DO WE IDENTIFY BARRIERS TO LEARNING?

The student applicant's parents/guardian will be asked whether the student applicant has any barriers to learning during the student applicant interview, which include, but are not limited to:

- Learning disabilities such as dyscalculia, dyslexia, dysgraphia
- Behavioural, social and emotional problems such as ADHD, dyspraxia or depression
- Medical conditions such as Autistic Disorder or Asperger's syndrome.
- Language barriers

Should there exist any of the barriers to learning, in agreement with the parents, the student will be asked to take a specific test that might assess the level of the learning barrier. The outcome of this test will allow the teachers to create individual educational plans for students in collaboration with the School Counsellor.

INDIVIDUALISED EDUCATION PLAN (IEP)

Teachers and the school's professional staff are responsible of implementing and monitoring individual educational plans for students who manifest:

- Learning disabilities.
- Behavioural problems.
- Certain medical conditions.
- Language barrier.
- Academic achievement that is less than expected.

IEP can be created for individual subjects or for all the subjects that the student chooses. It consists of specific learning and assessment objectives and specific tasks designed to remove the student's barrier to learning. The Student Progress Manager, student's Homeroom Teacher and student's Parents are responsible for monitoring the student's development in collaboration with the subject teacher(s). Homeroom Teachers are responsible for communication with parents/legal guardians in order to help the student achieve his/her full academic potential. The IEP is monitored weekly and assessed by tests, coursework, assessments, or homework. With the student's learning process, the IEP can also be changed to meet the student's needs. If a barrier to learning is identified as a medical problem, the IB Coordinator will encourage parents to consult with the healthcare professionals.

CONFIDENTIALITY

All the students' information is confidential and the access to them is restricted to the school administration, Student Progress Manager and Homeroom Teacher. Only after communication with the parents and their approval, will this information be shared with other teachers if that is beneficial for the student's education.

ROLES & RESPONSIBILITIES IN SUPPORTING INCLUSION

Faculty (teachers, support staff, school counsellor)

- Monitor students' progress.
- Report to the Homeroom Teacher / Student Progress Manager if they notice any underachievement or lack of results in student's learning process.
- Create, implement and monitor the student's IEP in collaboration with the Homeroom Teacher, Student Progress Manager and the School Counsellor.
- Manning students and managing tasks equally and effectively given out to the students either individually or grouping. Work Breakdown Structure (WBS) can be taught by each subject teacher to tell the students to break down their tasks accordingly for their assessments or projects (formative or summative). Workflow Chart (WFC) will be good for higher year students (MYP 3-5) in generalising all the tasks and learning outcomes of the term into a diagram form.
- Set the consultation system on a weekly basis for students to make an appointment in regards of enquiry of assessment, learned topics, tasks or homework, group coordination and students' discipline issues.

Management

- Provide training and support for the teachers.
- Raise awareness about the importance of different approaches in teaching and learning.
- Empower teachers to remove students' barriers to learning.
- Provide resources for teachers and students.
- Apply students for "assessment access arrangement" provided they have all documentation required by the international examination organisation.
- Inform parents about assessment requirements and discuss if there is a need for "assessment access arrangement" upon enrolment.

School Counsellor

- Provide support to teachers and students.
- Monitor student's progress.
- Provide counselling when the student is dealing with psychological or emotional problems.
- Conduct workshops for teachers and students to familiarise them with the barriers to learning and ways to overcome them.
- Conduct lesson observations and evaluations.
- All the student's information gathered during counselling is securely stored and is not accessible by anyone else, unless:
 - Student presents danger for himself or the others.
 - There are legal implications (child abuse, neglect).
 - In the cases listed above, the School Counsellor is obliged to inform the school administration and the social services will be notified.

Students

The students should be responsible toward their well-being and health. Therefore, the students are obliged to:

- Clearly present their needs.
- Participate in counselling or collaborative activities that might help them overcome barriers to learning.
- Ask for help if they feel the need.

Parents, guardians and/or outside support

- Acknowledge the barriers to learning if their child clearly expressed them;
- Consult with healthcare professionals.
- Communicate honestly with the student's Homeroom Teacher, Student Progress Manager or the school management about the child's needs.

COMMUNICATION PLAN

This inclusion policy will be published on the school's website. Parents will be notified of this policy via the School2Me app. Homeroom teachers will discuss this policy with students at the start of each term so as to foster a culture of acceptance and tolerance in school. The school will constantly work on communicating the importance of inclusion throughout the academic year through various means such as infographics, short informative videos, etc.

REVIEW OF THE INCLUSION POLICY

The inclusion policy will be reviewed at least once each academic year and revised accordingly if required.

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