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MISR
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MLS IB DP Inclusion Policy

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Date Produced: April 2024

Reviewed: August 2024

Next Review: May 2025

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IB Mission Statement

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 programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

MLS Mission

At MLS (Misr Language Schools), our mission is to cultivate responsible, empathetic, and disciplined young minds, preparing them to thrive in an interconnected world and become proactive contributors to humanity and the globe. Valuing compassion, care, diversity, growth mindset, and intercultural understanding, we provide a safe and supportive learning environment that fosters curiosity, creativity, and collaboration.

We believe in the unique potential of each learner to achieve excellence and make a positive impact. Inspired to pursue their passions, explore their interests, and discover their talents, MLS learners are empowered with the skills and attributes to act, express their opinions, and respect others.

Through MLS's diverse educational programs (National, British, American, and French Divisions) offering our learners a variety learning experiences, we promote lifelong learning, self-realization, and prosperous futures for our learners. Exposing them to diverse perspectives, cultures, and languages, we foster global citizenship and social responsibility.

In summary, MLS is dedicated to nurturing responsible, empathetic, and disciplined individuals who are equipped to excel in an interconnected world. We provide a safe and supportive learning environment that encourages curiosity, creativity, and collaboration, empowering learners to make a positive impact on humanity and the globe.

MLS SEND Mission

The Special Education Department's mission is to provide high quality services that enrich students with special education needs with competitive skills and knowledge through:

- High quality instruction.
- Qualified, dedicated and enthusiastic team members.
- Involved and collaborative parents.
- Available resources and assistive technology.

The Department of Special and Inclusive Education has started in the academic year 2004/2005 with a few numbers of students and teachers. In the past few years, the number of students has increased to reach around 48 students in Elementary stage, 25 students in Middle School and 16 students in High School. In every stage, there are enough teachers who cater to the needs of students; in Elementary there are around 25 Special Education teachers, while in Middle and High School, there are 24 Special Education teachers in each stage. The students and the teachers are supervised by the Special Educational Needs Coordinators (SENCOs), available for each stage.

The Department of Special and Inclusive Education at MLS is considered one of the pioneers in this field. It serves a wide variety of students with differentiated disabilities such as students with Intellectual Disabilities, Learning Disabilities, Social/Emotional Disabilities, as well as students with Pervasive Developmental Disorders. Around 30 students with SEN have graduated from MLS and have joined different universities in different parts of the world. Some of the challenges that we face are the lack of awareness towards students with disabilities and how to deal with them. Also, another challenge is the denial of some parents in acknowledging that their children have a kind of disability, which makes it harder to accommodate to their needs. On the other hand, some of the challenges we face is the unrealistic expectations that some parents have for the learning of their children.

Admission Policy:

In order to accommodate our students, certain documents will be required which will help us identify the student's particular strengths and needs. Parents/guardians will be responsible for submitting any necessary documents upon request. Required documents may include but are not limited to: diagnostic reports, Psychoeducational assessments and medical reports. The school will review all applications and documents to evaluate whether students can be eligible for the inclusion program or to receive accommodations under the IB DP (International Baccalaureate Diploma Programme). The school retains the right to refuse admission if evidence for needed support is deemed insufficient or if it is unable accommodate a student's needs.

Candidates eligible for inclusive assessment arrangements are those with individual needs such as:

- Learning disabilities
- Specific learning difficulties
- Communication and speech difficulties
- Autism spectrum disorders
- Social, emotional and behaviour challenges
- Multiple disabilities and/or physical, sensory, medical or mental health issues.

Types of Accommodations:

- Presentation: change in the way information is presented.
- Response: A change in the way a child completes assignments or tests.
- Setting: A change in the environment where a child learns.
- Timing and scheduling: A change to the time a child has for a task.

Presentation:

- Audio recording lessons
- Large print materials
- Highlighting and underlining key texts
- Oral presentation of questions
- Providing a copy of lecture notes and/or outline

Response:

- Allow for verbal responses.
- Allow for answers to be dictated to a scribe.
- Allow the use of a tape recorder to capture responses.
- Permit responses to be given via computer.
- Permit answers to be recorded directly into test booklet.

Timing:

- Allow additional breaks.
- Extend allotted time for tests.

Setting:

- Provide preferential seating
- Provide special lighting or acoustics
- Provide a space with minimal distractions
- Administer a test in small group setting
- Administer a test in private room or alternative test site

Applications for inclusive assessment arrangements:

- Requests for inclusive assessment arrangements must be submitted online and must specify exactly which arrangements are being requested.
- Requests for inclusive assessment arrangements must be submitted six months prior to an examination session.
- Questions pertaining to the selected arrangements must be answered on the online application.
- Any other specific or additional information that the school wishes to communicate to the IB must be communicated in the Other/Additional information section in the online application.
- For anticipated and retake candidates, authorizations for inclusive assessment arrangements for a candidate are applicable to all future examination sessions.

Supporting documentation

To submit requests for access arrangements, two forms of supporting documentation are required to be uploaded to the online application “Request of inclusive assessment arrangements”. The first document is a psychological/psycho-educational/medical report from a psychological or medical service and the second is educational evidence from the school.

Arrangements not requiring authorization

- A candidate is permitted to take an examination in a separate room if it is in the best interests of the candidate or other candidates in the group.
- The coordinator may arrange for appropriate seating to meet the needs of individual candidates.
- An assistant may be in attendance if this is necessary for the welfare or safety of a candidate.
- A candidate who normally uses an aid is allowed to use the aid in examinations. Note: It is in breach of regulations if candidates are found in possession of any other mobile devices in the examination room.
- A candidate with a hearing condition may receive instructions from a communicator.
- If a candidate has difficulties in reading or attention, test directions may be clarified by the invigilator or a designated reader.
- Magnifying devices to enlarge and read print may be used by candidates with vision issues.
- For a candidate who has color blindness, the coordinator (or invigilator) is permitted to name colors in an examination paper. However, no other form of assistance may be given without authorization from the IB Assessment center.

Inclusive assessment arrangements requiring authorization

As listed in *Candidates with assessment access requirements* (IBO, pp. 12-25) the following inclusive access requirements can be authorized by the IB:

- Access to modified papers - modifications can normally be made to examination papers for candidates with visual challenges or specific learning difficulties.
- Access to additional time - additional time may be authorized for written examinations and for certain activities connected to internal assessment according to the candidate’s assessed needs. The amount of additional time given to a candidate is directly linked to the degree of the access requirement.
- For many candidates, eligibility for additional time and the amount of time authorized will be dependent on the standard scores on psychological reports.
- Access to writing - candidates who require inclusive assessment arrangements to access writing may be authorized a scribe, word processor, word processor with spell checker/speech recognition software and transcripts.
- Access to reading - Candidates who require inclusive assessment arrangements to access reading may be authorized a reader or reading software.

- Access to speech and communication - candidates with speech and communication difficulties may need inclusive assessment arrangements to access some assessment components. The use of communicators or augmentative speech equipment may be authorized in these circumstances.
- Access to calculator - a standard score of 90 or less in a test of mathematical fluency entitles a candidate to be eligible to use a four function calculator.
- Access to practical assistance - in order to be eligible to use practical assistance as an access arrangement, a candidate must show evidence of a physical, sensory or medical challenge. It is particularly suited to situations where there is a concern for a candidate's health or safety.
- Access to extensions to deadlines - a candidate must show evidence of a medical or psychological challenge that has genuinely prevented them from completing work in time for the coordinator to submit the work.
- Access to exemptions from assessment - if an assessment component or part demands a physiological function that a candidate is not able to perform, an exemption may be authorized. Before submitting a request for an exemption from a component, careful consideration should be given to whether all reasonable adjustments have been considered.

Local, national and international legal obligations on inclusion

The school ensures that all the documentation and procedures regarding inclusion and meeting students' special educational needs – both during their educational process and for the organization of external examinations – have been produced and are subject to review in alignment with the up-to-date documents published by the IBO or the relevant ordinance issued by the National Ministry of Education

Roles and Responsibilities:

Responsibilities of MLS:

- It is the responsibility of the school to ensure that accommodations are in compliance with IB DP policies.
- The school will provide the necessary assistance or needed materials and equipment for students accepted into the IB DP.
- The school is also responsible for maintaining confidentiality regarding any information about a student's disability or request for accommodations.
- The school is responsible for making all arrangements for assistive technology that may be used for a student's learning and assessment.
- The IB DP coordinator will be responsible for informing parents and students of the requirements and guidelines outlined in the IB Access and Inclusion Policy as well as indicate the types of accommodations the school is able to provide.
- The coordinator will ensure that staff are informed of their student's needed accommodations and that such provisions are provided consistently and in accordance to the IB's policies.
- The coordinator will gather required documents and submit requests to the IB for accommodations and follow up with parents regarding any required documentation or responses from the IB.
- School staff are expected to play a vital role in identifying students who are struggling within the IB program and immediately notify the IB Coordinator.
- Teachers are responsible for complying with all agreed upon arrangements as well as monitoring their progress closely.

To create an inclusive environment for all our students, MLS provides the following services:

1. **Individualized Educational plans (IEPS):** Individualized Education Plans (IEPs) are personalized plans developed collaboratively by educators, parents, and specialists to support students with special needs. They outline specific goals, accommodations, and services tailored to the student's unique needs, fostering inclusion and academic success within the general education curriculum. IEPs serve as a roadmap for implementing inclusive practices, promoting collaboration, and ensuring ongoing support and evaluation for students with disabilities.

2. **Workshops and Trainings:** MLS offers regular workshops and teacher trainings to equip educators with tools to support students better. These trainings focus on understanding student challenges and adapting teaching approaches to meet diverse needs.
3. **Accommodations & Modifications:** Accommodations are changes made to the way students learn and how they are assessed, while Modifications are changes made to what students are expected to learn. Both are provided based on a student's needs and may change based on assessments and performance.

Responsibilities of the parents

- Disclose any previous formal educational-psychological evaluation at the time of admission to the Diploma Programme
- Update the educational-psychological evaluation when necessary and justified by the student's school performance to ensure the current evaluation reflects the student's current individual educational needs
- Participate meaningfully in the implementation of the individual educational plan of their child
- Maintain communication with the school and IB Coordinator.
- Provide a good and supportive learning environment at home
- Provide any relevant documentation needed for inclusive assessment access arrangements.

Responsibilities of the students

- Express their needs regarding their education
- Cooperate with teachers to meet the learning goals set in the individual educational plan
- Ask for support if needed
- Complete the coursework to the best of their skills in the allocated time;
- Reflect on their achievements and progress and the strategies used in teaching and their individual learning to evaluate how they have helped them to reach their learning goals.

Procedures regarding confidential information

Confidentiality of privileged information is an essential component of an effective collaboration within the school community and between the school and the parents.

- Any documentation that is collected by the school and stored on its premises regarding inclusion access requirements and students' special educational needs is regarded as confidential and safeguarded in many ways from the time of admission to the school, or recognizing a special need or learning difference.
- Everyone who has access to the documentation in both a printed and digital form is obliged not to pass it on to anybody who is not involved in planning and the implementation of any kind of educational support for students. Parents are notified about the necessity of sharing any relevant information concerning their child with the school and assured while it will be used only in relation to and to the advantage of their child, only among the staff involved.
- Student's files (including IEPs) are kept in a locked area of an administrative office with access for the support staff relevant to the student issue. Also, any student cases shall be discussed in private.

Communicating the Inclusion Policy

- The policy will be shared with all DP students by the DPC and the SEN coordinator at the beginning of DP Year 1 to ensure students that the school will support students with any individual special educational needs.
- The policy will be also communicated and explained to parents or legal guardians at the beginning of DP Year 1 at an information event.

- Documents of the Diploma Programme Inclusion Policy will be made available to parents and students on the school website.

Review:

This policy was lastly reviewed collaboratively by the school SENCO, IBDPC, Head of School and IBDP Team(Core Coordinators and Subject Teachers) in April 2024.

Bibliography:

Ibo.” Access and inclusion policy”

<https://www.ibo.org/globalassets/new-structure/programmes/dp/pdfs/access-and-inclusion-policy-en.pdf>