

AGREED

**decision of the management
company Quantum Management
Company**

**Minutes No. ___ dated _____
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APPROVED

**by order of the Principal of
Riviera International School by
Quantum dated _____, 2023**

Policy on Inclusive Education

Riviera International School by Quantum (RIS)

Astana, 2023

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MISSION, BELIEFS AND AIMS

Riviera International School (hereafter - RIS and/or The School) is a world-class school that nurtures happy, peace-loving, and competitive individuals who serve the local and global community. The school provides a high-quality education, inspired by the rich cultural heritage of Kazakhstan and modern innovations, and focuses on developing a whole person.

Nurture happy, creative, and competitive children by providing a supportive and safe environment, innovative teaching approaches, and values based on Kazakhstan's heritage, integrated with intercultural competencies for a successful life in a rapidly changing world.

The Policy on Inclusive Education (hereafter -policy) aims to promote inclusive education within RIS, ensuring that every student, regardless of their abilities, backgrounds, or differences, receives equitable educational opportunities.

This policy will guide our practices at RIS and provide a framework for implementing inclusive education strategies within our school community.

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.

I. GENERAL PROVISIONS

1.1 The Inclusive Education Policy of the Riviera International School was developed in accordance with:

- the Salamanca statement of the United Nations
- the Constitution of the Republic of Kazakhstan
- the Law On Education of the Republic of Kazakhstan

- the Law On social and medical-pedagogical correctional support for children with disabilities

- On introducing amendments and additions to some legislative acts of the Republic of Kazakhstan on issues of inclusive education”.

Additionally, further consultation was done with the following documents:

- Access and Inclusion policy, IBO, 2022
- Programme standards and practices, 2014
- Developing and aligning a school inclusion policy with the Programme standards and practices, IBO, 2023
- Learning diversity and inclusion in IB programmes. *Removing barriers to learning*. IBO, 2016
- The IB guide to inclusive education: a resource for whole school development, IBO, 2015

1.2 Glossary

The following definitions are used in this policy:

- 1) **Adverse circumstances** - happenings that are outside of the candidate's control and could negatively impact their performance, such as extreme stress, incredibly challenging family circumstances, bereavement, disruptions during exams, or situations that endanger the candidates' health or safety. These could have an impact on a subset of candidates or all candidates in a school. The school's problems and candidates' inability to improve performance despite receiving approved inclusive assessment arrangements are not considered adverse circumstances (IBO, 2015).
- 2) **Assessment component** – student work that complies to a specific format for the subject and is assessed both internally by the teacher and externally by an examiner. A division of every DP subject into assessment components, such as the internal assessment, paper 1, and paper 2 (IBO, 2015).
- 3) **A candidate with assessment access requirements** – a candidate who requires access arrangements in assessment conditions to demonstrate his or her level of attainment (IBO, 2015).
- 4) **Differentiation** – the process of identifying, with each learner, the most effective strategies for achieving agreed goals with the student (IBO, 2018).

- 5) **Exceptional learning needs** - the educational requirements of pupils who learn and mature in ways that differ from those of most other students, or who exhibit exceptional skills, behaviors, or learning styles.
- 6) **Exceptional circumstances** – circumstances that other candidates with assessment access requirements do not frequently encounter. The IB retains the authority to decide which situations are "exceptional" and, thus, warrant a specific inclusive assessment arrangement (IBO, 2015).
- 7) **Giftedness** - a system quality of the psyche that develops during life and determines the possibility of achieving by a person higher (unusual, uncommon) results in one or more activities compared with other people (Rapatsevich, 2001, p. 572).
- 8) **Gifted student** – a student who stands out with bright, obvious, sometimes outstanding achievements (or has internal preconditions for such achievements) in one or another activity (Rapatsevich, 2001, p. 572).
- 9) **Inclusion** – an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers (IBO, 2018).
- 10) **Incomplete assessment** – a circumstance in which a candidate for a DP has not turned in one or more assessment requirements for the subject, or in which a candidate for a MYP Certificate or MYP Course has not finished any of the assessments they have registered for (IBO, 2016).
- 11) **Inclusive assessment arrangements** – modified or added requirements during the assessment process for a candidate with assessment access requirements, allowing them to more fairly demonstrate their level of attainment without intending to make up for any deficiencies in ability (IBO, 2015).
- 12) **Invigilator** – a person or people in charge of monitoring an examination. Also referred to as a “proctor” or a “supervisor”. An IB exam's coordinator may or may not be its invigilator (IBO, 2015).
- 13) **Learning support requirements** – support and/or access requested to assist certain candidates—who possess the aptitude to fulfill all curriculum and assessment requirements—realize their maximum learning and assessment potential (IBO,2014).

- 14) **Learning Support Team** - a group of professionals within an educational institution who collaborate to address the diverse learning needs of students.
- 15) **Limitation of life activity** – a complete or partial loss of an individual's capacity to exercise, move around freely, communicate, regulate their behavior, learn new skills, and perform job duties (Parliament, 2005).
- 16) **Medical examination** – An assessment of the type and severity of the disorder (lack of) function(s) of a specific organ or the entire body that leads to limiting the students' life.
- 17) **Mental limited ability** – a brief or long-term absence of the human psyche's growth and/or functioning, encompassing the effects of sensory impairments, speech disorders, emotional and volitional disorders, brain trauma effects, mental disorders, including mental retardation, and related specific learning difficulties (Parliament, 2002).
- 18) **Pedagogical examination** – a determination of characteristics of the cognitive development of the students and their capacity for learning, gaming, and communication in accordance with the school-age norms.
- 19) **Physical limited ability** – a chronic disruption in development and/or function of an organ or organs, necessitating long-term educational, medical-correctional, and educational support (Parliament, 2002).
- 20) **Professional diagnostics** –a list of possible programs that would enable students to acquire the necessary skills and work in a particular field while accounting for any physical or mental disabilities they may currently have (Parliament, 2002).
- 21) **Psychological and pedagogical support** – a comprehensive, thorough, and planned effort by experts to establish the sociopsychological and educational frameworks necessary for each student's successful growth and learning in accordance with his or her needs and abilities (MES, 2011).
- 22) **Psychological examination** – a determination of the pupils' potential mental development and mental status characteristics (Parliament, 2002).
- 23) **Social examination** - assessing the level of social insufficiency, taking into account age standards for students of the corresponding age, and examining factors such as limitations on physical independence, mobility, ability to participate in regular activities, economic independence, and ability to integrate into society.

- 24) **Student with limited abilities** – a person younger than eighteen who has impairments and a chronic disorder of bodily functions caused by illnesses, accidents, their aftereffects, or birth defects, which limits their quality of life and necessitates their need for social protection (Parliament, 2002).
- 25) **Talent** - a high level of skills of the individual in a particular activity, his or her giftedness, when they reach the level of character traits (Rapatshevich, 2001, p. 572).

1.3 The School defines Inclusive education as follows:

Inclusive education refers to the principle of ensuring all students, including those with diverse learning needs, disabilities, or individual differences, have access to high-quality education within the regular classroom setting. It involves creating a welcoming and supportive environment that recognizes and respects the unique strengths and challenges of each student.

1.4 **Principles of Inclusion** at the School aligns with values of the “Index for Inclusion” by Booth and Ainscow:

- valuing all students and staff equally;
- increasing the participation of students in, and reducing their exclusion from, the cultures, curricula and communities of local schools;
- restructuring the cultures, policies, and practices in schools so that they respond to the diversity of students in the locality;
- reducing barriers to learning and participation for all students, not only those with impairments or those who are categorized as ‘having special educational needs’;
- learning from attempts to overcome barriers to the access and participation of particular students to make changes for the benefit of students more widely;
- viewing the difference between students as resources to support learning, rather than problems to be overcome;
- acknowledging the right of students to an education in their locality;
- improving schools for staff as well as for students;
- emphasizing the role of schools in building community and developing values, as well as in increasing achievement;
- fostering mutually sustaining relationships between schools and communities;

- recognizing that inclusion in education is one aspect of inclusion in society.

(T.Booth & M.Ainscow “Index for Inclusion”, 2002)

II. SCHOOL CONTEXT

2.1 Commitment to Inclusive Education in Kazakhstan

All students should have equal opportunities to learn, achieve, and strive for excellence in all aspects of education, which is guaranteed by the Constitution of the Republic of Kazakhstan and the Law on Education (2007). We are committed to creating a learning environment at the School that upholds the principles of inclusion, equity, and diversity. Our dedication to establishing an educational ecosystem that accepts and celebrates each person's individuality is demonstrated through our policy on inclusive education.

2.2 Zero-tolerance approach towards discrimination

The school actively works to celebrate diversity within its community and upholds a **zero-tolerance approach towards discrimination** in any form. It is categorically forbidden to discriminate on the basis of ability, sexual orientation, gender identity, nationality, race, ethnicity, or any other trait. A guiding philosophy that guides every part of our school community, inclusion is more than just an ideal. We firmly believe that every student, regardless of their background, ability, or challenges, deserves equal access to a quality education, and it is our solemn responsibility to ensure that each member of the school community feels valued, respected, and supported throughout their educational journey.

2.3 Equity in education.

Central to our commitment to inclusive education at RIS is the pursuit of equity in education. We recognize that each student has unique learning needs that go beyond academic development and it is our obligation to ensure that these needs are met with fairness and impartiality. Through proactive measures, such as differentiated instruction, accessible resources, and individualized support, we strive to eliminate barriers to learning, promote academic excellence, and bridge the achievement gap, leaving no student behind.

2.4 Alignment with the IB philosophy and mission

Our commitment to inclusive education aligns with the IB philosophy and mission of creating a better and more peaceful world through education. Every member of the school community follows the expectations of inclusive education, in alignment with the IB philosophy and mission, underscores our dedication to creating a better and more peaceful world. We strive to provide a nurturing and inclusive educational environment where all students can thrive, grow, and become active contributors to a more inclusive and harmonious society. (IBO, Access and Inclusion Policy, 2018)

2.5 International mindedness

The School promotes **international mindedness** as means of celebrating diversity through a variety of practices aimed at fostering cross-cultural understanding and global competence. By infusing the curriculum with global perspectives, including diverse cultures, histories, and current events from around the world, students are exposed to rich human experiences. This is achieved through incorporating global literature, studying world history and geography, and integrating global issues into various subjects and projects. Additionally, the School offers multilingual education opportunities, providing students with the chance to learn multiple languages and fostering communication and understanding across cultures. This is particularly effective in helping students appreciate linguistic diversity and develop essential language skills for engaging with the global community.

2.6 Physically accessible environment

The School creates a **physically accessible environment** that enables students with mobility challenges to move freely within the premises (ramps, elevators, doorways, hallways and restrooms allow for smooth movement of wheelchairs and other mobility aids). Accessible seating, adjustable or movable furniture, and non-slip surfaces to enhance safety for individuals with mobility challenges or balance issues accommodates diverse needs of students within the classrooms and school in general.

2.7 Raising awareness

Raising awareness about the importance and benefits of inclusive education is crucial at RIS as it promotes equity and equal opportunities, reduces stigma and

discrimination, and fosters a positive learning environment. By understanding the value of inclusion, school administrators, staff, teachers, parents, and students can work together to create a more equitable, accepting, and supportive educational environment that reflects the diversity of society. This collective effort builds a stronger community and contributes to a more inclusive society overall.

Our School aims to:

- Raise awareness among school administrators, staff, teachers, parents, and students about the importance and benefits of inclusive education.
- Foster a shared commitment to inclusivity and equity within the school community.
- Develop a comprehensive policy that explicitly outlines the school's commitment to inclusive education.
- Ensure the policy aligns with the school's mission, values, and educational philosophy.
- Clearly define the rights and responsibilities of all stakeholders involved.

2.8 Parent engagement

The School fosters open and regular communication channels with parents, involving them as partners in their child's education (parents' handbook, coffee-mornings, afternoon teas, parent-teacher conferences, student-led conferences, feedback form (google form) for questions and suggestions, and individual meetings upon request). Parents are encouraged to share information about their child's needs, strengths, and learning styles, enabling the school to provide appropriate support. The school collaborates with community organizations, support groups, and professionals to provide additional resources and services to support inclusive education initiatives.

Given the role of parents to be vital in developing their child's skills and abilities we practice the following procedure for additional support:

- A meeting with parents is requested when the IEP is designed and parents are notified if the IEP is adjusted.
- Seeking input from parents at each step of the process of identifying the students' learning needs.
- Sharing of IEP information gathered by teachers and SEN coordinator in the process of designing the IEP with parents upon parental request.
- Opportunities for parents to learn about the IB curriculum and our commitment to differentiation through workshops.
- Opportunities for parents to be part of the decision making process in their child's educational needs.

III. ADMISSION AND ENROLLMENT

3.1 Our School is committed to providing equal educational opportunities to all students, irrespective of their diverse backgrounds or abilities.

3.2 We do not discriminate against any student during the admission and enrollment process based on their disabilities, special educational needs, or other individual characteristics.

3.3 The School is as inclusive as its resources allow, including facilities and staffing and accepts students with special educational needs if the school's existing special needs provision is able to support the needs of the student.

3.4 The School accepts students with special educational needs and disabilities (SEND) if the child meets the required entry exam and if a disability is within the mild to moderate range. The purpose is to maintain academic standards and to ensure that students entering our school are prepared for the educational challenges that lie ahead. It is important to note that any required entry exam is not used as a tool for discrimination. Rather, it serves as one of several factors in the holistic evaluation of an applicant's potential success within our academic community.

3.5 We are committed to providing reasonable accommodations and support for students with disabilities during the examination process, in accordance with applicable both international and Kazakhstani laws and regulations.

3.6 If the child has SEND, before a child is admitted, parents have an obligation to provide complete information about their potential need for learning support, including details about any prior schooling where the child may have received behavioral and/or learning support.

IV. TEACHING AND LEARNING

4.1 Continuous professional development

Continuous professional development plays a pivotal role in supporting inclusive education. As educators are at the forefront of implementing inclusive practices, ongoing training and development are essential for building their capacity to cater to the diverse needs of all students. Through targeted

workshops, seminars, collaborative learning opportunities, and IEP meetings teachers and staff can gain a deeper understanding of inclusive strategies, planning for diversity, Universal Design for Learning, differentiated instruction, and individualized support systems. This development equips them with the skills and knowledge necessary to create accessible and inclusive learning environments that accommodate students with diverse abilities, backgrounds, and learning styles. Furthermore, teacher professional development fosters a culture of continuous improvement, encouraging educators to stay updated on best practices and innovative techniques in inclusive education. By investing in the professional growth of teachers, our school strives to foster a more inclusive and empowering educational experience that celebrates diversity and enables each and every student to thrive academically, socially, and emotionally.

- The School provides ongoing professional development opportunities for teachers to enhance their knowledge and understanding of inclusive education practices.
- Teachers are encouraged to engage in training programs, workshops, and conferences focused on inclusive teaching strategies, differentiated instruction, and supporting diverse learners organized by internal staff and partners (CCAAIBWS).

4.2 Curriculum Adaptation and Differentiation.

The School develops a curriculum that embraces the principles of differentiation and personalized learning, ensuring that all students can access and engage with the curriculum content at their appropriate level. Teachers use inclusive teaching strategies that accommodate diverse learning styles, provide multi-sensory experiences, and promote active student engagement. Inclusive support services (specialists' support) are provided to students with specific\extended learning needs, in collaboration with their teachers and parents, to enable their successful participation in the IB curriculum.

Teachers employ differentiated instruction techniques to tailor their teaching methods to suit the diverse learning styles and paces of talented and gifted students. This involves providing advanced or more challenging materials, allowing for independent study, or incorporating enrichment activities into the curriculum. This ensures that they are consistently challenged and engaged at a level that matches their abilities.

V. IDENTIFICATION AND STUDENT SUPPORT SERVICES

5.1 Identification of students' additional educational requirements includes the following steps:

1	Initially, the subject teacher determines who among the students has special education needs on their own by observation and discussion with the child's parents, finds and uses methods and techniques to arrange students' productive work
2	If the teacher finds that none of the aforementioned strategies work, they speak with the school's SEN Coordinator
3	A group of individuals is assembled, comprising a SEN Coordinator, psychologist, a subject teacher, school health personnel, a parent, a student and other specialists as needed
4	The team addresses the determined need for inclusion and collaboratively approves the student's special education needs
5	Within 4 weeks of the decision, the professionals should properly analyze the demands of the student following identification and team approval. The school may refer parents to other healthcare professionals (pedagogical-medical-psychological consultation\PMPC) outside of school that may help identify the support needs of the student and provide documented reports of the additional educational requirements.
6	Within 4 weeks of receiving an examination of the student's needs or a report from PMPC, an individual educational plan with suggestions for the current academic year\semester will be developed by an SEN coordinator in cooperation with specialists and subject teachers.
7	Individual educational plans are reviewed by parents or legal guardians, who either approve them or request revisions if they don't agree with them
8	Identification of needs and evaluation of learning outcomes are conducted on an annual basis

5.2 A model of student support at RIS

The School adopts a model of phased response to meeting diverse learning needs that requires the initial use of classroom and school resources before referring the student to a specialist or encouraging parents to have their child assessed/examined by healthcare professionals.

Phase 1	Whole School Support	<p>Every student has basic needs, such as the need to be respected and valued as well as the need to communicate, feel safe, and have a sense of belonging. Teachers must see their students' learning as occurring not only in the classroom but also in the larger context of the school's ethos and culture in order to meet these needs. For this reason, it's critical to consider how the school's ethos, culture, and learning environment convey to each student that they are valued and respected. Developing an inclusive ethos is largely dependent on how the school supports each student's moral, social, emotional, cultural, intellectual, and physical growth. Consequently, Riviera International School uses a school-wide approach of continuum support of students' progress.</p> <p>International Baccalaureate recommends “moving from the exclusive responsibility of specialists for students with different educational learning needs to joint planning by all teachers who are involved in the student’s education throughout the learning process” (MYP: From principles into practices, 2022), thus all teachers at RIS are teachers of students with special educational needs and it is responsibility of whole school community to support students with additional educational requirements. All staff are committed to creating an</p>
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		<p>inclusive environment to promote a sense of belonging for all students and eliminate any forms of discrimination.</p>
Phase 2	Classroom Support	<p>The most typical and first response to new needs is classroom support. It is a response for students who need learning strategies and behavioral patterns that are either different or in addition to those needed by peers and who have specific educational needs.</p> <p>At this stage, problem-solving usually starts when a teacher or parent expresses concerns about a particular student. The parents and teacher talk about the nature of the issue and potential solutions. Simple, informal problem-solving techniques are incorporated into classroom support.</p> <p>Teachers employ methods for teaching and learning that guarantee that each student in their class receives instruction that meets their needs. Instructors apply the following four good practice principles to ensure that all students have equal access to the curriculum: extending learning, valuing prior knowledge, affirming identity and fostering self-esteem, and scaffolding.</p> <p>To achieve a successful learning outcome, the school uses a differentiated approach in the classroom. Teachers make every effort to include this method in lesson design so that every student can gain from a differentiated learning experience by providing tiered assignments, flexible grouping, and scaffolded support to address diverse learning needs within the classroom. Additionally, classroom support includes accessible learning materials: textbooks, readings, and multimedia resources that are accessible to all students, including those with disabilities (hearing and visual impairments). Lesson observation records evidence of differentiation.</p>

Phase 3	Extended individual support	<p>The special educational needs of the student may not always be fully met by classroom support interventions. Enhanced support refers to the situation in which children and young people who present with more complex needs require more specialized service intervention, something that teachers are not expected to provide. At this point, the teachers must include the learning support team specialists in the problem-solving process, which entails more methodical information gathering as well as the creation and oversight of an IEP.</p> <p>Identification of a student with learning differences can occur at any age or stage of development. Learning differences may become apparent as a student progresses through the school. When a teacher or teachers observe that a student may need additional support, there is a clear referral process in place. This includes parental consent, pre-screening, the discussion and development of interventions, the creation of an IEP, and/or the referral to an outside pedagogical\psychological (pedagogical-medical-psychological consultation\ PMPC) assessment when needed.</p>
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5.3 Learning support team

The School established a learning support team consisting of SEN coordinator, specialized professionals, such as educational psychologists, speech therapist and defectologist. The learning support team has collaborative meetings according to schedule to plan, review, adjust student services, and to review each student's progress and evaluate the needs related to any new requests for observation. Prior to each meeting, members of the learning support team seek input as needed from teachers, IB Coordinators, heads of departments, medical staff, parents and/or students. The support team works collaboratively with teachers, parents, and external agencies to identify and address the individual needs of students requiring additional support. Individualized Education Plans (IEPs) are developed for students with significant learning needs to outline specific goals, accommodations, and interventions.

5.4 Individual education plan

The School provides students who have exceptional learning support needs with an IEP which is designed to meet the students' needs. The IEP identifies student strengths and any academic, social, emotional and/or behavior needs. It also lists learning objectives chosen in accordance with the student's zone of proximal development, classroom strategies to be used and assessment accommodations that will be provided. Based on the IEP students are placed in the learning environment that is the best fit in the least restrictive environment for their support needs. IEP is developed for one semester (two terms) and is reviewed by the end of each semester.

5.5 Support Services

After the process of identification of additional support requirements by specialists, consultation with a Learning support team, development of IEP, and signed parental consent following support is provided:

- In-class support through inclusive instruction and strategies on the IEP by subject teachers and assistants; Teachers implement accommodations and modifications to meet individual student needs, such as differentiated content, process and outcome, scaffolding, peer support, one-on-one instruction, preteaching, multisensory learning techniques, assistive

technologies, extra time for assessments, alternative assessment formats and physical adjustments to the classroom (lighting, seating arrangements) or individual support during office hours of subject teachers.

-In-class support by Learning support specialist for skill development and curriculum requirements;

-A combination of In-class and pull-out (group\one-to-one) specialized support (Speech therapist, Defectologist, Psychologist).

It is important to highlight that the **main and ultimate goal** of the provision of individual work with specialists at our school is the *complete independence* of the student.

5.6 Language support

The School prioritizes providing comprehensive language support for students whose first language varies from the language of instruction. We recognize the linguistic diversity within our student body and are dedicated to fostering an inclusive educational environment where every student can excel regardless of their linguistic background. The comprehensive strategies for language support are outlined in the school's Language policy in detail.

5.7 Gifted and talented student support services

5.7.1 In our School, we proudly acknowledge and celebrate the unique talents and abilities that each student brings to the learning community. We firmly believe that every student possesses distinct strengths, whether they are academic, artistic, athletic, or creative. Our commitment to recognizing and nurturing these talents is fundamental to creating a dynamic and inclusive educational environment.

5.7.2 The School embraces the understanding that talent manifests in various forms and may not always align with traditional measures of success. As such, we strive to identify and appreciate the diverse range of skills and capabilities that students exhibit. This recognition is not confined to academic achievements alone but extends to encompass a broad spectrum of interests. To cater to the varied interests and abilities of our student body, we proudly offer a wide array of extracurricular activities. These extracurricular programs are designed to provide students with opportunities to explore and develop their talents outside of the standard academic curriculum. Whether a student excels in

the arts, sports, sciences, leadership, or any other area, our goal is to offer a platform where they can further develop their skills and passions.

5.7.3 From art and music clubs to science and robotics teams, athletic competitions, and community service initiatives, our school provides a diverse range of extracurricular activities. This ensures that every student can find an avenue where they can not only express themselves but also discover new interests and talents and lead student-initiated clubs and activities

5.7.4 Through participation in extracurricular activities, students have the chance to connect with like-minded peers, learn valuable life skills, and pursue their passions with enthusiasm. We believe that these activities play a vital role in shaping well-rounded individuals who are not only academically proficient but also equipped with a diverse set of skills and experiences that will serve them well in the future.

5.7.5 The School establishes Olympic Reserve, which is a track for students with exceptional academic talents, where they can engage in more advanced discussions and projects. These enrichment activities provide a challenging and stimulating environment.

5.7.6 The School ensures access to well-equipped classrooms, libraries and virtual resources (EBSCO), laboratories, and other facilities that support advanced learning and allocate resources such as textbooks, technology, and materials needed for specialized subjects or projects. Additionally, the school facilitates research opportunities for academically talented students. This involves partnerships with research institutions (NURIS), industry professionals (Republican scientific and practical center “Daryn”, StemCo), or collaborative projects that allow students to apply their knowledge in real-world scenarios.

5.7.7 Recognizing that gifted and talented students may face unique social and emotional challenges, the School provides counseling services to help them navigate issues such as perfectionism, peer relationships, and stress management.

VI. ASSESSMENT

6.1 Assessment and Reporting

The SEN Coordinator, subject teachers and homeroom teacher evaluate

and report on the progress of students who require special educational support. At the end of each semester, teachers compile report cards that detail each student's academic progress in relation to the curriculum and evaluation standards based on the objectives stated in the IEP. SEN Coordinator additionally provides a formal evaluation report for each student with identified SEN by the end of academic year. At the IEP meetings, the Learning Support Team is informed of ongoing developments, which are also recorded in the minutes of those meetings.

6.2 Reasonable adjustments and assessment access requirements

In all areas of learning, inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Reasonable adjustments may be made to allow students with learning support needs to access the curriculum. These adjustments may involve changing aspects of the assessment or criteria used, but at no point involves altering the learning outcome. Some students may have learning support needs that prevent them from demonstrating their level of attainment without the use of inclusive assessment arrangements. These are intended to allow students to demonstrate their ability in assessment conditions that are as fair as possible.

Typically this involves students with long-term or permanent challenges that have been consistently documented. The IB allows for a range of inclusive assessment arrangements without prior authorization. The School provides these arrangements as needed for a student within the course of study or practice exams based on the IEP for each student.

6.3 Assessment accommodations for students with SEN

Any organized conditions take into account the individual characteristics of the student. At the same time, the provided conditions for evaluation should not give the student an advantage over other students during the assessment process.

According to the IB principles, the same standards of assessment are applied to all candidates, regardless of whether or not they have learning support requirements. Inclusive assessment arrangements are intended to reduce the adverse effects of a candidate's long-term challenge(s) when demonstrating his or her level of attainment. (IBO, 2009)

Access arrangements
for the course of study:

- provision of access to learning and teaching with suitable inclusive access arrangements;
- planning the inclusive access arrangements at the start of the course;
- incorporating the inclusive access arrangements as the usual way to access classroom work and tests;
- ensuring that the inclusive access arrangements are carefully individualized, evaluated, and monitored; reflect the optimal support that student requires; are based on current, not past requirements.

for examination:

The School will follow the requirements and procedures stipulated by IBO in Access and Inclusion policy guidelines and procedures (2018) and Diploma Programme Assessment procedures (2019) to request inclusive access arrangements for and during the examination in DP.

VII. RESPONSIBILITIES OF THE SCHOOL'S ALL PARTIES

Senior leadership team:

- Developing and implementing policies that promote inclusion, diversity, and equal opportunities for students with SEN and ensure that school policies align with legal requirements, IB standards, and best practices in inclusive education.
- Ensuring that the school's physical environment is accessible to students with physical disabilities and that necessary accommodations are in place.
- Allocating resources, both human and material, to support students with SEN effectively. This includes funding for specialized staff, assistive technologies, training and professional development and other accommodations.

SEN Coordinator:

- Conducting or coordinating assessments to determine the nature and extent of students' needs.

- Developing and implementing individual education plans (IEPs) for students with SEND, outlining specific goals, strategies, and accommodations.
- Ensuring that teachers and specialists are aware of and able to implement the necessary support strategies. Providing ongoing professional development and training to teachers and support staff on topics related to inclusive education and effective teaching strategies.
- Facilitating communication and collaboration between teachers, support staff, parents, and external agencies to identify students with special educational needs.
- Establishing and maintaining relationships with external agencies, NGOs, research centers, specialists, and professionals who can provide additional support or services to students with SEND.
- Promoting inclusive practices within the school to ensure that students with SEND can fully participate in all aspects of school life.
- Coordinating and managing resources, materials, and assistive technologies needed to support students with SEND. Advising on physical accessibility and accommodations within the school environment.
- Collecting, analyzing, and documenting data on student progress, outcomes, and the effectiveness of support interventions. Using data to make informed decisions about support strategies and resource allocation.
- Maintaining accurate and confidential records of students with SEND, their learning support plans, assessments, and progress.
- Ensuring compliance with legal requirements and educational policies related to special education.
- Keeping up-to-date with changes in legislation and policy that affect students with SEND.
- Collaborating on transition plans for students moving between different educational stages, ensuring a smooth transition and continuity of support.
- Regularly reviewing the effectiveness of support strategies and making adjustments as needed.
- Participating in school-wide evaluation processes to improve the overall quality of inclusive education provision.

Specialists (psychologist, speech therapist, medical staff):

- Conduct comprehensive assessments of students' cognitive, academic, social, emotional, behavioral functioning and potential health concerns.
- Provide counseling and therapeutic interventions to support students' social and emotional development, addressing issues such as anxiety, depression, trauma, and social skills deficits.

- Offer consultation and guidance to teachers and staff on classroom management strategies, positive behavior support techniques, effective instructional practices and health education.
- Participate in multidisciplinary team meetings to review student progress, discuss concerns, and coordinate interventions and support services.
- Conduct workshops and training sessions for parents, teachers, and staff on topics related to mental health, behavior management, and inclusive education practices to support the overall well-being and academic success of students with special educational needs.
- Maintain accurate and confidential records of assessments, interventions, and progress monitoring data in compliance with legal and ethical standards.
- Conduct comprehensive evaluations of students' speech, language, and communication skills to identify areas of need and determine eligibility for services. Develop and implement individualized treatment plans and goals based on assessment findings, targeting areas such as articulation, phonology, language comprehension, expressive language, fluency, and social communication.
- Provide direct services to students individually or in small groups, utilizing evidence-based techniques and materials to address communication goals and objectives.
- Collaborate with teachers and other professionals to integrate goals into the classroom curriculum and instructional activities, ensuring a cohesive and supportive learning environment for all students.
- Conduct screenings and provide education and training to school staff and parents on early identification of health-related topics and special educational needs and disabilities.

Homeroom and subject teachers:

- Adapting teaching methods, materials and environment to meet the diverse learning needs and abilities of students with SEND according to IEPs.
- Modifying assignments and assessments to ensure they are accessible and appropriate for each student.
- Trying various teaching strategies and techniques to find the ones that work best for each student's learning style.
- Fostering an inclusive and supportive classroom environment where all students feel valued and respected.
- Collaborating with teacher assistants, SEN Coordinator, and other professionals to implement individualized support plans effectively.
- Following the recommendations outlined in students' IEPs to provide targeted interventions and accommodations.

- Assessing students' progress regularly and adjusting instructional strategies based on their performance.
- Collaborating with the Learning support team to identify changes in students' needs and adjust support accordingly.
- Communicating openly and effectively with students, parents, and support staff about students' progress, needs, and challenges.
- Keeping students' personal information confidential
- Encouraging independence and self-advocacy skills by gradually reducing support as students develop their abilities.
- Engaging in ongoing professional development to enhance knowledge and skills related to teaching students with SEN.
- Maintaining open lines of communication with parents and caregivers to share updates, insights, and strategies.
- Being sensitive to cultural differences and adapting teaching approaches accordingly to provide culturally responsive education.
- Regularly reflecting on teaching practices and strategies to identify areas for improvement and growth.

Students

- Celebrating and appreciating the diverse talents, abilities, and perspectives that each student brings to the classroom.
- Embracing and including students with SEND as valued members of the classroom and school community.
- Making an effort to get to know them, interact with them, and treat them with respect and kindness.
- Offering help and support to students with SEN when needed, whether it's with assignments, finding their way around the school, or engaging in activities.
- Being patient and understanding if a peer needs more time or assistance to complete tasks or participate in activities.
- Standing up against bullying, teasing, or exclusion of any student. Advocate for a safe and welcoming environment.
- Showing empathy by listening to different perspectives and offering encouragement.
- Communicating clearly and respectfully with peers who may have communication differences or challenges.
- Collaborating with students with SEND on group projects and activities, ensuring they have opportunities to contribute their ideas and skills.
- Including students with SEND in social activities, games, and conversations to foster friendships and connections.

- Advocating for the rights and needs of students with SEND within the school community and working toward ensuring they have equal opportunities.
- Helping inform classmates about the challenges and strengths of students with SEN, promoting awareness and understanding.
- Modeling respectful behavior, kindness, and inclusivity to set a positive example for others in the school community.

Parents

- Maintaining regular and open communication with teachers, SEN coordinator, and other staff members to stay informed about their child's progress and needs.
- Sharing comprehensive and accurate information about their child's strengths, challenges, and specific needs to aid in creating effective support plans.
- Collaborating with school staff to establish a strong partnership that focuses on the child's overall development and success.
- Provide complete information about potential need for learning support of their children, including details about any prior schooling where the child may have received behavioral and/or learning support.
- Attending meetings related to their child's education, such as Individualized Education Plan (IEP) meetings, to contribute insights and collaborate on strategies.
- Reviewing and providing feedback on individualized support plans, ensuring they accurately reflect their child's needs and goals.
- Reinforcing learning at home by collaborating with teachers to align teaching strategies and activities with what's being done in the classroom.
- Educating themselves about their child's specific learning needs and staying informed about best practices in special education.
- Recognizing and celebrating their child's achievements, no matter how small, boosts their confidence and motivation.
- Providing feedback to the school about what's working well and what can be improved in terms of support and communication.
- Participating in workshops and training sessions offered by the school or external organizations to enhance their knowledge and skills.
- Encouraging their child's independence and self-advocacy skills, allowing them to take ownership of their learning journey.
- Establishing positive relationships with other parents in the SEN community to share experiences and insights.
- Paying attention to their child's emotional well-being and providing the necessary support to help them cope with challenges.

Confidentiality and Communication

Our School respects the privacy of students and their families and treats all student information as confidential. Any information relating to the support of student learning including all testing documents is kept in their personal file and a secure location. Data held by the school about any student remains confidential. Only after consultation with parents will the information be shared with staff directly responsible for the student's education.

By implementing this policy, the School aims to create an inclusive learning environment where all students have the opportunity to thrive academically, socially, and emotionally, fostering their holistic development and preparing them to become responsible global citizens.

VIII. MONITORING AND EVALUATION

The School regularly monitors and evaluates the effectiveness of its inclusive education policies and practices. Data are collected and analyzed to assess student progress, the impact of interventions, and the satisfaction levels of students, parents, and staff. The school will use the findings to identify areas for improvement and refine its inclusive education strategies.

Policy Review

The School admits that effective school policy writing requires the collaborative input of various stakeholders to ensure well-rounded and inclusive guidelines. This policy is reviewed periodically, in consultation with school administrators providing leadership and vision, teachers offering insights into practical implementation, parents contributing perspectives on student needs, students for their unique experiences, support staff, special education professionals, curriculum specialists, and health and safety personnel. Any necessary updates or revisions will be made based on best practices, research, and legal requirements related to inclusive education. The updated version of inclusive education policy will be published on the school website, key policy changes will be shared during information sessions, coffee mornings and meetings with staff, parents, and students.

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Reviewed

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19.01.2024	Moldir