



المدرسة الأمريكية الخليجية
AMERICAN GULF SCHOOL

IB Inclusion Policy and Procedures

Principal's Message

Dear Parents,

At American Gulf School, our school policies are developed keeping in mind the IB philosophies, standards, and practices. It is our goal to exhibit the principles of the IB learner profile and the IB mission in each of our policies.

Our policies have been developed through discussions with teachers, parents, and students to determine both content and layout. These are the policies mandated by the IB:

- Admissions ○ Inclusion ○ Language ○ Assessment ○ Academic Integrity

American Gulf School is proud to be a growing, diverse community that leads the way in international mindedness and tolerance in our region. We intentionally include and appreciate students of all identities, learning abilities and language backgrounds, with the assurances that we will cater for their needs.

In each of our policy documents, you will find the philosophy of tolerance driving the policy, our students' rights and community responsibilities. Each policy will have a description of how it promotes the IB learner profile, and links to the other policies.

With your help, our students will know their right to this education and appreciate that they have a responsibility to enable the rights of others. We will work together to achieve an Education Done Right.

Thank you, in advance, for reading these policies thoroughly.

Warmest regards,

Ms. Vanda Gammoh

Principal

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Our Guiding Principles

IB Mission

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.

American Gulf School Vision

We aim to create an environment where everyone aspires to build a peaceful world, to grow through intercultural understanding and respect, and to succeed in the 21st century.

American Gulf School Mission

To provide a safe, friendly learning environment where our learners follow an innovative evolving 21st-century curriculum that promotes design thinking skills. We will focus on nurturing academic excellence through fun and engaging lessons that will encompass our values in our internationally minded future leaders.

Inclusion Policy

Inclusion Philosophy

At American Gulf School, we aim to identify and provide for learners with diverse needs and to ensure inclusive learning is always maintained. We also ensure learners with diverse needs have access to a broad, balanced, and relevant curriculum so they can reach their full potential and enhance their self-efficacy. In achieving this, AGS provides a caring environment, and a rigorous and diverse curriculum and cocurricular program, within which learners have opportunities to learn and develop to their full potential.

Person	Rights	Responsibilities
STUDENTS	<ul style="list-style-type: none">○ To be taught in an inclusive learning environment○ To be understood as an individual<ul style="list-style-type: none">○ To learn without barriers	<ul style="list-style-type: none">○ To proactively engage with students of all needs○ To promote tolerance and respectfulness○ To show empathy and awareness
PARENTS	<ul style="list-style-type: none">○ To be informed on progress and development○ To meet regularly with the academic team	<ul style="list-style-type: none">○ To be aware of the policy and the steps required from their side○ To promote and use strategies at home to ensure continuity
TEACHERS SLT,	<ul style="list-style-type: none">○ To have access to professional development on SEND○ To have access to resources and support	<ul style="list-style-type: none">○ Creates community links that promote inclusion○ Celebrate events and activities that promote diversity

Rights and Responsibilities

[Inclusion and the Learner Profile](#)

Principled: We act with fairness and respect for the dignity of our students. We consider the consequences of decisions as we make them.

- Caring: We show empathy, compassion, and respect for the needs of our students and our community. We try to make a positive difference in people's lives.

Balanced: We understand that intellectual, physical, and emotional status is important for a student's well-being. We will strive to meet all three of these needs for students.

[Links to Other Policies](#)

[Inclusion Policy and Assessment Policy](#)

At American Gulf School, Students with identified learning difficulties are allowed inclusive access arrangements and reasonable adjustments (e.g., additional time, use of assistive technology, breaks etc.) for all assessments in one or more subjects throughout the year, as appropriate to their needs. In the DP and CP, particularly, the procedure for identifying students' needs and granting access arrangements requiring authorization follows the IB Access and Inclusion Policy requirements and is listed in the students' Individualised Education Program.

[Inclusion Policy and Admissions Policy](#)

During the admissions process, applicants will need to provide complete documentation of their academic history, educational evaluations, and details of extra academic or specialist support they have had or are currently receiving (evaluation reports, individualized learning plans or individualized education plans, documentation of diagnosis, etc.).

[Inclusion Policy and Academic Integrity Policy](#)

All students are provided with detailed guidance in developing the skills necessary to uphold academic honesty standards. Subject teachers are responsible for defining and instilling academic honesty skills within their subject group and the school librarian organises seminars on related topics (plagiarism, copyrights, etc.). In MYP, DP and CP,

students with identified learning difficulties receive individualised checklists to ensure that requirements for tasks are met, including aspects of academic honesty such as in-text citations, referencing work of others and paraphrasing.

[Inclusion Policy and Language Policy](#)

All teachers at American Gulf School are considered to be language teachers and are provided with training on techniques and procedures for supportive language learners and non-native speakers in their classrooms. This becomes an important part of lesson planning and execution to ensure that there is strong differentiation, collaboration, and extension. This is monitored through data, lesson observations and informs next steps in teaching and learning.

Inclusion Processes

Inclusion Team

Inclusion team is lead by the Head of Inclusion who is supported in the role by the Senior Leadership Team. The learning support team consists of learning support assistants, the school wellbeing team, and the school counsellor. If required, the Head of Inclusion may request that parents seek help from outside agencies on a case-to-case basis.

Inclusion Arrangements

At American Gulf School we have endeavoured to be as accessible as possible both in curriculum and physically:

- Ramps
- Wide doors to accommodate wheelchairs
- Specialist teachers (Reading specialist/ELA Specialist) ○ Intervention sessions ○ IEPs ○ Trained teaching assistants ○ Use of online learning platforms ○ Extensive support and communication with parents via the Head of inclusion and class teachers Collaboration with outside specialists for further support and resources

At AGS a range of interventions is used to support learners with learning disabilities and/or difficulties within the school and is determined through observations, referrals, assessments, and external reports. Intervention may include (but is not exhaustive): ○ Screening ○ Support within class ○ Group support (push in/pull out) ○

Interviews ○ Academic support plan (Level 1) created by the collaboration of the Head of Intervention, class teachers, specialist teachers, learners, and parents (if appropriate) ○ Behaviour intervention plan (Level 2) created by the collaboration of the Head of Intervention, class teachers, specialist teachers, learners, and parents

(if appropriate) ○ IEP (Level 3) created by the collaboration of the Head of Intervention, class teachers, specialist teachers, learners, parents (if appropriate), and outside specialist agencies (if appropriate)

The provision of support is flexible and tailored to the learner's needs.

Gifted Arrangements

Appropriate placement, curriculum, and pedagogy will influence Gifted and Talented learners' motivation, engagement, and social and emotional well-being. Each learner is assessed individually to identify the areas where they show signs of being gifted and/or talented, each area and learner will require different types of educational provision. Most gifted and talented learners can be taught in lessons with an extensive and rigorous differentiated curriculum.

Differentiation

Differentiation will happen naturally in class at American Gulf School through content, process, environment, or product to pay particular attention to the learners' interests, readiness, or profile to increase learner motivation, skills or strengths.

Types of Plans

Plans for students who require them may include:

In Class Support (push-in) Learning Support teacher supporting in the classroom

Pull Out Support One-to-one or smaller group setting to emphasise on specific learner goals

IEP Individualized education plans/programs which is in collaboration with private sector providers, the school, the parents, and teachers to ensure the students needs are being catered for. This may be academic, wellbeing or behavioural. IEPs should be supported with updated medical information.

ISP Individual support plan which is created internally to support students who require additional help but may not be requiring outside intervention.

BSP Socio-emotional support can be given through a behaviour support plan. We have on site counsellor, supervisors and coordinators who can support students. If the case is severe, parents will be informed to seek guidance from a private provider.

Referral Process

The referral process consists of:

1. Teacher submits concern form to the Head of Inclusion
2. Head of Inclusion and the team conduct observations and interviews to ascertain solid data on the student
3. Findings are discussed with the parents and may be referred to outside professionals to assist with the IEP or provided with a LSP
4. The BSP, IEP or LSP is discussed with the concerned teachers to ensure implementation
5. There are regular check ins and follow ups with the student and parents

Inclusion and External IB Assessments

In line with the IB Access and Inclusion Policy, if a student is meeting the requirements for access arrangements, they must be authorized by the IB. IB Coordinators must apply for the access arrangements in a timely manner and it is the responsibility of the family to provide correct and updated documents (such as medical, psychological, psycho-educational documentation or a language report) when required to do so to facilitate this process. Inclusive arrangements must be submitted to IBIS at a minimum of six months before the written examinations.

IB Standards and Practices for Inclusion

Culture 2: The school implements, communicates, and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)

Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)

Culture 2.2: The school identifies in its inclusion policy all of its legal requirements and outlines the school's IB structures and processes for compliance. (0301-02-0200)

Culture 2.3: The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes. (0301-02-0300)

Culture 6: The school implements, communicates and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06) Culture 6.1: The school implements processes with consideration of the relationship between its IB-mandated policies. (0301-06-0100)

Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

Culture 6.3: The school considers physical and virtual spaces in all of its IBmandated policies. (0301-06-0300)

Culture 6.4: The school articulates a planned integration of human, natural, built or virtual resources in all of its IB-mandated policies. (0301-06-0400)

Culture 6.5: The school considers the learner profile in all of its IB-mandated policies. (0301-06-0500)

Culture 6.6: The school considers international-mindedness in all of its IBmandated policies. (0301-06-0600)

Culture 6.7: The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (0301-06-0700)

Cycle of Review

Following a full review by teachers, students, parents, the Pedagogical Leadership Team and the Board of the school, this policy has been published in December 2022 and applies from January 2023. After this point, all policies will be reviewed and updated during August inset each year.