



**SPRINGDALE**  
INTERNATIONAL SCHOOL

# **Inclusion Policy**

## **2022-2023**

## **PURPOSE AND GENERAL PRINCIPLES**

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The purpose of this document is to outline the Inclusion Policy at Springdale International School (SDIS). The Inclusion Policy illustrates how classroom best practice, as well as formative and summative assessments, should be diversified and differentiated based on students' individual needs.

This policy is developed by a committee that includes members from the senior leadership team and from the faculty. It is shared on the school website for the students, parents and staff. This policy is subject to review annually and we plan to include students and parents' representatives in the review committee.

### **Rationale**

This policy is to ensure that all SDIS students are provided the necessary support to allow them to achieve their academic success and to reach their maximum potential as they progress through the learning process at SDIS.

### **Inclusion policy steering committee members:**

Sanjida Rahman (Lead)	Homeroom Teacher
Sameeha M Khan	Homeroom Teacher
Salma Saayer	Admission Officer
Taslima Khatoon	Head of Primary & PYP Coordinator

**Policy developed in 2022-2023**

**To be reviewed in 2024-2025**

## SDIS Vision

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To build a gifted future generation who will cherish our values and become custodians of a just, viable future.

## SDIS Mission Statement

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Springdale International School engages, enlightens, and empowers a learning community where students are nurtured to see themselves as people of substance and character so they can contribute to a changing global society.

## IB Mission Statement

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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.

## What is inclusion?

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Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.

Inclusion is an organizational paradigm that involves change. It is a continual process of increasing learning and participation for all students. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment. It is an educational approach to which all schools should aspire.

Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community.

## SDIS Inclusion Commitment

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SDIS has a clear strategy for working with and encouraging parents to play an active role in the education of their children. The School management team, teachers, teaching assistants, and the non-academic staff are fully aware that children with special educational needs have significantly greater difficulty in learning and development than the majority of students of the same age.

Our aim is to provide each student with the best chance to meet his/her maximum learning potential. In order to do that, we must address the short-term and long-term needs of each individual student and provide support in the most appropriate setting with the available resources.

The school is committed to providing equal opportunities for learners, regardless of religion, race, gender or capability in all aspects of school. We promote self and mutual respect and a caring, non-judgmental attitude throughout the school. SDIS ensures that the needs of all, regardless of gender, ethnicity, culture, religion, language, sexual orientation, age, ability and social circumstances are taken into account.

## **SDIS SEN Support**

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SDIS doesn't have a specialized department/capacity for students with speech, auditory, visual impairment, severe psychological, social/emotional needs. Based on the strength of our resources, SDIS presently takes admission of students who require mild SEN support, prescribed from a licensed medical practitioner. Students who need to use wheelchairs have access to a lift.

When the student already has an identified special education needs; homeroom teachers/subject teachers/coordinators/head of school shall take necessary actions to overcome or control the different abilities. Facilitation will usually be provided in their homeroom, sometimes with the help of a shadow teacher.

When a child has special educational needs, they may need extra help in a range of areas, such as; for schoolwork, reading, writing, numeracy interventions or understanding information, expressing themselves or understanding what others are saying, making friends or relating to adults, behaving properly in school, organizing themselves, some kind of sensory or physical needs which may affect them in school etc.

When a student is not responding to specific education learning and development tools used in their regular classes; the teacher/instructor shall follow the following procedures:

### **Procedure for Referral and further support**

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- Students who show signs of special education needs will be first recommended to go for a diagnosis and clinical check-up. Following the findings of the diagnosis, they will be provided with additional help and if needed a shadow teacher.
- Students who needs extra help with language are being provided with EAL lessons.
- Students who needs additional help in English or Mathematics are being provided with additional lessons in English and Maths through Student Support Services.

### **Action Plan**

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Working towards the vision of SDIS, the following will be implemented by the year 2024.

- Tie up with organizations specializing in Special Education Needs (E.g. IamMotherly, LifeSpring, etc.) to provide our teachers with assistance and training on dealing with SEN children within the classroom.
- Language Lab to support students with need for assistance in Language learning

## Credit

[https://resources.ibo.org/ib/works/edu\\_11162-38434?lang=en](https://resources.ibo.org/ib/works/edu_11162-38434?lang=en)

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