



Inclusion Policy



**The Arab Evangelical Episcopal Church
Council (Ahliyyah & Mutran)**



Inclusion Policy

• **Philosophy:**

- We believe ourselves to be a dynamic learning organization that creates and nurtures a safe, well-balanced learning environment. By identifying and tackling barriers to learning, we increase access and engagement for all learners. Our school community embraces diversity and collaborates to provide the best possible education and learning environment for all learner.

• **Aims:**

- To implement inclusive education to cater for the educational, social, emotional, and physical needs of our learners and contribute to their overall well-being.
- To implement a comprehensive and integral model of education that promotes inclusiveness, wellbeing, and holistic development.
- To promote and embrace attitudes that are conducive to the creation of a healthy environment where all members of our community, regardless of their differences, are accepted, nurtured, and their learning needs are attended to. These attitudes should extend to the school community.
- To meet the local and national obligations on inclusion based on the Text of Article (18/h) of the Law on the Rights of Persons with Disabilities (20) of the Year 2017 and follow the 10-Year Strategy for Inclusive Education, as well as meeting the international obligations; Salamanca statement 1994, Convention on the rights of persons with disabilities UN 2006 and SDG (Sustainable Developmental Goals) UN 2015 “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.



● Procedures:

- The school allocates an appropriate amount of its budget to cover the expenses of the services provided to our students at no extra cost to learners benefiting from those services.
- The school develops its methods, tools, and interventions to support all students to reach their full potential.
- The school provides optimal support and equal opportunities for all learners to participate in curricular and/or co-curricular activities throughout their educational journeys at the school.
- The school engages educators in high quality pre- and in-service training to support professional development related to their field of practice and in line with our philosophy of inclusion.
- The school coordinates with parents for the learners' best interests, concerning any educational and/or academic decision(s) made.
- Al-Kashef Center, the Well-being department, and the health personnel coordinate to follow up on and support learners through any emotional, psychological, or health/medical matters.
- Al-Kashef Center supports academic departments in following up on learners' academic progress. The process requires continuous observation and ongoing assessments to meet different learning needs.
- The teachers proactively plan the units, and they meet regularly to reflect and modify according to the students' needs, to ensure curricular access to all.
- Screening of students happens in school and referrals are made when outside expertise is required.* Once the test is conducted and the report is issued, a meeting is held between the assessor, parents and concerned teachers, to discuss the results, recommendations, and interventions.

**The School (Al-Kashef, Well-being Department, Medical Personnel) is the only officially recognized body to refer students to outside centers.*



- Access arrangements and/or learning plans are monitored and reviewed throughout a student's learning journey through the different programs (PYP, MYP, DP/CP).
- The provision of Inclusive Access Arrangements (IAA) is accurately planned and provided for the PYP, MYP, DP and CP eligible candidate learners as needed.
- The IAAs granted are in line with the IB Access and Inclusion Policy. They reflect the learners' usual way of working and are neither more nor less than what they require.
- Holistic education is ensured through collaboration between Al-Kashef Center (educational), the Well-being Department (psychoeducational) and the Health Personnel (medical) to meet the learners' needs.

• Rights and responsibilities

Rights

- The students have the right to a safe, well-balanced, respectful and inclusive learning environment.
- The teachers have the right to work in a safe, respectful, well-balanced and inclusive school environment.
- The parents have the right to advocate for their child's well-being and academic needs.

Responsibilities

- Students help provide a safe, well-balanced, respectful and inclusive learning environment for themselves and others by being open-minded, respectful of others and responsible for their own actions.
- Teachers provide a safe, well-balanced, respectful and inclusive learning environment for students by identifying and tackling barriers to learning, encouraging students to express freely and share their experiences through exploring different perspectives. They model respect, make sensible decisions and differentiate the curriculum to reach all learners using diverse resources.
- Parents are responsible for collaborating with the school and providing feedback to help in developing the school's support system to meet their child's needs.



- **Al Kashef Center**

- Al Kashef Center was established in 1995 for inclusive education at the Ahliyyah School for Girls and Bishop's School. Al Kashef's mission is to empower students to reach their full potential, by providing a safe environment that celebrates differences, supports learning with methodologies that are designed to leave no student behind, and ensure that all students have the opportunity to master the skills needed to become successful lifelong learners.

- **Responsibilities of Al-Kashef Center:**

- To structure, monitor and coordinate the inclusive education provisions through a coordinator who is assigned to each division.
- To provide in class support provision through: monitoring support students' performance and attainment levels, modifying the plans and instructions, implementing individual plans and interventions to accommodate learners needs.

- **To provide support provision that meets the needs of each key stage, as follows:**

- K1-K2: Our Occupational and Speech and Language Therapists monitor and identify the learners' needs and decide if early intervention is required. Early interventions and in class support is offered to all learners.
- K-5: Support teachers collaborate with the homeroom teachers to provide in class support for learners in all subjects upon need.
- 6-10: Support teachers collaborate with the subject teachers (Arabic, English and Math) to provide in class support for learners upon need.
- 11-12: Students are provided with IAAs to remove or reduce barriers to learning and to increase access and engagement.
- To securely document learners' academic information as well as the support provision, through collective data added to the school's documentation system.



- To manage the documentation system data entries by the Administrative Coordinator and ensure that access is provided only to concerned parties.
 - To coordinate the passing on of information at transition stages—changing schools, changing divisions within schools, and changing campuses through sharing the required information with the parties concerned.
 - To develop the skills and knowledge of our school community regarding the learners' needs, during weekly meetings and professional development sessions.
 - To build good connections with other centers in Jordan and abroad to keep abreast with the developments in the field and to refer learners for screening to centers that provide services that are not offered at the school.
 - To create open communication channels with parents and the school community by raising their awareness and involvement.
 - To administer different screening and diagnostic tools to identify the learners' strengths, challenges and decide on interventions, strategies and tools that will maximize learning.
 - To provide IAAs that tackle barriers to learning and to increase access and engagement for all learners (K-12).
 - To constantly revise and reflect on our inclusion provision in terms of in-class support and intervention; teachers' qualifications; monitoring students' performance and attainment levels; and accommodating everyone.
- **The school has in-school expertise in the field of inclusion, including membership in the Higher Council for the Rights of Persons with Disabilities, and collaborates with other local professionals and service providers in the field. In-school expertise includes:**
 - Educational psychologist
 - Special educational needs specialists
 - Speech and language specialist
 - Occupational therapist
 - Irlen diagnosticians and screeners



- Certified Assessor in educational testing (CCET)
- Brain training programme trainers
- Language specialists
- Medical doctor
- Medical nurse
- School counsellor (Preventive Mental Health)
- Mental Assessment and Diagnosis specialist
- ISENCO (International Special Educational Needs Coordinator)
- Certified members of the school's staff are qualified to perform the following tests that are available at school:
 - Irlen Syndrome screening test (Scotopic Sensitivity Syndrome)
 - Irlen Filters diagnostic test (Irlen Spectral Filters)
 - Battery of auditory and visual perception tests (Princess Sarvath College)
 - Achievement Test in Arabic language (Princess Sarvath College)
 - Achievement Test in Mathematics (Princess Sarvath College)
 - Wide Range Achievement Test (WRAT 4) for English Language and Math
 - Battery of Tests for Cognitive Abilities
 - PLS3- assessment tool. (Preschool Language Scale)
 - Woodcock Johnson IV Tests of Cognitive Abilities and Woodcock Johnson IV Tests of Achievement (Arabic version)
 - If further tests are required, referrals are made to other centers and specialists.
- **The Center plans to extend its line of expertise through the recruitment of more:**
 - Certified teachers in the field of special education
 - Certified assessors and diagnosticians
 - Clinical/ educational psychologists
 - Counsellors
 - Certified SENCO
 - Trained shadow teachers



- **The Wellbeing Department**

The wellbeing department at Ahliyyah & Mutran was established in 2018, and is devoted to augmenting and reinforcing the social, emotional, and physical wellness of our students and our staff. We use a two-pronged approach of data driven prevention and intervention to achieve this goal.

- **Responsibilities of the Well-Being Department**

- **PREVENTION:** Our prevention strategies are focused on developing intrapersonal and interpersonal awareness and skills in our students, fostering positive relationships amongst them, as well as between students and teachers, and on cultivating a sense of belonging to our school and community. We also develop strategies for key social/emotional issues at the different academic stages. This is done through a comprehensive wellbeing program that is delivered along a continuum of learning (K-10). These endeavors are supported by clear policies and procedures which have been developed and implemented by the school.
- The department acts as a focal point for wellbeing activities and initiatives within the schools, by providing a cooperative mechanism, synchronizing and coordinating the efforts of the various individuals, sections, and departments that actively contribute to this cause.
- We continuously strive to build the capacity and knowledge of staff to enable them to deal effectively and positively with the different age groups, keeping our educators abreast with the latest international research developments. The department also organizes and holds constructive conferences and workshops and hosts high caliber motivational speakers, often inviting parents to benefit from these sessions.



Curricula, activities, programs, and campaigns all contribute to creating an atmosphere infused with positive energy and empowerment, fostering empathy, resilience, and learning in our students.

- **INTERVENTION:**

- Our team of qualified professional counselors provides support to students who require their help, and they administer screening tools to identify students who may need social or emotional support as necessary. They offer individual counseling using cognitive, behavioral and/or solution focused approaches, depending on student needs. The services they offer maintain the most up-to-date international standards, confidentiality, and allow for the referral of parents and students to qualified professionals outside the school when needed.

- **Health Personnel:**

- The school's health personnel team is comprised of a number of qualified nurses headed by a school doctor. Each section has at least one nurse responsible for any health matters in each division, and for providing health services to all students and staff of that division.

- **Responsibilities of the Health Personnel**

- The school doctor has all students' medical history that has been collected through family information and/or student history. Sometimes, teacher observations are reported to the school doctor and are also included in a student's file. Students with known medical cases are monitored and supported throughout their school years. The school doctor will review each candidate that may be eligible for medical allowances and collect a full anamnesis and evaluate their clinical/medical situation.
- If found eligible for IAAs, the family will provide an exhaustive and current medical report by the main treating doctor(s).
- The school doctor will complete the necessary documentation which includes an additional medical report to confirm the candidate's medical condition, focusing on



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(Ahliyyah & Mutran)**

its effects on the candidate's school activities and the completion of the IB's IAA application.

- This policy and its procedures are executed through coordination between all parties concerned: Superintendent, School head, division heads, program and subject coordinators, Al-Kashef Center, the Well-being Department and health personnel, teachers, parents, students.



- **References**

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- International Baccalaureate Organization. 2014. Candidates with assessment access requirements. Geneva, Switzerland.
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NOTE: All school policies are reviewed and updated at the end of every academic year by the concerned teachers, Programme Coordinators and Heads of Divisions. Those interested in joining the revision committee are invited to do so when the opportunity is advertised