



ADOPTED

on September 1st, 2021, on the basis of directive no 1-7/3
of the Director of Audentes International School

AUDENTES INTERNATIONAL SCHOOL INCLUSION POLICY

PHILOSOPHY OF INCLUSION

Our inclusive policy is shaped by the belief that all children deserve a rights-based education system, which means that children should be seen as holders of the right to education. This implies that the right to have access to education must be respected and that human rights must be applied in education and promoted through it. We commit to professional development to support teachers with inclusion practices to make this a reality. We also differentiate our instruction and provide accommodations and/or modifications for our students with learning support requirements to aid in their success in the School's curriculum.

INCLUSION IN PRACTICE

As a private school in the state Republic of Estonia, we follow all state regulations regarding the inclusion policy.

INDIVIDUAL EDUCATION PLANS (IEP)

Students who are identified with cognitive, social/emotional or physical challenges that impair their daily living or learning activities are entitled to educational accommodation plans and/or health plans. These plans will provide students' access to the School's curriculum, instruction and assessment through an accommodation plan and/or a health plan. Teachers will be informed of their specific responsibilities for implementing accommodations at the beginning of each school year and as needed.

Students' accommodations and/or modifications will take place in the classroom but may also include the following, depending on the individual Student need: an **online course** or **specialised instruction** with intensive individualised support towards IEP goals.

INCLUSION IN THE DIPLOMA PROGRAM

The School offers an array of support and inclusion services. A distinction is made between special arrangements for the IB assessments and other additional support provided by the School.

SPECIAL ARRANGEMENTS FOR IB ASSESSMENTS

In order to receive special accommodations in the IB Diploma Programme assessments, the following steps need to be taken at the beginning of grade 11:

- Legal guardians must give consent to seek inclusive arrangements on IB Diploma Programme assessments.
- Submission of a psychological/psycho-educational/medical report [1] and educational evidence from the School to the IBO via the IB DP Coordinator. For additional language learners, the report of the language test will serve as psychological evidence. **A medical or**

psychological evaluation must have been undertaken no earlier than the previous academic year before the start of the candidate's study of the Diploma Program.

Some flexibility will be allowed for candidates with permanent sensory and/or physical challenges.

Students can receive a variety of accommodations on IB DP assessments. It is essential to identify the accommodations early in the IB Diploma Programme so that students familiarise themselves with the accommodations in preparation for the formal IB Diploma Programme assessments.

The School will ensure that all IB authorised accommodations are provided for students on formal IB Diploma Programme assessments, including Internal Assessments, External Assessments, and IB DP Final Examinations.

ADDITIONAL SUPPORT PROVIDED BY THE SCHOOL

The team of teachers and administrators, including the Academic Advisor, constantly communicates with the students. Students are encouraged to share any issues they might have.

The Academic Advisor supports school-related problems and questions (subject choices, learning difficulties, time management, university applications, and so on) as well as social, emotional and other issues. The Academic Advisor can offer school-based support as a first contact point and can offer coaching sessions. The Academic Advisor can also advise the student to seek external help or support.

All students have access to consultation hours with their subject teachers weekly. This means they can ask for extra instruction outside the regular lesson time. Subject teachers schedule all the consultation hours. Information about the schedule is available on the website and on ManageBac. In addition, extra arrangements can be made on an individual basis when students have individual circumstances that negatively influence their learning. All the individual study plans are provided with the subject teachers and implemented according to the Study Council decision.

Students' and parents' opinions on meeting the needs of all learners, including the support of SEN students (students with special educational needs) will be sought through questionnaires, workshops and parent interviews.

The Academic Advisor will hold staff meetings where he/she will give an overview of his/her role at the School, the support they can offer and the system of diagnosing a special educational need in Estonia.

POLICY COMMUNICATION

The Administration is responsible for communicating this policy to students, parents and teachers at school events and via media sources, including but not limited to staff meetings, parent evenings, handbooks and school websites.

POLICY REVISION

The Inclusion Policy is revised annually by the Administration, teachers and the AIS Board. All psychological/psycho-educational/medical reports must:

- be legible, on paper with a letterhead, signed and dated

- state the title, name and professional credentials of the person (or persons) who has undertaken the evaluation and diagnosis of the candidate
- state precisely the nature of the learning support requirement and the tests or techniques used to arrive at the identification
- be consistent with the coordinator's request for assessment arrangements
- be accompanied by a translation into English if it is not written in one of the IB working languages.

All psychological/psycho-educational reports must:

- be based on the candidate's performance on nationally standardised psychological tests (where available and published, recent editions of standardised tests should be employed)
- report results as standard scores, which have a mean of 100 and a standard deviation of 15, and not percentiles or age/grade equivalents

ROLES AND RESPONSIBILITIES FOR IMPLEMENTING, EVALUATING AND REVIEWING THE INCLUSION POLICY AND FOR TRAINING NEW TEACHERS

IMPLEMENTING

All teachers are involved in the implementation of the policy. The policy will be referred to during staff meetings, assessment periods and as necessary throughout the academic year. The policy will be shared with staff and parents. The policy will be made available to parents through the programmes Handbook and the website's future update.

EVALUATING AND REVIEWING

This policy is created through teachers and leadership team collaboration, and further amendments will also be made through collaboration with teachers. The policy will be reviewed annually by both the leadership team and the teaching staff.