



Kingdom Saudi Arabia
Ministry of Education
General Administration of Global and Foreign Education
Global and Foreign Education Office in the Eastern Province
Al-Bassam International Schools



Our Vision: Distinguished intercultural learning creates a leading personality taking pride into the past, living the present and looking forward to a better future to contribute to the sustainable development.

Our Mission: Using modern educational methodologies in a secure and motivating environment developing long life learning skills and promoting the national identity to contribute to the Global and Digital citizenship.

Core Values: We are honest - We inspire responsibility - We encourage initiative - We promote Confidence - We deal with respect - We value diversity - We support the positive change

Al-Bassam International School

Inclusion Policy



IB mission statement

“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.” (© International Baccalaureate Organization).

BIS Visión

Distinguished Intercultural Learning creates a leading personality taking pride into the past, living the present and looking forward to a better future to contribute to the sustainable development

BIS Misión

Using modern educational methodologies in a secure and motivating environment developing long life skills and promoting the national identity to contribute to global and digital citizenship

Core Values

we are honest, we inspire responsibility, we encourage initiatives, we promote confidence, we deal with respect, we value diversity, and we support positive change

IB Learner Profile



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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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Implementing IB learner profile in our school community.

The IB Learner Profile is made up of ten attributes. They outline the aspirations of internationally minded students engaged in IB programmes. They describe a range of human capacities and responsibilities that go beyond academic success.

At BIS, these attributes imply a commitment to help all members of our community respect themselves, others and the world around them. BIS's values and beliefs are an embodiment of the Learner Profile. The school provides an inclusive and caring learning environment where relationships are founded on empathy and respect. The students share their understanding and apply their knowledge to real-life situations where they are encouraged to think, reflect and take risks in their learning.

Introduction

AL-Bassam International School (BIS) opened in 2015 with 19 pupils and currently has 300 students representing 4 nationalities. BIS is a gender-segregated school that offers American curriculum, with International Baccalaureate Primary Years Programme (PYP) authorized /MYP Candidate.

Our School is a diverse mix of 100 staff from 9 nationalities as follow: Egypt, Moraco, Palestine, Tanzania, Saudi Arabia, Jordan, Pakistan, Algeria and Syria. We pride ourselves in providing a top-quality classroom environment for our students. BIS is fully accredited by Council of International Schools (CIS) and is licensed by the Saudi Ministry of Education. BIS believes all learners are unique and have the potential to learn to the best of their abilities.

BIS employs professional, caring, qualified individuals to teach and support our student population, as well as providing support to parents and teachers.

As an IB World School, our approach to inclusion mirrors the objectives of the IB programs. The International Baccalaureate defines inclusion as “an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support, and problem-solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities.” (The IB guide to inclusive education, Why an IB guide to inclusive education?).

Philosophy

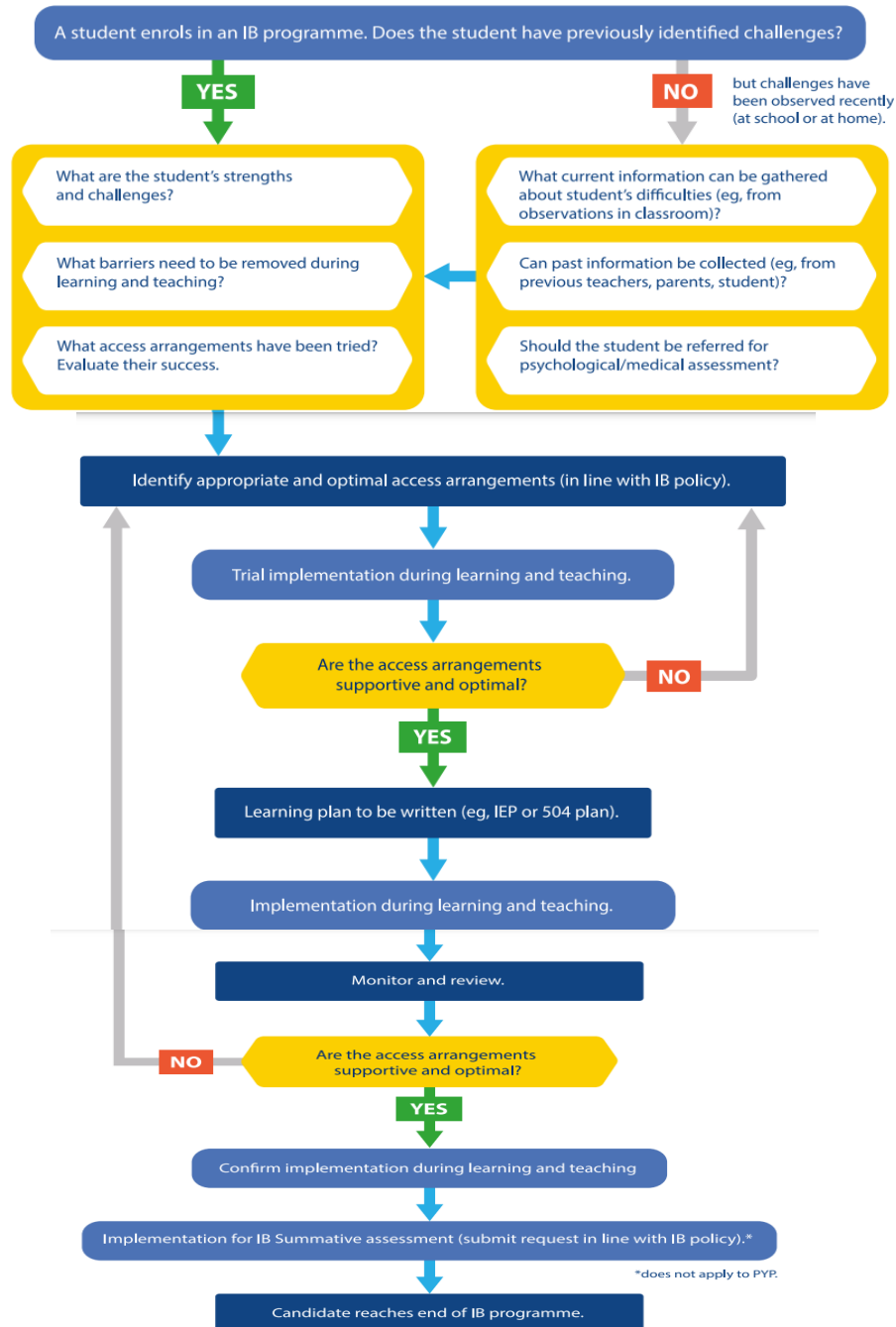
BIS acknowledges and appreciates the individuality of our diverse population. We recognize students who may have obstacles affecting their educational experience and implement strategies and supports in order to help them persevere. We agree that inclusion is a priority to facilitate the academic success of each and every student. We also accept the responsibility to provide equal access to the curriculum and academic rigor, regardless of individual abilities and needs.

BIS identifies special educational need students as having a recognized, diagnosed special educational need and requiring extra support beyond the general curriculum. While applying to our school, we used to see students have special academic, physical and social needs that are clearly addressed but we believe that each student can be successful. These special needs include:

- Specific Learning Disabilities
- Speech and Language Impairments
 - Visual Impairment
 - Hearing Impairments
 - Physical Impairments
 - Health Impairments
- Autism Spectrum Disorders
- Cognitive Impairments

Figure 1

The decision pathway for inclusive access arrangements

Inclusive access arrangements: Decision pathway

Please note: Access arrangements and learning plans should be monitored and reviewed throughout a student's IB programme. If at any point further or new challenges are observed, you must re-visit the decision pathway above.

Policy Review, Roles, and Responsibilities.

- This policy will be reviewed every other year.
- The Inclusion team will lead the revision process, this is a living document that can be amended throughout the year with prior approval of the Head of Academic Team.
- The senior administrative team is responsible for communicating the policy to all stakeholders and ensuring that the policy is being implemented.

Supporting documentation.

- Psychological/medical reports
- Language test reports
- Educational evidence
- Documents that are legally binding in a country

Inclusion Beliefs and Aims.

This policy aims to provide guidelines for services that meet the academic, behavioral, emotional, and social needs of our school community.

All students are unique and can learn. Students thrive in a nurturing environment that challenges them at their respective academic levels. Teachers and parents are the first points of contact and realize when a student is experiencing either an academic barrier or a need for more challenging assignments, or social/emotional concerns.

Student Support Team (SST) provides inclusion services, differentiation strategies, and assistance to the school community, especially those with learning support requirements. Members of SST believe this Inclusion Policy will reinforce the school beliefs,

As an IB school, BIS is committed to the following IB standards and practices:

All Student Support Team interactions are guided by informed consent during which individuals are apprised of their rights to confidentiality as well as the limits to confidentiality arising from SST members' concerns about the individuals' potential to cause harm to self or others. In group counseling situations, confidentiality cannot be assured. Parents who refuse Student Support services are referred to the appropriate BIS administrator to help meet BIS goals.

Legal Requirements for BIS.

Members of the Student Support Team (SST) may include: Director, English, Arabic language support specialist, External specialists, Nurse(s), Parents, Principal(s), School counselor, School psychologist, Student, Support specialists, and Teacher(s). The Student Support Team (SST) meets regularly throughout the school year, with a professional focus on students identified as struggling or at risk academically, emotionally, or socially.

Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines. (030102-0100)

Culture 2.2: The school identifies in its inclusion policy all of its legal requirements and outlines the school's 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).

Standard B1.5b: The school has developed and implements an inclusion/special educational needs policy that is consistent with IB expectations and with the school's admissions policy.

Standard B2.8: The school provides support for its students with learning and/or special educational needs and support for their teachers.

Academic and Learning Support Service.

Academic and Learning Support Service All BIS students are entitled to a broad, balanced, and differentiated curriculum; teachers use a variety of strategies to meet every student's educational needs. In addition, except for guidance and non-severe counseling issues, each of the students supported by the Student Support Team (SST) has an Individualized Support Plan (ISP) and/or Individualized Educational Plan (IEP.) Academic and Learning Support is provided to students in small groups or one-to-one situations inside or outside the classroom in order to maximize learning and removing barriers.

BIS inclusionary policy is posted on the BIS website for anyone who would like to review it to easily see. When issues arise regarding student performance that necessitate parental involvement, parents are notified about the school's Student Support Team and SST members work with parents to help their student achieve in their respective classes.

Procedure.

- Teachers identify potential cases of students who might need support based on regular school assessment results and classroom work.
- Teachers inform the parents seeking home support. If concerns continue, the teacher informs the corresponding principal by requesting and completing the SST Referral Form.
- SST members observe the student in classroom settings, collaborate with peers, and suggest behavioral and academic strategies for helping the student succeed in the classroom setting. This may involve continued monitoring of behavior and achievement using an Individual Support Plan.
- If undesired student behavior or achievement continues, the student may be referred for psychological testing. At this stage, the referring teacher with the principal consults with the parents regarding the possible referral to the school psychologist. If the psychological testing indicates the student may succeed on an Individualized Educational Plan, SST members will draw up the plan with the assistance of the students' parents and teachers.
- The Academic and Learning Support Specialist will write up an Individualized Support Plan compatible with the student's abilities and needs based on the testing results and the student's classroom behaviors. Copies of the plan are given to all teachers, SST members, the student, and parents.
- The team involved implements, revises, and modifies the IEP based on the results of continuous assessment of the student's performance, along with follow-up and documentation of these results to demonstrate student's progress in academic and behavioral skills. These results are kept in the student's file.
- A regular meeting is held for each student during which SST members, teachers, students, and parents meet to discuss progress in meeting goals. SST stops supporting the student when the student shows a mastery of the skills outlined in the plan.
- All students, whether they are students with special educational needs or students without special educational needs, have access to the same sets of curriculum, examinations, and school activities.
- Special plans will be written for students who are found to need assistance as outlined in the SST team documents and the flowchart listed later in this document.
- Those students may have special accommodations with the tests that we use or the curriculum that we provide, but they will still be using the standards that their non-disabled peers are.
- We do not offer separate classrooms for special education students; all of our services are fully included with occasional pull-out as needed. We are focused

- on providing the best educational experience possible for each and every student we serve.
- Teachers use their informal assessment tools and normal classroom assessment to screen students.
- When students who are already enrolled in our school start to show signs of significant concerns, the SST process is put into place and our more specialized staff work with the family to identify the strengths and weaknesses of the student and what additional testing is needed. Those tests are either done in-house or the family is asked to have an external assessment completed.

Interventions/Accommodations that are frequently utilized include:

- Assistive Technology
- Small Group Instruction
- Reader
- Extended Time
- Reading Grade Level Appropriate Materials
- Simplified Directions
- Paraphrasing
- Behavioral Modifications
- Accommodated Materials
- Homework Support

-All students have the opportunity to participate in all aspects of the school community including the PYP/ MYP and extracurricular activities.

Special Needs

In case having students with special needs, they will be protected under Section 504. The student must be determined to have a physical or mental impairment that substantially limits one or more major life activities (walking, seeing, hearing, speaking, breathing, learning, working, caring for one's self and performing manual tasks, have a record of such an impairment, or be regarded as having such an impairment. The determination of whether a student has a physical or mental impairment that substantially limits a major life activity must be made on

an individual basis. A 504 plan will be generated by the Special Programs Coordinator and the appropriate team members.

Gifted and Talented Learners

Students who have been identified as gifted will receive grade level enrichment services. Each gifted-endorsed student is being motivated and registered in the Internationally recognized competitions and the gifted students' programmes provided by the Saudi Ministry of Education as well as programmes sponsored by MAWHIBA Institution. These services allow our gifted students to receive more individualized enrichment in their identified area (math, reading, writing, or scientific research).

Communication

Meetings are held throughout the school year with teachers and/or families to address the students' needs and assess the effectiveness of the supports provided. Annual reviews, interim meetings, and reevaluations are required to be completed based on a student's eligibility dates. The Special Programs Coordinator is available on a daily basis for teachers and/or families to request support and/or testing for their struggling learners.

Psychological Service

The School Psychologist's role involves applying expertise in emotional well-being, psychological health, learning, and behavior. This includes conducting counseling sessions, consultations, and assessments of cognitive, developmental, educational functions. The aim is to work with the student's family, teachers, and other professionals to help create a safe and healthy environment for the students, promote positive behavior, support diverse learners, and achieve academic success.

Students may receive psychological counseling by self-referral, or by administration/teachers' referrals based on noted concerns by the person making the referral. Parents/guardians may also refer their child to the School Psychologist personally; by meeting the psychologist, through email or phone call.

Procedure

- For crisis situations, counselors and principals need to be contacted immediately. A crisis is defined by a student who is suicidal, homicidal, or if abuse is suspected.
- For non-crisis interventions, scheduled appointments are encouraged. All interactions are documented on a confidential form, accessible only by principals and SST members.
- The procedure of services provided by the School Psychologist is as follows:
- When a teacher identifies a concern regarding a student, s/he is required to complete the SST Referral Form and submit it to the respective principal. The principal reviews it, discusses it with the teacher and follows up on the interventions used by the teacher to resolve the issue.
- If classroom interventions have not been successful or further help is needed, the Referral Form is signed by the principal and given to the School Psychologist. The teacher must inform the parents that their child is being referred to the SST.
- The School Psychologist starts the process by observing the student at various times during school hours, followed by discussions with teachers, parents, and principal.
- A comprehensive psychoeducational assessment is conducted upon parents' approval when further information is required, this includes providing the parents with an explanation of the nature and purpose of the assessment, feedback and recommendations, and involvement of third parties, and confidentiality. interactions are recorded. When the results indicate the need for interventions, an ISP or an IEP is developed in collaboration with all those involved in the support team.

Phases of Inclusion overview

As decided by the Student Support Team members

- Pre-identification phase, usually three to four weeks: Before a referral is submitted to SST, teachers encountered with students of academic, behavioral, and/or emotional problems will:
 - Share their concerns with their principals
 - Share their concerns with the parents
 - Implement and document interventions listed in the Referral Form

- If these concerns continue after six weeks, then this Referral form must be fully completed, approved by the corresponding principal, and submitted to SST members
- Teachers must inform parents of this submission.

Identification Phase, usually four weeks as determined by the caseload. SST members will use different methods of collecting data including observations, student work samples, and profile data, meetings with teachers, parents, students to objectively assess the problem while taking into consideration all possible factors that could be triggering it.

- **Services Phase:** A variety of interventions are provided depending on the type of service required and the student's individual needs, as described above
- **Follow-up Phase:** SST members will follow up and support students, teachers, and parents to implement the ISP or IEP and track progress through meetings and periodical classroom visitations.
- **Exiting Phase:** When the student sufficiently progresses and/or no modifications and interventions are needed (student has met the expectation of the plan, either IEP, ISP, or as determined by the counselor for counseling issues), the SST will exit the student from the process and archive all files and records.

We believe successful educational experiences require close collaboration between home and school. Parents and students are expected to cooperate with interventions and assessments that will contribute to positive educational experiences and success.

Related support policies and References

- Language Policy.
- Assessment Policy.
- Children protection.

References

- IBO Inclusion policy guide
- IBO-PSP2020