



Sai Sishya International School

Inclusion Policy



INCLUSION POLICY

General information

At Sai Sishya we understand that Inclusive education means *“an education where all children should be in the same classroom, the same school. This means, giving the same opportunities to those groups that have been traditionally excluded by their race, nationality, ethnicity, culture, gender, age, sexual orientation, religious affiliation, political beliefs or any other personal characteristics”* - Oxford Dictionary, IB document.

In our commitment to our community and society, we will implement four basic guidelines that will help us to follow in a proper way our inclusion policy. Basically, we will work through a culture of collaboration, mutual respect, support, and problem-solving to attain our goal. These guidelines are in accordance with those established by the MEXT-Japan (Ministry of Education, Culture, Sports, Science, and Technology).

First

All our staff at Sai Sishya will grant access to all students to learn. Everybody working together will be responsible to work for each student’s unique learning profile. In this pursuit, all teachers will be part of the student’s education along the learning continuum.

Second

If a student has problems integrating into our program, the school will address differentiation within the written, taught, and assessed curriculum through its IB-PYP Coordinator.

Third

The school will provide as much in its capacities to provide the facilities and resources so that students with learning differences can attend their lessons.

Fourth

Every member of the school community (Students, Teachers, and Staff) will promote the value of the inclusion and respect of every member.



Purpose

Education for all is a human right that should be performed in a proper environment that could promote a sense of belonging, safety, self-worth, and growth for every student. By doing this, the student will be comfortable sharing and demonstrating their acquired knowledge.

Following this, the purpose of this document is to explain and show the requirements that the school should have in order to provide the proper education to students with special needs (academic, behavioral, and social-emotional).

Additionally, this document will support teachers with students with different learning needs. Through the use of this guide, they will be able to foster a stimulating learning environment based on understanding and respect.

The implementation of this Inclusion Policy purpose is to make sure the program is in compliance with laws regarding students with learning support requirements.

The goal is to encourage students with special needs to demonstrate their learning in a variety of ways.



Learning Support

In order to help our students, from the school cycle 2024 - 2025 we will have a Learning Support Teacher (LST) to ensure our students with special needs (SSN) and learning support requirements (LST). He/She is responsible for communicating with teachers and letting them know the proper way to communicate with students with specific requirements and needs. The LST could be a school teacher, a coordinator, or an administrator.

Identifying and assessing students' learning support requirements

From the very beginning of the school year, the LST will conduct some tests to determine if there are possible learning problems with the students; in case he/she determines that there is a student with such difficulties then the LST will use a pedagogical approach trying to identify if it is necessary for an adjustment to the educational framework. The LST with the help of the Homeroom teacher (HT) will be responsible for monitoring and detecting those students with special needs. Parents are encouraged to share all existing relevant documentation and information about medical or other difficulties that may contribute to the student's learning support requirements and special educational needs. A student with special educational needs refers to students with language and communication disorders; social and behavioral issues; and medical conditions. At all times, all Sai Sishya staff will act with integrity and academic honesty, guiding with detail the standards that our entire community should show.

In order to give proper attention to the SEN, the school could ask for previous records and reports attained by the student and the special requirements and special education needed before.

After detecting a SEN, the LST will work with the HT to improve the student's understanding of the program and help them to recognize their unique interests and strengths. The LSTs and HTs will share their observations/results at regular meetings in order to develop a learner-centered teaching approach. If it's necessary, the school could require the opinion of a specialist who could determine the specific needs of the student and track his/her progress. After determining this new approach, the community at school (students, teachers, and admin) will provide a record of their work with the student and the student's response to their approaches. This information will be provided to the specialist. The feedback of the specialist will be informed to all our staff to help the student achieve his/her learning expectations.

Principles of good practice



At Sai Sishya all our students are visible and highly valued. We value their existence, knowledge, strengths, and interests. It is true that all students are not the same but by understanding their differences we could create a multicultural environment where the learning process will generate more active and participative learners, that is the goal of the IB program. This amalgam in the classroom will promote diverse points of view, letting an open wide perspective to attain the same goal.

Teachers and students will learn the best suitable teaching and learning strategies that work well for them. Teachers should be prepared for this differentiation and able to demonstrate flexibility in this process. This differentiation between those students and SSN could be reflected in terms of evaluation.

The recording and reporting on the attainment of students with learning support requirements and special educational needs will be done by showing evidence that could include teachers' observations showing the difficulties or obstacles found when the learning and assessment process is performed by the SSN; work done at the classroom under timed conditions with or without the learning support; and evidence of learning support and access arrangements that should be performed at the school. These inclusive assessment arrangements must be strictly based on current individual requirements.

Because all candidates should be allowed to demonstrate their ability under assessment conditions, special arrangements may be authorized in order to avoid any disadvantage that could prevent him/her from demonstrating his/her level of attainment. This could include special items to be used during the assessment eg. a Braille slate, a hearing aid, a low vision aid, or a magnifying aid, noise buffers, having an assessment in a separate room, additional time, rest periods, etc. Arrangements for the assessments will require authorization from the IB Coordinator and head of school. LSS and HT will share the arrangements needed for each student with learning support requirements with the Head of the School.