INTERNATIONAL SCHOOL OF HERZEN UNIVERSITY

ISHU

INCLUSION POLICY

2019

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Inclusive education in the International School of Herzen University

The ISHU sees its goal as providing equal opportunities for all students. To achieve this goal, the ISHU implements an **inclusive education** aimed at increasing access and participation in training for all students by identifying and eliminating barriers.

Inclusive education at the ISHU is based on the fundamental concept of IB, which is the ***principle of recognizing cultural diversity and proper respect for the individual characteristics of each student***.

Special Educational Needs

At the ISHU, students with **special educational needs** (SEN) are recognized as those in need of *additional support*.

SEN cases may include:

1. students with social, emotional and academic difficulties;

2. gifted students;

3. students whose mother tongue / best language is different from the language(s) of instruction, that is, Russian and English (MYP) or English (DP).

The purpose of **inclusive education** is to promote the engagement of students with such difficulties in the educational process, improve learning satisfaction and achieve positive learning outcomes by identifying and dealing with possible difficulties.

Principles of Inclusive Education Organization

Inclusive education at the ISHU is based on the following **principles**:

1. **Continuity**. Students with special educational needs are supported at all levels of education, thus, scaffolding is ongoing.

2. **Consistency**. In order to make scaffolding effective it has to be consistent. We need to pay attention to a wide range of issues: family, arrangement of learning environment, education and upbringing, social interaction, self-discovery and personal development.

3. **Supporting students' emotional well-being**. Scaffolding promotes emotional well-being of students, positive dynamics of their development and good learning outcomes at all stages of the learning process.

4. **Individual approach.** All the members of the educational process work individually with students and their families.

Leadership Structure

Specialists who work support students with **special educational needs**:

I. Psychologist

1) is responsible for implementing the Inclusion Policy in the ISHU;

2) coordinates actions of all participants of the educational process in accordance with the Inclusion Policy;

3) makes recommendations for teachers on how to work with SEN students in the classroom. They define students' prevailing perception channel, pace of understanding material, the specifics of the students' interaction with peers;

4) conducts additional classes for SEN students in order to develop their cognitive processes (memory, attention, thinking), effective communication skills, emotional intelligence, etc.

II. School Doctor

1) calculates the workload for each student (how many hours a day a student can study) taking into account their medical conditions.

2) monitors medication intake;

3) monitors students' nutrition;

III. Homeroom teacher

Homeroom teachers engage SEN students in extra-curricular activities in order to integrate students into the class and school community as a whole.

IV. Teaching staff

1) can act as a Case manager (see below);

2) implement recommendations on how to work with SEN students.

Individual Educational Pathway

The Individual Educational Pathway determines student's individual needs, paths, goals, and priorities. The **IEP** is revised at least twice a year.

The **IEP** includes:

1. Individual characteristics: possible difficulties in learning, gifted students, children whose mother tongue/best language is different from the language(s) of instruction, that is, Russian and English (MYP) or English (DP);
2. Development goals and objectives as well as checkpoints;
3. Additional support aimed at achieving the goals and objectives.

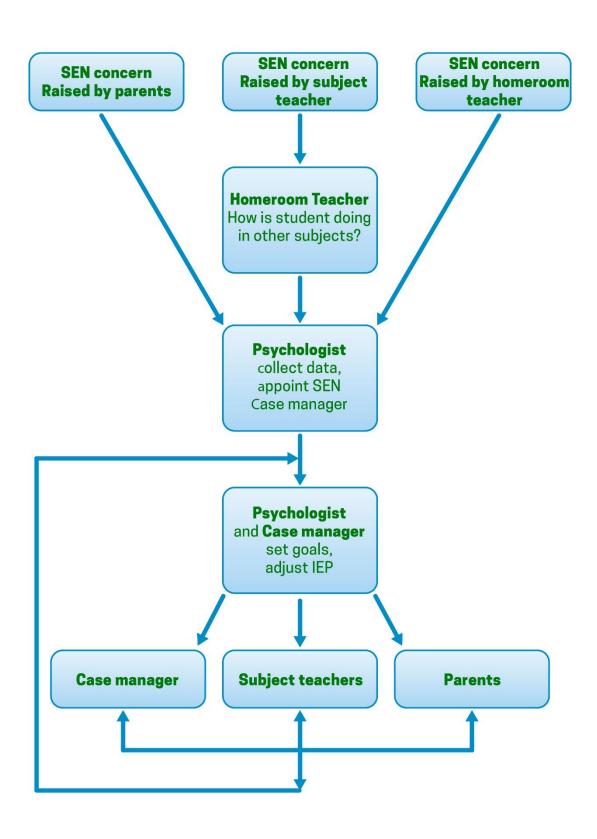In the **IEP** is determined ***Case manager***.

Case manager is a specialist (psychologist, teacher, homeroom teacher) who defines the objectives for the student, monitors a student's progress, and evaluates the results.

Stages of interaction among participants of educational process in the implementation of the Inclusion Policy

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┌──────────────────┐   ┌──────────────────┐   ┌──────────────────┐
│   SEN concern    │   │   SEN concern    │   │   SEN concern    │
│ Raised by parents│   │ Raised by subject│   │ Raised by homeroom│
│                  │   │     teacher      │   │     teacher      │
└──────────────────┘   └──────────────────┘   └──────────────────┘

                       ┌──────────────────┐
                       │ Homeroom Teacher │
                       │ How is student   │
                       │ doing in other   │
                       │    subjects?     │
                       └──────────────────┘

                       ┌──────────────────┐
                       │   Psychologist   │
                       │  collect data,   │
                       │   appoint SEN    │
                       │   Case manager   │
                       └──────────────────┘

                       ┌──────────────────┐
                       │  Psychologist    │
                       │ and Case manager │
                       │    set goals,    │
                       │    adjust IEP    │
                       └──────────────────┘

┌──────────────┐   ┌──────────────────┐   ┌──────────────┐
│ Case manager │   │ Subject teachers │   │   Parents    │
└──────────────┘   └──────────────────┘   └──────────────┘
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The flow chart presented above reflects the structure of the psychologist's collaboration with the teaching staff and parents. The scheme shows all the stages of interaction among the participants of the educational process:

1. **Entrance Interview**

For students applying for International School of Herzen University, the entrance interview is conducted (see the Admissions Policy). At this stage the following is found out:

- Student's language profile
- Student's educational background
- Level of knowledge and skills in Mathematics
- Level of knowledge and skills in languages of instruction (Russian and English for the MYP section; English for the DP section)
- Reasons for applying to the ISHU (e.g., changing the school)
- Expectations from the ISHU.

Based on the findings of the **entrance interview**, as well as conversations with the parents (guardians) of the student, the Individual Educational Pathway (IEP) as well as possible areas of SEN concern are determined.

2. **Concern for additional support need** may be raised by:
- subject teacher
- parent or guardian
- homeroom teacher.
The concern is typically launched as a result of:
– a student's entrance interview during the enrolment process (see the Admissions policy);
– a student's performance and behaviour monitored in the classroom by a subject teacher, homeroom teacher or administration representative;
– a student's behaviour outside the classroom monitored by parents.
3. **Consultation with the psychologist**. At this stage, the homeroom teacher, subject teachers and the psychologist work as a team to decide whether there is need for additional support for the student of concern.
4. **Synthesizing information and developing an action plan.** At this stage, all the data collected is analysed and conclusions are drawn. Based on the information collected, an IEP (individual educational pathway) for a student is designed.
5. **Work with parents (guardians).** There are several forms in the school through which work with parents (guardians) is realized (see the Assessment Policy):

a. **Development Dialogue** is a type of meeting in which a student, their parent and a homeroom teacher / a psychologist take part; a student is expected to reflect on their progress and set further goals for the academic year coming

b. **Parent-teacher conference**, which takes place once a term, is a type of one-to-one meetings where all the details on a student's progress are discussed and any type of concerns can be raised

c. Each student at the ISHU has a school **record book** which is mainly a way of daily communication between school staff and parents. It reflects information about scheduled activities and important school events, as well as the homework, upcoming formative and summative assessment tasks and student's behaviour

d. An electronic system of **ManageBac** is mainly for recording students' progress, assessment results and the written curriculum available for all members of the school community

All of these forms of interaction with parents are the source of data for further adjustment of the IEP.

6. Monitoring the results and further action plan. Case manager and the psychologist monitor the student's performance. If the student cannot meet the expected learning outcomes, the IEP needs to be adjusted in the following directions:
   – what the student can do to improve the situation;
   – what additional support **the student needs**.

Working with Gifted Students

Working with gifted students is an essential part of inclusive education at the ISHU.

The ISHU believes that gifted children should be taught in classes along with other children. This is believed to be advantageous for their social adaptation.

There are following principles of work with gifted children at the ISHU:

1. Specific teaching and learning techniques for gifted students should be combined with general teaching techniques rather than being applied in isolation

2. Increasing the role of extracurricular activities

3. A diversity of opportunities for personal development

4. Individualization and differentiation of learning;

5. Creating conditions for students to work collaboratively with minimal teacher's participation;

6. Students' freedom to choose types of support.

Additional Language learners

At the ISHU working with students whose native language is different from language(s) of instruction is a significant part of Inclusive Education (see Language Policy).

The major indicator of international students' successful adaptation is the degree to which they are *integrated* into the new cultural environment.

The basic principle of this integration is that it is *bilateral*: on the one hand, international students actively discover a different national culture, and on the other hand, they are trying to preserve their own national identity.

The ISHU is aware of the difficulties international students may encounter:

1. overcoming the language barrier
2. social integration
3. ignorance of non-verbal communication based on non-speech sign systems
4. self-realization in the new society
5. lack of tolerance towards the participants of intercultural communication.

There are several forms of work on the integration of international students. They are:

1. Curricular:

a) group work during the lessons;

b) collaborative projects and creative works;

c) interdisciplinary modules.

2. Extra-curricular:

a) organization lessons with class teachers;

b) service as action projects;

c) school assemblies;

d) excursions;

e) participation in extracurricular activities (holiday celebrations, theatre plays, performances, and others).

Working with students on Inclusive Education in the ISHU

The main idea of working with students on Inclusive Education in the ISHU is to develop their ability to tolerate other people's peculiarities and increase their willingness to provide and accept help.

The work in the ISHU is developed in the following areas:

1. cultivating peaceful mindset
2. forming acceptance and understanding of others
3. development of the productive collaboration among students.

As it is important for students with special educational needs to be recognized and accepted by others, the main principle of this work is ***collaborative activities of all students***.

Forms of implementation:

a) homeroom teachers' class time

b) service as action / CAS projects

c) school assemblies

d) excursions etc.

School Curriculum

In the ISHU, teachers demonstrate ***flexibility*** while designing the curriculum in order to provide equal opportunities for learning of all students.

The ***flexibility*** of the program is not simplification of the material or changing the criteria. The flexibility involves:

– explaining the tasks of the summative assessment

– time limit for the summative assessment tasks

– the way students present their learning outcomes.

To ensure equal opportunities for all students, teachers are guided by the concept of UDL (Universal design for learning) while designing the curriculum. Universal design changes the approach to the curriculum in which the diversity of students and the flexibility in adaptation to their needs are crucial.

Universal design (UDL) provides:

– numerous and diverse forms of presentation of learning material to students;

– numerous and diverse forms of presentation of students' learning outcomes;

– numerous and diverse forms of students' engagement in the educational process. It takes into account their interests, the level of complexity of tasks and sources of motivation.

Resources and support

The ISHU uses skills and competencies of subject teachers, homeroom teachers, psychologists and doctors to organize Inclusive Education.

The International School of Herzen University is aware that at this stage, for objective reasons, it cannot support the following categories of students:

– Students with disorders of the musculoskeletal system

– Students with autism spectrum disorders

– Blind / visually impaired students.

The International School of Herzen University aims to ensure equal opportunities for all students.

Reviewing the current situation

The psychologist and representatives of the school community discuss possible ways to support students with SEN and collectively develop principles how to work with such children at the "Teacher Training Seminars".

After that the psychologist, homeroom teacher and/or subject teachers conduct individual consultations for parents of students with SEN to adjust their IEP.

The ISHU teachers regularly exchange information on students' learning, behaviour and academic performance. Each teacher provides a General description of the class, which includes information about the educational needs and behaviour of the students which can be easily accessed by all teachers.

Teachers can always ask the psychologist to conduct the assessment and diagnostic examination of any student who can cause any questions or problems with interaction. Teachers provide information about the achievement, results of educational activities, and evaluation of students and place it on the shared Google docs so that all members of the pedagogical community could be in the know.

In addition, teachers may request for pedagogical council. Teachers discuss students who have serious behavioural or academic problems who may be experiencing difficulties of emotional or social nature. Teachers and specialists working with SEN students take part in the consultation and develop an individual support plan for such a student which could be revised and clarified if necessary (see Appendix).

The connection between the Inclusion Policy and other policies

Admissions Policy: According to the ISHU Admissions Policy, "ISHU follows an inclusive admission policy. We do not allow discrimination based on race, religion, color, sex or national origin and seek to enroll all prospective students." The entrance interview procedure is designed to develop the most comfortable and efficient Individual Educational Pathway (IEP) thus meeting families' and students' requirements and targets within the scope of education provided by the ISHU.

Assessment Policy: SEN students are assessed in accordance with the same principles as other children. Criteria for assessment are the same for all students.

Academic Honesty Policy: all the requirements enlisted in the Policy are applicable to SEN students. SEN students are fully aware of the consequences of violations of academic honesty rules.

Language Policy: students whose native language is not Russian may have problems with adaptation. The ISHU is trying to integrate such students into the school community.

Examination access arrangements

The purpose of access arrangements is to remove or reduce barriers that students may face in teaching, learning and assessment.

Inclusive access arrangements may be necessary due to:
• long-term learning support requirements
• temporary medical conditions
• additional language learning.

This Inclusion Policy highlights the inclusive access arrangements (also referred to as access arrangements) available for IB assessment in the Middle Years Programme (MYP) and Diploma Programme (DP).

This policy is used to plan access arrangements for students during learning and teaching. Access arrangements not only apply to students during summative IB assessments but are also available throughout the course of study (this includes all classroom work and formative assessments that are part of everyday teaching and learning).

Requesting inclusive access arrangements for examinations

An application for inclusive access arrangements is submitted on behalf of a candidate by the coordinator using the online request form on IBIS.

Before submitting appropriate documentation to the IB, the school must obtain consent from the candidate if he or she is at the age of consent in his or her country, or from the candidate's parent(s) or legal guardian(s).

The school must also inform all individuals (who give consent for a school to submit documents to the IB) that if the candidate transfers to another school for the examinations, the online application request for inclusive access arrangements (along with the supporting documents including authorization, if applicable) will be visible to the coordinator of the new school.

Further, the school must also inform the candidate, parent(s) or legal guardian(s) that if he or she wished to withdraw the request for inclusive access arrangements before a transfer, they must inform the school of this at the time of transfer.

Evidence required (supporting documentation)

To submit requests for inclusive access arrangements the following two forms of supporting documentation are required to be uploaded to the online application "Request for inclusive access arrangements".

• A psychological / psycho-educational / medical report or evidence from a language test for additional language learners;

• Educational evidence from the school.

A psychological / psycho-educational/medical report must be written by medical, educational or psychological professionals with appropriate qualifications and/or professional licenses in their country of residence.

The supporting documentation (a medical or psychological evaluation report) must have been undertaken and dated within three years of the intended examination session. The exception to this is for inclusive access arrangements for additional language learners where the supporting documentation (language evaluation report) must be conducted no earlier than one year before the examination session.

Arrangements not requiring authorization and requiring authorization

Flexibility in duration of examination, course or deadline	Authorization required?
Access to additional time	Yes
Extra time (for additional language learners)	Yes
Rest breaks	No
Deferral	Yes
Extensions	Yes
Extra opportunities to retake examinations	Yes

Flexibility in examination location	Authorization required?
Separate room	No
Seating	No
Alternative venue	Yes

Flexibility in presentation of the examination or input	Authorization required?
Access to modification in presentation	Yes

Access to reading	Yes
Reader (for additional language learners)	Yes
Communicators	No
Sign language interpreters	Yes
Aids	No
Clarification of examination directions	No
Colour naming (for students with colour blindness)	No

Flexibility in method of response	Authorization required?
Word processor (for additional language learners)	Yes
Access to writing	Yes
Access to speech and communication	Yes
Access to a calculator	Yes

Use of human assistance	Authorization required?
Care assistant	No
Prompter	No
Communicator	No

Use of human assistance	Authorization required?
Practical assistant	Yes
Reader	Yes
Scribe	Yes
Designated person to clarify examination directions	No
Designated person to name colours (for students with colour blindness)	No

Non-standard flexibility for an individual student	Authorization required?
Access to reasonable adjustment	Yes

Access arrangements in MYP

Requests for inclusive access arrangements for candidates with total vision impairment and hearing challenges who are taking the MYP eAssessment must be

submitted no later than one year before the examination session as this would require the IB to adapt the examination for the candidate. All other requests for inclusive access arrangements must be submitted six months prior to an examination session, that is, by 15 November for candidates registering for the May examinations session and by 15 May for candidates registering for the November examinations session.

Access arrangements in DP

Requests for inclusive access arrangements must be submitted six months prior to an examination session, that is, by 15 November for candidates registering for the May examinations session and by 15 May for candidates registering for the November examinations session.

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