



TPAS Inclusion Policy

The IB mission statement is “to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.”

Mission Statement:

TPAS is committed to developing compassionate, life-long learners and future leaders who strive to create a harmonious world through intercultural understanding.

Vision Statement

To inspire a passion for life-long learning to foster versatility of knowledge, mindfulness and a global citizenship.

We define inclusion as “an ongoing process that aims to increase access and engagement for all students by identifying and removing barriers”. (from Learning diversity and inclusion in IB Programmes, 2016, p.1)

When The Peace Attitude Schools was founded, inclusive classrooms were at the crux of its vision. Right from the start, we established a sense of respect, took responsibility, and valued our relationships (teacher-teacher, student-teacher, parent-teacher, or admin's role) to create a shared understanding of diversity. We work toward materializing our vision of inclusive classrooms every single day. Inclusion can mean different things to different people. At TPAS, it means that children with special educational needs achieve their goal by being present at the school, participating happily, and learning at their pace.

Purpose

This policy describes the way we meet the needs of children who experience barriers to their learning. The IB requires authorized schools to have an Inclusion Policy in place; this policy is to be derived from the school's philosophy and outlines aims for meeting students' learning needs.

The specific IB standards and practices that relate to supporting learning diversity are:

- A9 The school supports access for students to the IB programme(s) and philosophy.
- B1:5 The school develops and implements policies and procedures that support the programme(s).
- B2:8 The school provides support for its students with learning and/or special educational needs and support for their teachers.



- C1:6 Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.
- C3:10 Teaching and learning differentiates instruction to meet students' learning needs and styles.

How we support our students with different learning

needs Determining the Level of Support

Who needs IEP?

The teachers in TPAS are encouraged to consider the potential benefits of individual education planning for a wide range of students with very different needs. Most IEPs are written for students who need support for behavioral and learning or cognitive skills. An IEP will be developed when parents and staff together decide that this is the best way to meet a student's special needs. An IEP must be developed for a student who needs course modifications (M designation) or individualized programming (I designation).

Our school provides learning support to eligible students, including those with mild, moderate or intensive needs, within a school-wide intervention system. The school is working towards running proper diagnostic tests to assess students' needs. Our students range from mild learning disability to severe Autism. At this point, our admission to the Individual Education Plan is contingent upon maintaining balanced classes and the availability of resources.

The levels of support will be modified as needed. It can be increased or decreased, or the model of delivery (pull-out, push-in, consultation) can also be changed. Individual student needs are determined through the **Student Support Team (SST)** meetings.

Our school is working mostly with push-in model. However, in near future, we plan to have some pull-out small group instruction sessions as well. Our Learning Support Teacher will work closely with students and the teachers to help students succeed in their daily classroom activities. Student files are regularly reviewed and services are adjusted accordingly. The Student Support Team (SST) meets regularly in an intervention capacity. The SST is made up of the director and counselor with support from grade level teachers. The entire faculty of the TPAS are part of our support network.

Team meets with the parents regularly to discuss and share the growth/progress of those students.

Support Services in Grades 6-10

Support Services in the Upper School (MS/HS) is focused with teachers inside classrooms using best practices to differentiate, scaffold and create an environment that supports all learners to access the learning. Teachers plan units collaboratively and consider learner variability within the design of their units providing multiple means of representation, action, expression and engagement to ensure that students' diverse needs are being met. The Counselor works collaboratively with teachers, families, and students to ensure that barriers to success are minimized. We are working on providing Counseling



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services to all students through a comprehensive model that includes whole-class counseling lessons, small group counseling, and individual counseling support. Referrals for group and individual counseling will come from teachers, parents, and students themselves. For needs that are beyond the school's ability to meet, families are referred to the appropriate outside agency. Student files are regularly reviewed and services are adjusted accordingly. The Student Support Team (SST) meets regularly in an intervention capacity.

Candidates With Learning Support Requirements

Support and/or access required to enable some candidates, who have the aptitude to meet all curriculum and assessment requirements, reach their full potential in learning and assessment. Candidates who require inclusive assessment arrangements may have learning support requirements due to one or more of the following:

- Autism spectrum/Asperger's syndrome
- Learning disabilities
- Medical conditions
- Mental health issues
- Multiple disabilities
- Physical and/or sensory challenges
- Social, emotional and behavioural difficulties
- Specific learning difficulties
- Speech and/or communication difficulties

Community Resources and Professional Development

When needed, TPAS may require the services of outside professionals such as educational psychologists, speech and language therapists, or other professionals to conduct evaluations and make recommendations. **To determine the proper educational support, parents will provide a psycho-educational evaluation indicating areas of need.** Parents will cover the costs of outside testing. Following this, our teachers will create an individual learning plan based on the results of this evaluation and other supporting documentation. The service delivery model may include:

- small group instruction
- in-class support
- one-to-one instruction

Communicating the Policy with Concerned Personnel

This policy will be printed in the student handbook and parent handbook and on the website. The full policy will be made available to staff and faculty and will be part of the orientation at the start of each academic year. TPAS recognizes that teachers new to the school, and to IB programmes, may require factual and procedural knowledge when teaching students with special needs, such as:



- information about factors that affect a student's learning, particularly with regard to inquiry-based learning
- how best to respond to the student's needs
- how to differentiate and match teaching approaches to the student's needs
- knowledge of technology that has assisted in alleviating and removing barriers to learning • an awareness of the various support systems and personnel available at SCIS

IB RESOURCES

- Continuum Learning Stories for Inclusive Education (from 2013 onwards)
- Language and learning in IB programmes (published 2011, updated 2012)
- Learning diversity and inclusion in IB programmes, (2016)
- Meeting student learning diversity in the classroom (2013)
- Programme standards and practices (2014)
- The IB guide to inclusive education: a resource for whole school development, (2015)
- What is an IB education? (2013)
- Candidates with assessment access requirements (published 2009, updated 2011 and 2013)—specific to the Diploma Programme

WORKS CITED

- Differentiation and Adaptation (updated 17 Dec 2015)
<http://nzcurriculum.tki.org.nz/InclusivePractice-and-the-School-Curriculum/Implementing-aninclusive-curriculum/Effectivepedagogy-for-all-students/Differentiation-and-adaptation>. Retrieved 13/6/2016
- Heacox, Diane, Ed. D. (2012) Differentiating Instruction in the Regular Classroom: How to Reach and Teach All Learners. Minneapolis: Free Spirit Publishing.
- International Baccalaureate Organisation (2016). IB continuum: Learning diversity and inclusion in IB programmes. IB Publishing Ltd, The Netherlands.
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