



# New Future International School

(NFIS)

PYP Candidate School

**INCLUSION POLICY**

**2022-2023**

 El Prince St. Off Moustafa  
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## **New Future International School Vision**

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An international school that provides a distinctive education that enables students to be life-long learners who are prepared for a rapidly changing world where skills, values, and attributes are as important as knowledge.

## **New Future International School Mission Statement:**

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Our mission at New Future International School is to prepare peaceful, knowledgeable, and inquiring young learners who are endowed with a sense of value, meaning and personal integrity, and also encouraged towards global awareness and acceptance

## **IB MISSION STATEMENT**

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The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help 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.



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## PHILOSOPHY AND PRINCIPLES

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New Future International School is a mixed school which welcomes learners from kindergarten to 12th grade.

Some of the learners in school may have special educational needs that require support or encouragement to access and participate in a large and varied curriculum:

The inclusion policy for learners with special needs aims to define the framework for the implementation of teaching and learning practices as well as the services and support offered, with a view to ensuring that learners with special needs specializing in an environment that supports them and values diversity, inclusion and participation.

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This policy outlines the responsibilities of all school staff to provide an appropriate curriculum, and effective services and support to learners with special needs.

At New Future International school, we believe that every human being has the right for education. Therefore, we aim to provide positive, responsive, and inclusive environment and learning spaces that develop a sense of belonging.

All NFIS teachers are responsible for the education of all learners. Accordingly, all teachers are required to use a variety of teaching and assessment methods to support the learner's points of strength and their weaknesses as well. Differentiation is highly valued for building inclusive communities and to allow for students to show their learning. This policy expresses our commitment to ensure that learners with special educational needs have the best conditions to access the knowledge and develop the skills and qualities necessary to succeed in their learning. The school also provides a learning support teacher and a school counsellor to support students' academic, behavioral and emotional needs.

At NFIS, we also believe that Parents and legal guardians have a big role in supporting students' learning needs. We aim to develop home-school partnerships to support their children.

## **PROCESS TO IDENTIFY STUDENTS WITH SPECIAL NEEDS**

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In case of having an exceptional student, who is already enrolled in (NFIS) the following steps are to be followed: NFIS

- ✓ Student is referred to the Learning Support Team by his teachers and/or his parents
- ✓ A meeting is set up with the parents, programme coordinator, the main teacher as well as the LTC representative to discuss the student's needs.
- ✓ A referral is made for further assessment from an outside professional center if needed



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- ✓ An intermediate IEP is made and will be followed until further assessment
- ✓ information becomes available.
- ✓ The intermediate IEP is revisited and reviewed once assessment information is obtained.
- ✓ A formal IEP is then developed based on assessment information in conjunction with input from relevant teachers.
- ✓ The LTC will consult with the parent(s) of a child regarding the development of an IEP and will endeavor to get the parent's written consent for the implementation of the IEP.
- ✓ The IEP identifies the student's individual needs which are used to formulate at personalized learning program allowing the student access to learning and teaching.
- ✓ The LTC will ensure that all IEP's are reviewed at least once per year and that any significant information or curriculum adjustments are recorded.

Exceptional students will be assessed against the same criteria used for all IB students. NFIS will accommodate students requiring special access to assessment.

At (NFIS), teachers are in a strong position to be able to identify students with learning and/or special educational needs. All teachers will undergo training in identifying the symptoms of certain learning disorders and learn appropriate accommodations to remove barriers to learning best suited to each learning disorder identified.



## ROLES AND RESPONSABILITIES

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### The head of school

- ▶ Promotes the education of the whole child within the context of the school community
- ▶ Carries out duties related to special education as outlined by the Ministry of Education
- ▶ Communicates with the school community regarding the school and the Ministry of Education's expectations, policies and procedures related to Special Education.
- ▶ Ensures the development, implementation, and review of a student's Individual Education Plan

### Learning Support Team:

- ▶ Carries out duties as outlined by the Inclusion policy of Future International School (FIS)
- ▶ works in conjunction with relevant teachers and parents to develop Individual Plans for exceptional students.
- ▶ ensures that IEP are reviewed once every semester.
- ▶ communicates with the relevant teachers and parents about student progress
- ▶ works with the classroom teacher to review and update the Individual Education Plan
- ▶ holds qualification to teach special education. assists IB Coordinators submit access arrangement request to the IB Assessment Center if needed.
- ▶ supports teachers in the implementation of IEP's



## Teachers

- Assesses and reports on exceptional students.
- Supports exceptional students by providing differentiated instruction within the classroom.
- Works with the Learning Support Teachers to develop Individual Plans for exceptional students.
- Participates in LTC meetings throughout the year to review student progress.

## Parental Engagement

- Becomes familiar with and informed about the school policies and procedures in the areas that affect their child.
- Participates in parent-teacher conferences, informs school of changes which may impact their child's learning.
- Provides consent for and participate in the development of the Individual education Plan for their child
- Supports their child at home. ➤ Is responsible for their child's attendance at school.
- Responsible for having their child externally assessed if deemed necessary by the LTC

## Special Education Teacher

Responsible for leading the LTC and for assisting the coordinators in acquiring the necessary documents relating to access to assessment and for supporting teachers in catering for the needs of exceptional students.



## INDIVIDUAL EDUCATIONAL PLAN (IEP)

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Individual Plans are constantly being updated to reflect the needs of students. The LTC in consultation with teachers and parents, meet once a term to review Individual Plans in order to ensure that the student's needs are being addressed appropriately.

A "Year-End Summary" is written at the end of the year for each Individual Plan. This reflects on the student's level of performance and achievement at the time the Individual plan was developed, comments on the progress throughout the year and provides suggestions for the upcoming school year.

Two types of individual plans can be developed for students at Future International School:

### **An Individual Education Plan (IEP):**

- focuses on supporting students with academic achievement.
- allows for the implementation of accommodations and modifications for exceptional students.
- typically reflects teaching and assessment strategies which work best for students as individuals.

### **A Social Emotional Support Plan (SESP)**

- focuses on supporting students with developmental and social achievements.
- typically focus on providing strategies to teach students how best to deal with emotions, develop friendships and learn socially appropriate behaviors at school.





## IMPORTANT NOTES

- ✓ This policy is down up by a committee made up of the pedagogical leadership team, department heads, coordinators, and teachers. The pedagogical leadership team and the coordinators ensure the communication of the content of the policy to the entire school community.
- ✓ All stakeholders undertake to implement and adhere to it.
- ✓ The policy is reviewed every 2 years and exceptionally in the case of the emergency of major incidents or new situations.



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