Inclusion/Special Education Needs (SEN) Policy

Philosophy
We believe that there are no limits to the potential abilities and human capabilities of our school family. Therefore, we believe ourselves to be a learning organization that creates and nurtures a well-balanced learning environment and takes initiative through exposing its learners to a variety of enriching experiences to enhance their individual abilities within a supportive, safe and inclusive environment in an attempt to achieve excellence.

Objectives:
To implement Inclusive Education at ASG/BSA in order to:
1. Cater for the educational needs of all students, regardless of their abilities and educational needs, provided that this does not contradict with the school’s general policy towards students with special educational needs.
2. Assist in creating a change in attitudes where labeling is banished and our community accepts and embraces all its members, regardless of their educational challenges, free from bias.

General principles:
1. The school is responsible for the education of ALL its students.
2. All children are viewed equally.
3. Each child has the right to a good education.
4. Each child must be given fair opportunities to enable him/her to potentially acquire the best education according to his/her abilities.
5. Each child possesses unique characteristics, interests, abilities, and special needs and will not be discriminated against.
6. Teaching must be designed and implemented in a way that allows for differentiated instruction.
7. The school has no right to expel or transfer a student because s/he has learning difficulties.
8. Al Kashef Center, our SEN center, is responsible for following up on all matters relating to SEN students from K – 12 including but not limited to administering screening tests, contacting parents, documenting provisions while protecting students’ confidentiality
9. Al Kashef Center educates our school community on SEN and the services it provides.
10. Our SEN center has good connections with other SEN centers in Jordan and abroad to keep abreast with developments in the field and to refer students to such centers for screening if such services are not offered at the school.
11. Currently, the educational needs we cater for include:
   - Irlen Syndrome
   - ADD/ADHD
   - Anxiety disorders
   - Autism Spectrum/Asperger’s Syndrom
   - Learning disabilities
   - Medical conditions
   - Mental health issues
   - Physical and/or sensory challenges
- Social, emotional and behavioral difficulties
- Specific and multiple learning difficulties
- Speech and/or communication difficulties

12. Our screening tools include:
- Screening for SSS (Scotopic Sensitivity Syndrome)
- Diagnosis for Irlen Filters (Irlen Spectral Filters)
- Battery of auditory and visual perception tests
- Achievement test in Arabic language
- Achievement test in Mathematics
- Achievement test in English Language
- Battery of tests for Cognitive Abilities
- Speech and language screening

Procedures:

1. The school allocates an appropriate amount of its budget to cover expenses of Al-Kashef Center. Nevertheless, it does not demand extra fees from students benefiting from the services of the Center.
2. The school works on developing its methods and tools to cater for students’ needs through coordinating with other partner schools and specialized educational organizations, in addition to program and expertise exchange.
3. The school provides all the opportunities possible for special needs students to succeed until graduation.
4. The school coordinates with parents for the student’s best interests concerning any educational and/or academic decision(s) made.
5. The school provides opportunities for each and every special needs student to participate in all curricular and/or co-curricular activities.
6. Al Kashef Center works closely with division heads for the recruitment and training of support teachers, who work with the main teachers in class to provide individual attention to SEN students.
7. There is coordination between Al Kashef Center and the school counselors in order to follow up and support SEN students on any emotional or psychological matter. Al-Kashef Center also coordinates with the school’s medical personnel to address any health issues that affect the learning of students.
8. School counselors handle cases where students have emotional or psychological matters and take necessary steps to refer them to specialists outside the school.
9. Teachers are fully responsible for following up on ALL their students’ performances including SEN students in terms of academic progress, comprehension of concepts, and development of skills through ongoing assessment. Moreover, teachers are required to cooperate with Al-Kashef Center and comply with its requirements regarding SEN students.
10. For grades K – 5, two teachers are present in all subjects all the time to implement inclusion during class time.
11. For grades 6 – 10, two teachers implement inclusion during most of the class time in three main subjects, Arabic, English and Math.
12. As for the DP/CP, grades 11 and 12, Al Kashef Center follows up on all matters regarding SEN students and sends them for screening in order to receive reports indicating students’ eligibility for any allowances for exams.

13. This policy and its procedures are to be executed through coordination between all parties concerned, whether main and support teachers, division heads, or Al Kashef Center in cooperation with the whole school community.
References

International Baccalaureate Organization. 2015. *What is an IB education?* Wales, UK.


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International Baccalaureate Organization. 2015. *Candidates with assessment access requirements (Middle Years Programme)*. Geneva, Switzerland.