



**International
School**
Riyadh · Saudi Arabia

INCLUSION POLICY

Developed January 2022

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1. Introduction

SEK RIYADH is an inclusive school that aims to offer high-level international programs to all students regardless of any learning difficulties. One of its main objectives is to ensure that the school is a positive and enriching experience for all those who attend it.

We believe that the inquiry-based and experiential approach that characterizes teaching and learning at SEK RIYADH allows for sufficient differentiation within the class to enhance the learning experience for all students involved, both high-achieving students and those affected by special learning needs.

2. Defining Inclusion and SEN

Students are considered to have Special Educational Needs (SEN) if they have a learning difficulty or disability that is either certified by a specialist or if they are observed to experience considerable difficulties in learning that hinders their progress significantly compared to children of the same age.

Students who are experiencing emotional and/or behavioral difficulties might be regarded as falling into this category at the discretion of the School Counselor, Principal and Academic Coordinator, in agreement with the family.

Any of the above situations will be discussed with the family beforehand.

Students whose level of English fluency is lower than that of their peers will not be considered as having SEN but will be supported and guided accordingly.

3. Aims of the Policy

The Inclusion policy aims at setting clear standards and providing guidelines for all stakeholders to ensure that:

- SEN students are identified as soon as possible.
- The school meets the special needs of SEN students.
- Expectations are clear to all stakeholders.
- The school collaborates whenever possible and appropriate with parents and specialists who are helping the student.

- The students can be fully integrated into the classroom, and the teachers are informed and can provide suitable activities to meet the students' specific needs.
- Teachers are supported to ensure they can meet the specific needs of SEN students.

Inclusion Department

SEK RIYADH Inclusion department is constituted by the School Counselor, School Principal and Academic Coordinators.

The School Counselor is the internal point of reference and port of call for all teachers and families for all types of special educational needs. Under her supervision other members of staff might be involved on specific cases following the procedure detailed below.

Academic coordinators and Teachers will implement support measures, as per guidelines of the School Counselor. The school also actively collaborates with any specialists indicated by the families who already follow SEK RIYADH students.

RIYADH is open to consider enrolment for all students applying, regardless of their special educational needs. It will be the School Counselor and the program coordinators who will guide the students and their families in the choice of the most appropriate pathway.

4. Identifying Special Educational Needs

Students with a Known SEN

Parents are expected to inform the school of any known learning difficulties or disabilities affecting their children upon enrolment. The school's Admissions Team will ask for the supporting medical documents and for the results of any tests the student has undertaken to get a full picture of the student's situation.

The School Counselor, the Principal, the Program Coordinator will be available to meet with the student's specialist(s) to discuss the best possible teaching and learning approaches and strategies.

Throughout the school year, internal meetings will be held with the relevant teachers of the student in order to devise teaching learning approaches and strategies that meet the student's needs.

Should the student's condition require special accommodations that affect syllabus content and learning objectives, these will be discussed on an individual basis with the family.

Students suspected of having a SEN

Teachers, especially in the Early Years and Primary Years sections, constantly monitor the students' progress in relation to the development progress of their age and grade level.

Should a teacher notice a student is consistently struggling and their rate of progress seems inadequate despite the different learning experiences proposed, the teacher will inform the Program Coordinator and the School Counselor, and the child will be monitored. Parents will be informed that the student is experiencing difficulties and is being monitored.

If the student continues to experience difficulties during the monitoring period and may have a learning difficulty or disability, the School Counselor and Academic Coordinator will inform the family, and the school counselor will provide guidance to the family. After the family's consent, the relevant teachers will be notified.

Formal testing by us or an external provider will be suggested to clearly identify the reasons for the lack of adequate progress. Formal testing should be considered as a suggestion to the families, as it requires additional payments and is up to the parents to decide what course of action to take.

5. Devising and Implementing Individualized Education Plans

In the event of an acknowledged SEN, the school's academic team (the School Counselor, Principal, Academic Leader, and the student's teachers), after consulting with the family's specialist(s), will be available to suggest an appropriate Individualized Education Plan (IEP) that can meet the student's needs.

If such IEPs considerably divert from the standard IB curriculum requirements, the School Counselor and the Program Coordinator will discuss the consequences with the family beforehand.

Once a formal IEP has been agreed upon, the School Counselor and Academic Leader will inform the student's relevant teachers. The Academic Leader will oversee supporting teachers in the implementation of the IEP.

Progress monitoring is done regularly, and the goals of the IEP are adjusted accordingly.

The IEP will apply to students in the "Athletes program," a program specialized to ensure our athletes competing during the school year have some accommodations to their academic program.

6. Meetings regarding SEN students – all programs

All students identified as SEN are monitored regularly, and specific meetings are held throughout the school year.

At the end of August, before the beginning of the school year, the School's SEN referent, with the support of the school's SEN specialist, holds an SEN meeting for each program (PYP, MYP, and DP) where the known SEN cases are illustrated.

SEN-focused meetings will be held at least once a term to update the school specialist and support teachers. The meeting aims to inform new teachers and provide the teaching staff with basic strategies to implement in the classroom. During the meeting, the program coordinator will notify teachers of any access arrangements that should be implemented (additional time, etc.).

Meetings with the student's private specialists will be held throughout the school year to ensure students' best possible support.

An end-of-the-school-year SEN meeting is held in June.

SEN Students at MYP and DP Level

All stated above applies to all sections in the school, and the same procedure is followed for both suspected and declared SENs at MYP and DP level.

In addition to what is stated above, to ensure fairness and consistency in the application of special measures, the School Counselor and the Program Coordinator will refer to the IB indications in terms of inclusive access presented in the following publications:

- General Regulations: Diploma Program (published 2014)
- Diploma Program: Candidates with assessment access requirements (published 2014)

It is the program coordinator's responsibility to apply for special assessment arrangements in due time and guide the family and the student in providing the appropriate documents.

Following the IB guidelines, any assessment arrangement should be the student's normal way of working, thus applied both during regular school activities as well as in examination settings.

7. High-Achieving, Gifted and Talented Students

SEK RIYADH aims at supporting high achieving, gifted and talented students through differentiation and student-centered activities that allow each student to work at their own level and explore their interests at an appropriate level. Teachers are encouraged to set higher aims and objectives for high-achieving students to ensure they feel challenged in their learning and to prevent them from getting bored.

Peer guidance and buddy programs are also used to provide further learning opportunities for gifted and talented students.

8. Confidentiality

SEK RIYADH is committed to student privacy and ensuring that all information is treated with confidentiality and respect. SEN documents are not shared among the staff, and teachers and staff are required to respect the privacy of all students by not sharing the information with parties other than relevant teachers, specified family members, and the specialists who are following the student's cases.

9. Policy development, revision, and availability

The School Principal, and the pedagogical leadership team oversaw this policy's development in January 2022. As indicated below, all members of staff will be involved in the revision of this policy.

At the time of first revision of the policy, members of the Senior Leadership Team involved were:

School Principal: Iván Martínez

Head of Learning and Innovation (PYP Coordinator): Sandra Ospina

General Manager: Joan Blázquez

IT Director: Jesús Castillo

Head of Counselling and Admissions: Julie Alonso

The School Counselor, Principal and Academic leaders, parent working groups are in charge of the policy revision process.

The School Counselor, the Principal, the pedagogical leadership team, and the program coordinators will be drafting the policy based on indications provided by IB documents. Teachers

will be asked to provide feedback on the draft, and the policy will be updated accordingly if the input is consistent with IB guidelines and the school vision.

For the first couple of years, the policy will be revised on a yearly basis and either confirmed as is or modified accordingly. The School Counselor, Principal and Academic Leader will be in charge of approving the new version and sharing it with the school community through the school website and on Managebac. After that, the policy will be revised on a rotational basis at least every 2 years.

The most updated version of the policy is made available to all stakeholders on the school website. The policy is also available for teachers on the Managebac Teachers' Group.

10. Bibliography

- General Regulations: Diploma Program (published 2014)
- Diploma Program: Candidates with assessment access requirements (published 2014)