

Kabojja International School Inclusion Policy

Introduction

Kabojja International School is dedicated to providing a comprehensive and inclusive educational environment that respects and nurtures the diversity of our student population. This Inclusion Policy is specifically tailored to address the unique needs of our International Baccalaureate (IB) , encompassing residential and non-residential learners. We are committed to ensuring that all students, regardless of their abilities, backgrounds, or circumstances, receive a high-quality education that fosters their holistic development and prepares them for success in an interconnected world.

Purpose and general principles

The purpose of this document is to outline the Inclusion Program at the Kabojja International School.

The Inclusion Program illustrates how classroom best practices and formative and summative assessments should be diversified and differentiated based on learners' needs. We aim to provide each student with the best chance to meet their maximum learning potential across the entire spectrum of learning ability. To do that, we must address each student's short-term and long-term needs and provide support with available resources in the most appropriate setting.

Rationale

To implement these aims effectively, we will set out the rationale and guidance around teaching and learning to enable effective implementation. Teachers aim to give every learner the chance to experience success and to achieve as high a standard as possible. All teachers know and have had training about the impact of different teaching and learning styles. A variety of teaching styles are planned for

throughout the IB curriculum and activities set that are appropriate. Proper differentiation is every child's entitlement.

Our teachers will guide learning knowledge, skills, and understanding in ways that suit their learners abilities and are led by their interests. When planning, teachers have high expectations and provide opportunities for all students to achieve, with support if required. The planning considers any resources that must be delivered to enable all children to access the activities fully. Teachers know that learners bring different experiences, interests, and strengths to school that will influence their learning. They plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively. Students can vary in understanding and physical ability and should be enabled to achieve their best.

Definition of Inclusion

Inclusion at Kabojja International School is a dynamic and deliberate process. It involves acknowledging and appreciating each student's strengths, abilities, and challenges. It also entails creating an environment where every student, irrespective of their unique characteristics, has equitable access to the IB program and the necessary support services to thrive. Provide appropriate resources, visual aids, and information technology as required. Helping pupils manage their behaviour effectively and safely by using positive behaviour management but including a clear sanctions structure. Identifying critical aspects of the IB Curriculum may present specific difficulties for individuals and taking action to adapt activities.

Guiding Principles of Inclusion

At Kabojja International School, we adhere to the following guiding principles of inclusion:

- a. Equity: We are committed to providing all IB students equal opportunities to access and excel in the IB program, regardless of their characteristics or circumstances. This includes providing appropriate accommodations and support to promote equitable outcomes.

b. Respect for Diversity: We celebrate and respect the cultural, linguistic, ethnic, religious, and socioeconomic diversity of our student body. Our curriculum and classroom practices reflect this diversity, promoting cultural competency and global awareness.

c. Individualised Support: We acknowledge that students possess diverse learning styles, abilities, and needs. We are dedicated to providing personalised support to enable students to reach their full potential. This may include differentiated instruction, assistive technologies, or extended assessment time.

d. Collaboration: We promote a culture of collaboration among students, parents, teachers, and support staff. Working as a cohesive team, we can create a nurturing, inclusive learning community where all voices are valued.

Admission and Enrollment

Kabojja International School is an inclusive institution. We welcome students aged 5 to 19, regardless of nationality, ethnicity, race, gender, religion, or disability status. Our admissions process is designed to ensure fairness, inclusivity, and equal access to education for all prospective students. The interested students are admitted based on their age.

Curriculum and Instruction

Our school is thoughtfully designed to accommodate the diverse learning needs of our students. Teachers are encouraged to employ various teaching strategies, materials, and assessments to ensure all students actively engage in learning. We offer courses to cater to students with varying interests and abilities.

Individualised Support

For students with identified learning needs or disabilities, we develop Individualised Education Plans (IEPs) or Individual Support Plans to guide curriculum instruction, access and other interventions respectively. These plans are developed in close



consultation with parents, teachers, relevant members of the learning support team and students(where possible) to address specific learning or therapeutic requirements. Support services may include specialised instruction, assistive technology, additional assessment time, therapeutic support or any other necessary interventions.

English Language Learners Support

Kabojja International School recognizes that many learners may enter the school with English as their second language.

We offer English as a Second Language support to ensure their successful integration into our academic community. This assistance is aimed at helping students access the curriculum and fully participate in school life.

Social and Emotional Support

We prioritise the creation of a nurturing and inclusive school culture. Emphasising values like empathy, respect, and social-emotional learning, we provide dedicated counselling services and support staff to assist students facing social or emotional challenges. We aim to ensure that every student feels safe, valued, and supported.

Parent and Guardian Involvement

We strongly encourage parents and guardians to engage in their child's education actively. This includes participating in parent-teacher meetings, contributing insights about their child's needs, and collaborating with the school to provide a holistic and inclusive educational experience.

Teaching and learning procedure

We aim to ensure that all students in the school can access the complete curriculum.

We aim to achieve this by:

- Setting suitable learning challenges for all pupils and ensuring that every learners has the chance to experience success and to achieve as high a standard as possible
- Promoting learners' moral, social and cultural development and preparing all learners for the opportunities, responsibilities, and experiences of life
- Responding to the diverse needs that pupils bring to their learning
- Creating effective learning environments in which the contributions of all pupils are valued and pupils can feel secure and can contribute appropriately
- Stereotypical views are challenged, and pupils learn to appreciate and view differences positively in others. Positive images of race, gender, and disability will be used wherever possible
- Securing motivation and concentration through a variety of teaching approaches and taking into account different learning styles
- Use appropriate assessment approaches used consistently across the school and familiar to the children. They should provide precise feedback to pupils to aid in further learning
- Overcoming potential barriers to learning and assessment for individuals or groups of pupils

Referral procedure

If a student requires additional support to that which is provided by the teaching and learning procedure put in place at KIS, the school will aim to achieve this by:

- Identifying students with additional needs at the earliest opportunity, either within the school or from external diagnosis before arriving at Kabojja International School.
- Learners who present for admission with a diagnosis or documented difficulties that may impact their learning will be referred to the Learning

support department to facilitate the planning and provision of the required support.

- We are aware that some learners may not have any reported difficulties on admission yet it may increasingly become apparent to the teachers that they are struggling to access the curriculum during their time in school.
- On identification of a learner who may be having additional needs within the school environment, the staff will notify the Learning support coordinator who will hold discussions with the teachers to get more information about the observed needs or difficulties.
- The Learning Support coordinator will then invite the parents to have a discussion about the observed difficulties or challenges and to seek consent for the learning support team to further observe, screen or assess the learner.
- Once consent is obtained, the relevant team members will observe and assess the child to document their strengths, needs and interests so as to determine a baseline.
- The relevant members of the learning support team will collaborate with the parents, teachers, external agencies (where necessary) and students (who can clearly communicate their needs) to develop an Individualised Education Plan (IEP) or an Individualised Support Plan (ISP) to facilitate access to the curriculum.
- Collaboration with and use information from relevant teachers, the Inclusion Coordinator, external agencies, parents, and the student themselves to develop an appropriate and supportive Individual Learning Plan (ILP) or plan of action to help the student achieve right and access the curriculum

Inclusive assessment arrangements

All students must be allowed to take their assessments under conditions that are as fair as possible. Where standard assessment conditions and procedures would put candidates at a disadvantage and prevent them from demonstrating their skills and knowledge adequately, reasonable access arrangements may be authorised. Candidates eligible for inclusive assessment arrangements are those with individual needs, such as:

- Learning disabilities
- Specific learning difficulties
- Communication and speech difficulties
- Autism spectrum disorders Autism Spectrum Disorder
- Social, emotional, and behavioural challenges
- Multiple disabilities and physical, sensory, medical or mental health issues.

Primary years programme by

The Coordinator and Learning Support Coordinator must be informed of students who may require inclusive assessment arrangements.

Middle years programme

The Coordinator and Learning Support Coordinator must be informed of students who may require inclusive assessment arrangements. For a student to be granted inclusive assessment arrangements, documentation from a doctor and or psychologist providing details of the learner's needs and challenges must be provided by the parent.

Depending on the nature of the learning support requirement, inclusive assessment arrangements can include, but are not limited to, extra time in written assessments,

using a word processor and a reader, using a calculator, mind maps or stepwise instructions.

DP Programme

The DP Coordinator and the Pedagogical team will interview any student interested in our DP programme. The students are expected to have done an equivalent of Senior four (National curriculum) or O level examinations or could have done eAssessment and ePortfolio including Personal Project in MYP5

Review process

This policy document will be constantly monitored, particularly if children with different needs join the school. It will be reviewed as and when Programme coordinators deem it necessary, but certainly no later than five years from the publication date. Programme coordinators will ensure its implementation through planning meetings, classroom visits, and appraisals. It is shared with all stakeholders.

Continuous Review and Evaluation

This Inclusion Policy will undergo regular review and evaluation to ensure its effectiveness in promoting inclusion and addressing the diverse needs of our IB students. Feedback from students, parents, teachers, and staff will be actively sought and considered during the revision process.

It will be reviewed as and when Programme coordinators deem it necessary, but certainly no later than five years from the publication date. Programme coordinators will ensure its implementation through planning meetings, classroom visits, and appraisals. It is shared with all stakeholders.

Kabojja International School is committed to creating a warm and inclusive environment where every IB student can thrive academically, socially, and

emotionally. We aim to empower all students to reach their highest potential by embracing diversity and offering tailored support.

Date of Adoption: Date of Last Review:

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People involved in writing the policy

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