



RUSSIAN INTERNATIONAL SCHOOL « GALAXY »

INQUIRY ★ DISCOVERY ★ MODERNITY

INCLUSION POLICY

Inclusive education aims to provide equal opportunities for all students regardless of their abilities, backgrounds or needs (Norwich, 2014). This means ensuring that every student has access to high-quality education, tailored to support the necessary resources to succeed academically.

“Inclusion is an on-going process that aims to increase access and engagement in learning for all students by identifying and removing barriers” (Learning diversity and inclusion in IB programs, 2016, updated 2018)

Philosophy

In RISS- Galaxy, we believe that:

- All students regardless of their race, origin and religion should be members of the general education community. (Refer to admission policy).
- We recognize that some students need support to perform at their best.
- We believe that every student is entitled to have the opportunity to demonstrate their knowledge and level of attainment regardless of any personal or social barriers they may experience.
- All students have the right to a broad and balance curriculum, which should be relevant and differentiated and, should demonstrate progress and coherence.

RISS-Galaxy's inclusion policy aims to:

- value all students' knowledge, strengths and interests,
- see different perspectives as a way to promote international mindedness,
- ensure all students embrace the IB learner profile,
- teach all students no matter the particular difficulty they might have, making learning accessible to all.
- clearly understand that diversity includes all members of the community,
- ensure that we connect with students' prior knowledge to build up their full potential,
- identify and close the gaps in learning for each individual,
- educate and edify the school community on our inclusion strategies and give proper support to students in need by removing learning barriers.

School Responsibilities

RISS-Galaxy strives to meet the needs of students with special education needs through many ways some which are the following;

- Ensure Zero tolerance on racial segregation and believes,
- Organize regular PDs on inclusive education and resources are made available to teachers,
- Collaborate with parents where necessary and refer students to outside agencies or community to best serve the needs of students and their families.
- Responsible for updating inclusion policies and procedures.

Identification of students with Special education needs.

- Teachers identify and record any concern that they observe about the student in the classroom.
- Conversation with the students and their parents, help to identify students need.
- Report from former school about the student's learning ability

Support from teachers

- The teachers differentiate their lessons to meet needs.
- Provide extra-time for low achievers,
- Use evidence based strategy for inclusive teaching,
- Build on the strength of each child enhancing the child's self-esteem.
- Create an environment where all students are accepted for their differences.
- Maintain frequent and positive communication with parents by sharing information pertaining to the regular program and extra support provided.
- Help students develop individual learning plan.

Support from parents

- Provide any relevant information including details about the child's health, early development and behavior at home.
- Offer support and encouragement to the child.
- Supervise the child at home when doing any homework which could help the child achieves any said target.

Assessment Access Arrangement

The IBO believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Standard assessment conditions may put candidates learning support requirements at a disadvantage by preventing them from demonstrating their level of

attainment. Inclusive assessment arrangements maybe authorized for diploma students. This policy applies to students with long term or permanent challenges.

If an application for special arrangements during the IB exams is granted by the IB, for example extra time during examinations, access to a word processor and spell check such provisions will be made.

Circulation and Review

- This policy was drafted by a committee of IBDP teachers and approved by the management.
- This policy will be reviewed every two years.
- It will be communicated to the school community via the school's website.

References:

- Guideline to inclusion policy, IB, 2016
- Developing and aligning a school inclusion policy with the Program Standards and Practices, IB, 2023
- Access and inclusion policy, IB, 2022