



KALUGA INTERNATIONAL SCHOOL INCLUSION POLICY

Initially written: February 2021/ Reviewed: August 2022

Rationale

The KIS Inclusion Policy aspires to fulfil each aspect of its mission statement as:

...develop as knowledgeable and responsible

At KIS, it is imperative that students with learning needs succeed along their educational path. Thinking, communication, social, self-management, and research skills are critical for all children's development.

This policy promotes shared accountability for all students' learning on the part of the Pedagogical Leadership Team, coordinators, teachers, students, and parents.

...develop open-minded individuals

At KIS, we value mutual respect and an open mind. This policy affirms the inherent equality of all learners, regardless of their contexts or cultures. It promotes an appreciation for the diverse learning styles and educational needs of all our students in our global community. Our **referral process** promotes a collaborative approach in which all stakeholders in a student's education share responsibility. At KIS, homeroom teachers work collaboratively with specialists to ensure that students receive the support they need to succeed in their learning environment.

Definitions:

Inclusion: It refers to ensuring that all students at KIS have access to all programs.

Differentiation: It refers to any adjustment to instruction or assessment in order to meet the specific needs of each student.

Stakeholders: This includes anyone who has a vested interest in the student's success, such as a parent, legal representative, teacher, psychologist, administrator, coordinator, Head of School, as well as the student himself.





Support at Kaluga International School

At Kaluga International School, we believe that commitment to inclusive learning is fundamental to the successful development of all students.

Fundamental Concepts of Inclusive Education

- **Enrichment** - support for children with learning difficulties in small groups or on a one-to-one basis. (if possible)
- **Integration** - the child is supported in the classroom and given the tools necessary to overcome academic and behavioural difficulties.
- **Inclusion** - comprehensive support for all stakeholders (students, teachers, classmates, and school) in order to facilitate more effective learning for all.

Learning Support Teachers

The Learning Support teacher is pivotal in ensuring the success of students with learning needs along their educational pathway. The Learning Support teacher may include Teaching assistants, Shadow teachers, or Additional specialists.

The role of the learning support teacher is different from the class/subject teachers, who were only consulted after a difficult situation or issue transpired into a problem. This role may change as a student progresses through the school and increases their independence in learning. However, communication to relevant class/subject teachers regarding a student's needs and background is an essential component of the Learning Support Teacher's role.

Collaborative planning between the Learning Support Teacher and the class/subject teachers is essential. This includes designing and differentiating units of work, co-teaching, introducing specific learning skills and/or strategies and facilitating learning. Wherever necessary Learning Support Staff will 'pull-out' a student individually to strengthen specific areas of weakness and to facilitate the acquisition of skills required to function positively within a particular grade level. All elements of support aim to increase independent access to the curriculum.

The Learning Support team assists with the development and reinforcement of these skills to provide a solid foundation for learning.

The School Psychologist may be available for students whose academic success is impacted by social-emotional challenges.





Referral Process

If a student is significantly below or above the expectations of the grade level based on teachers' or parents' concern, the Coordinators will intervene to assess and support the student's learning.

Teachers and/or parents must provide sample work, comments, assessments results to support their reasoning for why they are referring the student.

The process is carried out with the following steps:

Step 1: alert the coordinator (and psychologist if needed), who will observe the lesson and take notes;

Step 2: have a meeting with the parents and teachers;

Step 3: during the meeting the school will give their recommendations and outline an action plan.

Parents should sign the action plan to show that they agree with the recommendations and will support their student at home.

If parents don't agree to follow the recommendation of the school then they will sign a document that says the school is no longer responsible for the academic results of the students.

The referral process for additional support is flexible and tailored to the unique needs of each student. When the Coordinator determines that support is no longer required or needs to be modified, they will arrange a meeting with teachers, and parents.

Responsibilities of Parents

- Reinforce skills practised at school
- Work together with teachers and student to meet specific goals (such as organisation, manners etc)

Parents understand that their students need assistance and support, so they will trust and follow the recommendations of the educational experts at school





Responsibilities of Students

Students will achieve academic success if they demonstrate a positive attitude by:

- Adhering to the guidelines established by the homeroom tutors/subject teachers and support teachers
- Attending physical/virtual classes on a consistent basis
- Completing homework assignments and formative activities on time.
- Respecting other students and teachers
- Participating enthusiastically in all school events
- Communicating regularly with homeroom teachers/subject teachers

The Inclusion Policy will be reviewed annually.

