



MySchool

PYP Inclusion Policy

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1. MySchool Vision & Mission


Vision:

We go beyond the classic approaches of Education. We offer the most innovative and the latest International Curriculums. We are deep-rooted in our values. We develop critical thinkers and responsible citizens in a peaceful world.

Mission:

MySchool aims to develop a learner who believes in the hopes of the homeland, meets the aspirations of progress and bears in mind the international changes. A learner who is deep-rooted in the Omani values and heritage, familiar with all the methods enabling to be an inquirer and a long life learner.

2. The IBO Mission Statement:

The International Baccalaureate® aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right. (IBO)

3. IB Standards and Practices



Purpose (0101)

1. The school community fosters internationally minded people who embody all attributes of the IB learner profile. (0101-03)

Leadership and governance (0201)

2. The school organizes time for learning and teaching that provides a broad, balanced and connected curriculum and serves the changing needs of its community. (0201-03)

Student support (0202)

3. The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01)
4. The school identifies and provides appropriate learning support. (0202-02)
5. The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03)
6. The school provides guidance and support that help students succeed in its IB programme(s) and plan for the next stage of their educational and/or career-related experiences. (0202-04)
7. The school builds relationships with the wider community that are a source of wisdom and expertise to strengthen the implementation of its IB programmes (0202-05).

Teacher support (0203)

8. The school provides time and other resources for teachers to collaborate effectively in the implementation of IB programme(s). (0203-03)

Culture through policy implementation (0301)


9. The school secures access to an IB education to the broadest possible range of students. (0301-01)
10. The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)
11. The school implements, communicates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language (0301-04)

Coherent curriculum (0401)

12. Teachers collaborate to design, plan and deliver the school's IB programme(s). (0401-02)

Students as lifelong learners (0402)

13. Students take ownership of their learning by setting challenging goals and pursuing personal inquiries. (0402-06)



14. Students pursue opportunities to explore and develop their personal and cultural identities. (0402-07)

Approaches to teaching (0403)

15. Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)

Approaches to assessment (0404)

16. The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03)

4. The aim of the Inclusion Policy:

The aims of this document are

- To outline and strengthen the position of the MySchool community in regard to the IB and inclusive education policy.
- To create a welcoming environment for each student.
- To ensure that the learning support requirements of students are identified early, assessed, and provided for.
- To clarify expectations of families, teachers and administration.
- To identify staff roles and responsibilities
- To enable all students to have full access to all elements of the school curriculum and assessment policy.

5. The Purpose of the Inclusion Policy:

This policy is a working document developed by MySchool community based on the IBO published documents on Learning Diversity and Inclusion. It is aimed to support the MSI community in structuring and developing the practices of inclusive education.


6. What is Inclusion?

Inclusion is a continuous process which aims at increasing engagement and access for all students to learning by identifying and removing barriers. It is an educational approach to include all students by removing the learning barriers. Inclusion will be better manifested by a culture of collaboration, mutual respect, support and problem-solving involving the whole school community. By inclusive education we move from segregation schools to an approach welcoming all students regardless of their barriers.

7. Related MSI policies

Our Admission Policy has been tried to be inclusive considering our resources and material. We support learners with learning differences when feasible and appropriate. We will accommodate for the needs of applicants unless there is a reason to believe that the admission would not be in the best interest of the applicant or the school.

The Admissions department in collaboration with the programme coordinator, parents, and the learner; where appropriate, screen and or evaluate the learner's abilities and may require further screening, and or evaluation assessment done with a report from the parents prior to taking the decision of acceptance.



Moreover, the student's language proficiency is also taken into consideration during collaborative planning meetings to agree on how to support learners with further strategies, teaching and learning practices to support differentiation and the use of various tools in assessing the progress of learners.

8. Who is responsible for implementing the Inclusion Policy?


All stakeholders, namely the school board, leadership team, educators, learning support team, parents, and students are responsible to put in processes to remove learning barriers for every member of the school community. Moreover; every teacher is responsible to consider her/himself as the teacher of all students and reaches out to all students as individual learners.

Student's responsibility

- Be open and comfortable in sharing difficulties faced
- Complete support activities provided diligently and continuously
- Set personal goals to achieve and develop strategies together with their teachers and Parents
- Regularly reflect and update their online portfolio


Teacher's responsibilities inside the classroom:

- Include differentiated strategies in the classroom which cater to different learning styles (visual, aural, verbal, kinesthetic, logical, social, solitary)
- Learning activities should be age-appropriate and are adapted to learners' individual interests, needs and abilities
- The use of native language is allowed for delivering instruction and extracting prior knowledge after it is clear that the learner did not understand the first instruction or if the learner is still developing in their listening and speaking skills

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- Include the development of all of the ATL (Approaches to Learning) Skills to ensure the holistic development of the learners
 - Observe learners inside the classroom and regularly record observations on the school database and the online portfolio
 - Include assessment strategies that are open-ended, relevant to the learners' current level, are formative and differentiated; allowing the learner opportunities to develop and improve their performance
 - Prepare the educational material and resources, which align with the objectives.
 - Implement the support strategies that are devised in cooperation with the programme coordinator
 - Follow-up on student's progress and effectiveness of strategies used
 - Create positive relationships and communicate with learners, parents, other teachers, and the administration.
 - Share feedback/ reflection on students' progress and needs either during meetings or on Managebac portfolios.
 - Holding meetings with the programme coordinator, (when needed) to discuss the difficulties a support learner is facing, her/his needs, her/his individual educational plan, as well as discussing socio-emotional and self-management aspects, and the role of other teachers in support of this learner holistically.

Responsibilities of the Programme Coordinator:

- Work collaboratively with faculty to support students with learning support requirements
- Elaborate with the teachers' Individual Educational Plan for students with learning support requirements or students who are struggling
- Maintain records and report to Parents and the school management
- Mediate meetings between Learners, Parents, Teachers
- Liaise with extra support services where needed

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- Stay informed on developments in the field of inclusive education and strategies by attending webinars and conferences, reading materials, joining support groups

Parents' Responsibility:

- Parents are held responsible for sharing any information regarding their child in relation to any special educational needs, difficulties and medical reports that might affect their child's learning progress and life in the school. In addition, they are requested to fill an Application Form.
- Attend meeting(s) that might be required to discuss their child's progress in different aspects of their school life, whether academic, social, emotional and or behavioral.
- Providing any required medical reports that might be of importance and could hinder or affect her/his academic progress and or well-being.
- Updating the school on any social issues that their child might be encountering and that might affect her/his mental and emotional aspect, and needs immediate interference.
- Providing approval to administer/apply any assessments, evaluation and or screening requested by the school's coordinator, whether internally and or by an outsourced certified center.
- Positively support their child in completing support activities and reaching their goals
- Regularly viewing their child's online platform with them

9. How MySchool considers barriers to learning from multiple perspectives:



School Organization and Resources

The school mission and vision are in line with the inclusive education policies. The school board and owner tries to set up a flexible payment method to facilitate IB learning to all students regardless of their financial status. Students from all nationalities are welcomed to our community. A special Arabic program called “Kalemon” is provided to non-Arab students in order to facilitate their involvement in our school. The whole school community treats all students with respect.

A well-planned and well-organized POI/unit planner which has been created collaboratively under the supervision of the program coordinator based on the IB guidelines. Collaborative teaching and learning are applied through weekly and monthly meetings which are reported and documented.

Our librarian is running an online resource center for different nationalities of our school. Our teachers are invited to contribute to that google classroom by providing resources from their culture. Students are invited to use that resource in honoring their mother tongue and nationalities.

Extracurricular activities are provided to students with pairs of teachers, mostly during the second semester. Students are given the choice to choose their favourite programme to join in order to pursue their interests and build on their skills.

Cultures and Policies

We have an international group of educators and students accompanied by Omani admin staff who always celebrate and honour the host country’s values and traditions. Through planned school programs, we celebrate the traditions of other nations, too. We are also providing two other languages, namely Mandarin and French, to foster the international-mindedness spirit and maintain the value of a multilingual community.

Our pedagogical team and teachers work closely to create, review, revise and reflect on our school policies.



Approaches to Teaching and Learning

All MySchool educators are IB certified teachers. They all have access to MY IB resources. The PLT (pedagogical leadership team) conducts regular PD (professional development) sessions for educators. Based on the school PD plan and budget, the educators are having workshops and webinars which are inline with the IB philosophy.

The ATLs and IB learner profile traits are integrated into teaching practices and well-planned collaboratively. The central ideas are based on conceptual understanding, reflecting the human commonalities and diversity. Teachers are implementing diverse strategies and techniques to meet individual learning styles through differentiation. Moreover; grouping and regrouping are done in all grade levels, and teamwork and collaborative work are done to foster self-management skills and mutual understanding.

Building and Physical obstacles

All students have their own devices, namely iPads or Macbooks, which are helping them in learning. The school has well-equipped IT, physics, and biology labs for practical learning support. Students are encouraged to set their classrooms with teachers in order to give them a sense of ownership. The librarian has a plan to work with all grade levels weekly through a programme called “Hakawati”. Students are always encouraged to visit and use the library resources as well. Moreover; a certified plan called “ambassadors of Values” is applied which reflects the IB learner profile attributes through designed activities. The early years students (KG1, KG2 and Grade 1) have a well-equipped and safe playground. Other Primary Years students (Grades 2 to 5) have a safe playground and a court.

Relationships among the community

We conduct induction meetings for parents at the outset of each academic year to inform them about our programme and welcome them onboard. The 3-way conferences are conducted annually based on the school calendar so that students can share their

achievements and understanding with their guardians. Parents have access to planning, reporting, and assessment through the Managebac platform as they are one of the community stakeholders.

The school's policies are shared with parents through our school website and platform, Managebac. Since we are a small-sized school, we are closely in touch with parents and guardians. The parent's community council plays a strong role between school management and parents. The IB Learner Profile attributes are displayed in all corners of the school and are fostered by educators in everyday interactions.

10. MySchool Inclusion Action Plan

Possible barriers	Finding out	Taking action	Who is responsible	Assessment
<p>Socio-economic and social Barriers</p> <ul style="list-style-type: none"> ● Parents are divorced ● Living in an orphanage or foster home ● Lack of basic needs: food, clothing ● Lack of emotional attachment ● Lifestyle habits: sleeping in class, addictions ● Disruptive behaviour 	<ul style="list-style-type: none"> ● Parents or Guardians inform on admission ● Administration informs teachers and coordinator ● Teacher observations 	<ul style="list-style-type: none"> ● Meeting with Parents or Guardians ● Dignified in-school support from counsellor ● Provide food or clothing to meet basic needs ● Develop self-manageme 	<ul style="list-style-type: none"> ● Parents or Guardians ● Social services ● Administration ● Programme coordinator ● Teacher observations 	<ul style="list-style-type: none"> ● The student ● School counsellor ● Programme coordinator ● Administration



<ul style="list-style-type: none">● Relationships with peers: bullying● Impulsivity		<p>nt strategies and goals with student and Parent / Guardian</p> <ul style="list-style-type: none">● Incorporate socio-emotional wellbeing into lessons and classroom decor		
<p>Language barriers</p> <ul style="list-style-type: none">● Lacks communication skills in English/Arabic● Lack of self-confidence in conveying ideas● Language used is out of the frame of reference for learners	<ul style="list-style-type: none">● Parents/Guardians inform the school● Diagnostic assessment test/observations● Teacher observations	<ul style="list-style-type: none">● Teachers use native language for developing understanding● Provide support materials: Songs, access to read-aloud books, visual flashcards● Peer support● Opportunities for	<ul style="list-style-type: none">● Students and peers● Teachers● Programme coordinators● Parents● Remedial teachers	<ul style="list-style-type: none">● Students● Teachers● Remedial teachers● Programme coordinators



		<p>developing speaking skills: Show and Tell</p> <ul style="list-style-type: none">● Custom learning material to students' culture, language level and frame of reference● Providing two remedial plans for Arabic: -Kalemon for non-arab students - Remedial Arabic for low achievers● Providing Mandarin and French support● Use of vocabulary and reading applications		
<p>Hyperactivity Disorder:-</p> <ul style="list-style-type: none">● Readily loss of attention	<ul style="list-style-type: none">● Teachers conduct diagnostic	<ul style="list-style-type: none">● Providing differentiation	<ul style="list-style-type: none">● Teachers● Programme	<ul style="list-style-type: none">● The teacher



<ul style="list-style-type: none"> ● Easily distracted ● Anxious ● Daydream a lot ● Forget or lose things a lot ● Squirm or fidget ● Talk too much ● Make careless mistakes or take unnecessary risks ● Have trouble taking turns ● Have difficulty getting along with others 	<p>tests at the beginning of each year. Then, they will recognize the students who may need extra support.</p> <ul style="list-style-type: none"> ● Continuous observation: Teachers may notice a concern with a learner's: academic, social, emotional, or behavioral skills. 	<p>strategies in the classroom</p> <ul style="list-style-type: none"> ● Using visual aids and realia ● Peer-support ● Constant communication with parents to overcome learning challenges, e.g. dietary and lifestyle changes ● Teaching in line with IB's values and philosophy ● Upskilling the self-management skills 	<p>coordinator</p> <ul style="list-style-type: none"> ● Parents ● Students themselves 	<ul style="list-style-type: none"> ● The student through self-reflection
<p>Sensory barriers Some examples include:</p> <ul style="list-style-type: none"> - Autism - ADHD 	<ul style="list-style-type: none"> ● 			
<p>Impulsivity,</p> <ul style="list-style-type: none"> ● acting without thinking 	<ul style="list-style-type: none"> ● Teachers may recognise a 	<ul style="list-style-type: none"> ● Provide:- Tasks with a time frame, 	<ul style="list-style-type: none"> ● Teachers ● program coordinator 	<p>The teachers</p>



<ul style="list-style-type: none"> ● Difficulty waiting turns ● Intruding in on or interrupting conversations or games. ● Blurting out answers before questions have been completed. 	<p>concern</p> <ul style="list-style-type: none"> ● Discussion with parents ● Parent may provide school the with a medical report 	<p>specific goals and aims.</p> <ul style="list-style-type: none"> ● Encourage self-management skills 	<p>or</p> <ul style="list-style-type: none"> ● Students themselves 	
<p>Chronic illnesses</p> <p>Diabetes Heart related Blood related: Fanconi anemia Epilepsy Asthma</p>	<ul style="list-style-type: none"> ● Discussion with parents ● Parent may provide school the with a medical report ● Teachers may recognise a concern 	<ul style="list-style-type: none"> ● Collaboration between school nurse and teachers to keep the child safe, administer medication, consider the special diet or physical activities ● Accomodation for online learning and support due to long term absences ● Develop self-care skills in child with support 	<ul style="list-style-type: none"> ● School nurse ● Teachers ● The child ● Parents 	<p>The school nurse, child and Parents</p>




<p>Cognitive:</p> <ul style="list-style-type: none">- Subject difficulties in skills and understanding- Memory retention- Consolidation of concepts- Crossing the midline	<ul style="list-style-type: none">● Teachers may recognise a concern● Learners sit for an entrance test (English, Maths, Science, and Arabic). Then, the coordinator and teachers recommend the child needs more assistance.● Teachers conduct diagnostic tests at the beginning of each year. Then, they will recognize the students who may need extra support.	<p>-Extra resources for developing skills in languages and Mathematics, - different reading groups in the classroom, - library availability</p> <p>-concrete apparatus for Mathematics, - use of applications such as tracing, Matific and Literacy Planet</p>	<ul style="list-style-type: none">● Teachers● Programme coordinator● The student	<ul style="list-style-type: none">● The teachers● Students through goal setting and reflection● parents
<p>Physical barriers</p> <ul style="list-style-type: none">- Fine and gross motor- Injury- Crossing the midline				



<p>Note: Severe physical difficulties such as physical disabilities, down syndrome and cerebral palsy cannot be accommodate to date as we do not have the necessary professional support and facilities</p>				
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11. References

- IBO (2014) Program Standards and Practices
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