

Brummana High School

'I Serve'

Inclusion and Diversity Policy

Updated April, 2024

1. Working Definitions

1.1 Differentiated Instruction

Differentiated Instruction (DI) is a method of teaching that responds to the diverse needs of learners, guided by principles such as respectful tasks, flexible grouping, and ongoing assessment. Teachers utilize DI to tailor content, process, and product according to students' readiness, interests, and learning profile (Tomlinson, 1999, p. 15). In essence, DI is the process of identifying the most effective strategies for achieving agreed-upon educational goals (IBO, 2010, p. 4).

1.2 Inclusion

Inclusion is an ongoing and continuous process aimed at increasing access and engagement in learning for all students by identifying and removing barriers. It is achieved through collaboration, mutual respect, support, and problem-solving. Inclusion is often facilitated through the implementation of Differentiated Instruction.

1.3 Individualized Education Plan (IEP) An Individualized Education Programme (IEP) is a personalized educational plan developed by a team that includes school staff and the child's parents. The IEP is designed to meet the specific needs of the child, identifying their learning expectations and outlining the school's strategies, accommodations, modifications, and alternative programmes to address these needs effectively.

1.4 Screening

Screening refers to a type of assessment used by teachers to identify students who may not be meeting grade-level learning goals. These assessments help identify warning signs, such as potential reading difficulties, including dyslexia.

1.5 Special Needs Assessment Profile (SNAP)

The Special Needs Assessment Profile (SNAP) is a screening tool developed by Hodder's Institution, used by teachers and counselors to assess students' performance. It identifies strengths and weaknesses in verbal ability, processing speed, memory retrieval, motor coordination, and visual and auditory processing skills. SNAP generates a report that can be shared with teachers and parents.

1.6 Mainstream Teachers

Mainstream teachers are subject-area educators trained to teach specific grade levels or topics within the regular classroom setting.

II. Philosophy of Inclusive Education

At BHS, the various educational program (Cambridge or IB) we recommend aligns with our philosophy of inclusion, catering to exceptional learners by adapting teaching methods to suit their educational needs. This approach aims to bridge learning gaps, ensuring full participation in school life and the community. Our inclusive programme is founded on the belief that with effective, differentiated teaching and supplementary resources within the least restrictive environment, all students can learn and achieve their full potential.

Definition of Inclusive Education at BHS

Inclusive education at BHS is designed for all learners of school age, irrespective of their physical, sensory, cognitive, linguistic, socio-emotional, or psychomotor characteristics. It aligns with the growing trend to merge regular and special education systems into a unified framework, catering to the diverse needs of all students. The Support for Learning department assists those with learning difficulties, while the English as a Foreign Language department supports learners with purely linguistic challenges.

III. Principles of Inclusive Education

Our approach to inclusive education at BHS encompasses administrative and educational measures that include:

1. Valuing, advocating for, and accepting all learners with diverse needs or abilities by all school staff members.
 2. Extending inclusion beyond the confines of the regular classroom, allowing for curriculum modifications, adapted instructions, and support within the least restrictive environment.
 3. Offering additional support within the Support for Learning department or designated classrooms within the English as a Foreign Language department if needed.
 4. Individualizing the teaching-learning process optimally, recognizing the unique contributions of every learner to the learning community's development.
 5. Ensuring that educational needs of students always supersede any structural or administrative considerations.
 6. Making all learning resources and additional human resources available based on student needs rather than categorization.
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IV. Who is Concerned?

At BHS, students who may benefit from our inclusion programme include those with:

1. Mild learning disabilities or specific learning difficulties such as:

- Dyslexia (impacting reading)
 - Dysgraphia (impacting writing)
 - Dyscalculia (impacting math and organization)
 - Attention Deficit (and Hyperactivity) Disorder, and auditory processing disorders.
2. Communication, speech, and/or linguistic difficulties.

*Upon assessment, appropriate settings and equipment will be provided to accommodate children with physical disabilities.

V. Goals of Inclusive Education

The goals of our inclusive education programme at BHS are to:

1. Foster a school climate where all students, regardless of difficulties, feel a sense of belonging and achievement.
2. Implement teaching strategies, exam accommodations, and curricular adjustments to effectively teach a diverse student population.
3. Remediate academic and behavioral challenges in collaboration with a team of professionals, including learning support teachers, counselors, educational psychologists, linguistic specialists, and speech therapists.
4. Develop Individualized Education Plans (IEPs) tailored to each student's needs.
5. Promote higher self-esteem by collaborating with classroom advisors, school counselors, and the career development department.
6. Monitor student performance to ensure placement in the least restrictive environment conducive to reaching their full learning potential.

*The inclusion programme aims to facilitate the demonstration and development of students' skills, compensating for any perceived lack of ability.

VI. Inclusive Education Programme Overview:

The inclusion programme at BHS is a comprehensive process designed for learners whose disabilities may benefit from an alternative education approach. Each student follows a one on one or small group class setting within or outside the class, allowing them to learn required material at a pace similar to peers, within small group settings when necessary.

Identifying Children with Special Needs:

To identify students requiring additional support, a holistic approach is taken, considering their medical history, academic journey, intellectual abilities, and psychological profile. This global analysis is carried out by qualified medical professionals such as pediatricians, neurologists, psychiatrists, neuropsychologists, and educational psychologists.

At BHS, learning support staff and counselors make initial observations before referring students for comprehensive assessments. Parents, teachers, and counselors have access to a list of qualified professionals for further evaluations.

Special Needs Assessment Profile (SNAP):

- SNAP is utilized for students aged 7-16 to identify specific learning and behavioral difficulties.
- It assesses processing speed, reading skills, phonological abilities, spelling, visual and auditory memory, hand-eye coordination, and impulsivity.
- SNAP does not provide definitive labels but helps identify areas of strength and weakness.
- It offers targeted interventions and progress monitoring tools, benefiting teachers, parents, and students alike.

This revised policy on inclusive education at BHS aims to provide a comprehensive framework for supporting students with diverse needs, fostering a learning environment where every individual has the opportunity to thrive.

Revised by GR.CS/RK/RA