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Inclusion Policy

№ 81 International «Astana English School»

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AES INCLUSION POLICY

Rationale

№ 81 International “Astana English School” (AES) promotes education that inspires students to value integrity, cultural diversity, and the pursuit of well-being and excellence. Our school fosters an environment which empowers students to become creative, confident lifelong learners, ready to act in the local and global communities.

We believe that all students are entitled to a broad and balanced curriculum, which is differentiated to meet individual needs, and which enables them to reach their full potential.

AES is fully committed to inclusive education defined by the International Baccalaureate as an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers and the learner profile in action, an outcome of dynamic learning communities. For this to be successfully achieved we maintain a culture of collaboration, mutual respect, support and problem solving.

Principles of Inclusive Education Promoted by Astana English School

AES develops the principles of differentiation as “inclusion in practice”. We believe that inclusion and differentiation are most successful in the context of the learning community where there is a culture of collaboration that encourages and supports problem solving. There is, therefore, an important link between differentiation and thoughtful and adaptive planning. There is also an important link with the idea that every teacher is a language teacher, as teachers also need to consider each student’s language profile when considering pedagogical approaches to meeting individual learning needs.

All teachers are considered to be teachers of children with special educational needs and teaching of these students is a whole school responsibility requiring a whole school response.

Having integration of all students into the regular school system to maximizing their learning potential as the ultimate goal of its Inclusion/Learning support requirements, AES has defined the following principles of inclusive education.

AES INCLUSION POLICY

- Provision of the relevant service, choice and resources that incorporate the views of all stakeholders for the betterment and safeguard of all students.
- The school community and other authorizing bodies the school cooperates in developing its Inclusion/Learning Support Requirements Policy and practices actively seek to remove barriers to learning and participation.
- All students have access to an appropriate education that affords them the opportunity to achieve their personal potential.
- Provision of the right skills training and strategies to ensure the students identified by the school as needing special educational, emotional, physical and/or psychological support are successfully included in mainstream education.
- Development of an inclusive environment which is effective, friendly and welcoming, healthy and protective, and gender-sensitive for all learners viewed as an essential part of the school's effort to increase access to, and improve the quality of, the school.

Key Definitions Used in the Policy

Inclusion. Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities

Differentiation. It is a process of identifying, with each learner, the most effective strategies for achieving agreed goals so learning opportunities can be created that enable every student to develop, pursue and achieve appropriate personal learning goals.

Inclusive assessment arrangements. Changed or additional conditions, such as additional time or use of a reader, during the assessment process for a candidate with assessment access requirements. These enable the candidate to demonstrate his/her level of attainment more fairly.

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Individual Education Map (IEM). A plan of action developed collaboratively by School Psychologists and subject teachers to address individual educational needs of a student in need for special educational arrangements; the plan is documented, monitored and reflected upon on regular intervals.

Objectives

Astana English School Special Educational/Inclusive Education Policy begins with leadership from the Head of School and the School Administrative Team and contribution from the teachers and support staff in achieving the following objectives:

- To enable all students to access a broad, balanced, stimulating, challenging and differentiated curriculum, focusing on the needs, strengths, abilities, talents and individual learning styles of all students.
- To ensure early identification, assessment and provision for any student who may have special educational, language of instruction/second language or mother tongue needs or who needs any kind of learning support.
- To encourage and support students to participate in all decision-making processes, target-setting and review of their individual educational maps (IEM), where appropriate.
- To view parents as partners, and involving them fully in supporting their child's education, developing and implementing a joint learning approach at home and at school.
- To ensure that parents, students and teachers have a common understanding of individual student's educational targets.
- To monitor, evaluate and record students' progress at regular intervals, discussing results with the student, their parents and their teachers.
- To provide training, advice, appropriate strategies and information to staff on how we, as a school, may meet the needs of students with learning and/or language needs.
- To engage teachers in sharing best teaching practices for differentiation.

AES INCLUSION POLICY

Admissions and Types of Support Offered

Astana English School has limited resources to accommodate students with special needs, therefore any case for acceptance is carefully considered. In compliance with the national legislation and the school's Admission procedures the following are hindrances for enrolment:

- severe mental and intellectual challenges and/or diagnosed profound learning disability;
- epilepsy and related conditions;
- physically challenged cases that require special care and facilities;
- severe intellectual and emotional behavior conditions;

The school, therefore, accepts students with mild/moderate learning needs yet who are able to succeed in a mainstream classroom, with a limited provision of additional support from teachers and teaching assistants. In some cases, the School can recommend to parents to employ an assistant to support their child.

The School reserves the right to terminate the contract where parents fail to disclose important health information which can affect learning process.

The categories of students that require this assistance are:

- students with physical impairments that do not require special care and facilities and students with speech impediments
- students with demonstrated needs which mean that they consistently struggle to access the taught curriculum.

Gifted and talented students who are significantly advanced as learners in one or several areas are also targeted to in specialized support provision.

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Identification, Referral and Screening Procedures for Students with Learning Needs

Personnel in Charge of the Special Needs Provision

In order to ensure the success of all learners at Astana English School, students with social, emotional, and/or academic needs are referred to and reviewed by the School Psychologists' Team, Head of School, medical staff and subject teachers. Learning needs of students requiring language support are dealt with by the Language Coordinator.

Early Intervention at Admission

The Admissions Manager will inform the school psychologists and the Head of School, of any special educational needs identified during the admissions process. The Admission Board will then review the application and advise the parents AES has the appropriate resources to meet those identified educational needs. If necessary, the School request additional documentation or assessment. AES confirms its whole responsibility of providing all admitted students with all the required facilities in the school premises, including the building and the campus, so that they feel equal to the rest and to have all the necessary support, including psychological, medical, speech therapist, etc. In any case the school will instruct parents at the time of admission about specialized institutions in the country that render qualified professional services.

Referral and Screening

Any school staff member can submit a referral to School Psychologists' Team. In case of language needs, the relevant language referral protocol applies. During the review process, students are evaluated to assess their individual needs, and a success plan is created. Students who qualify for special education services will be assigned a case conference and an Individual Education Map (IEM) will be created to support them in the classroom (please, see Appendix 1 for General Support, Intervention for Identified SEN Categories and Language Support Flowcharts and Appendix 2 for an Individual Education Map (IEM) sample).

Serving Gifted and Talented Learners at AES

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The term ‘gifted and talented’ when used in respect to students, children, or youth means (those who show) evidence of high-performance capability in areas such as intellectual, creative, artistic, sport or leadership capacity, or in specific academic fields, and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities.

At AES, we use an approach to modify the school experience for an advanced student by tailoring a substantial part of the student’s education during the school day comprehensively to include classroom practices and after-school activities. We believe that this creates a ‘better fit’ than a regular programme provides.

In classrooms teachers are encouraged to meet the gifted and talented students’ needs by extending the curriculum. Without having to recreate new units of study, teachers can set up patterns of alternative work for small groups and/or individuals to pursue as substitute assignments while the rest of the class completes the unit. By checking on students’ progress and giving minor help where needed, teachers can help students move forward at a level and pace, and at a depth, that are appropriate for them. As an alternative, teachers can import challenging units of study not ordinarily covered by the class. Provision of differentiated instruction for students, whereby a teacher can adopt an approach that permits all students to work at a pace and level of complexity that is appropriate for them is also viewed as an essential component of this service.

There is an increasingly wide range of opportunities outside the normal curriculum for students to master, develop and display their intellectual, creative, artistic, sport or leadership skills by participating in the Small Academy of Science (SAS), sports clubs, artistic and handicraft exhibitions, subject Olympiads, School extra- curriculum centre, Student Council and the school’s community service programme.

Assessment Access Arrangements (MYP Only)

Provision of specified conditions is done by agreement with IB, if necessary. MYP Coordinator, School Psychological and Medical Services prepare relevant documents within the fixed dates (MYP for 1 year). Two forms of supporting documentation are required to be uploaded to the online application “Request of inclusive assessment arrangements”. The first document is a psychological (psychoeducational) medical report from a psychological or

AES INCLUSION POLICY

medical service and the second is educational evidence from the school. The report must state specifically the nature of the learning support requirement and the tests or techniques used to arrive at the identification.

If a special arrangement may result in the candidate taking longer to complete a final written examination, the programme coordinator will request additional time for examination.

In regular classes, SEN students are provided with additional conditions when conducting assessment-referenced tasks within their needs:

- Adaptation of instructions (language support, step-by-step instructions, font);
- Separate room (by medical reasons);
- Organization of short break (by medical reasons).

Kazakhstani National Legislation Requirements for Final Assessment Arrangements

According to the normative documents of the Republic of Kazakhstan, a determined group of students can be exempted from taking end-of-year and final examinations for specified health reasons.

Roles and Responsibilities

10.1 The Head of School

- Ensures the compliance with the School's SEN Policy.
- Creates conditions for continuous professional development of the staff according to the area of duty.

10.2 The Special Education Needs Coordinator (SENC)

- Implementation and development of the SEN policy within the school.

AES INCLUSION POLICY

- Provision the information about the SEN children (to be placed on the Server, Consulting folder).
- Implementation of professional development of the teaching staff to work with the SEN students.
- Communication with parents of SEN students.
- Interaction with out-of-school organization and specialist.
- Management of the resource base for provision of SEN students' needs.
- Makes annual review of the SEN students' needs.
- Analysis and monitoring of SEN children work.

10.3 The School Psychologists' Team

- Psychological support of SEN students (diagnostics, prevention and education, correction/development, consulting).
- Speech therapist support of children with speech disorders (diagnostics, correction/development, consulting).
- Medical support of children with poor health (conduction of medical and health-improvement actions with a glance t individual needs).
- Observation and analysis of gathered/acquired information, diagnostics with aim to form groups of SEN students.
- Observation of SEN students during lessons and out of school activities.
- Keeping of the current documentation and timely placing of all the necessary information on the Server (individual development plans/education, speech cards, medical cards).
- Communication with parents for successful organization of work with SEN children.

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- Conducting training with aim of teaching staff's professional development of work with SEN students.
- Timely identification of students, who has special needs in education and providing them with appropriate support.

10.4 The IB Coordinator

- Assisting teachers in planning differentiated teaching and learning processes.
- Providing IB with the relevant documents for creating special conditions for the students when conducting external assessment tasks.

10.5 The Language Coordinators

- Creation of favourable conditions for students, who are not proficient in languages of instruction of the school.
- Monitoring the curriculum and individual students' language profiles to ensure any student's language placement is evidence-based and meets their linguistic needs.

10.6 The Small Academy of Science (SAS) Coordinator and Heads of Departments

- Interaction with the SEN students Coordinator about gifted/talented students to support them throughout the academic year and to monitor their achievements.
- Keeping the information and timely placement of the necessary information about SEN children on the Server folders.

10.7 The Teaching Staff

- Development of all students in the teaching and learning class, including coordination of the SEN student support provision.
- Realizing the individual and differentiated approach for study.

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- Optimizing the SEN students' learning development (development of strategies, selecting resources, usage of specialist's recommendations).
- Coordinating with other teacher their intervention strategies to fully realize the SEN students Support Programme.
- Creating positive teaching and learning environment for each SEN student and for their equal participation in the school and class life.
- Maintaining, within their subject area, the SEN student's individual profile.
- Analysis of the conducted work and monitoring of the SEN students' achievements.
- Timely revealing of SEN students and rendering support.

10.8 The Homeroom Teachers

- Development of all students in the teaching and learning class, including coordination of the SEN student support provision.
- Realizing the individual and differentiated approach for study.
- Optimizing the SEN students' learning development (development of strategies, selecting resources, usage of specialist's recommendations).
- Coordinating with other teacher their intervention strategies to fully realize the SEN students Support Programme.
- Creating positive teaching and learning environment for each SEN student and for their equal participation in the school and class life.
- Maintaining, within their subject area, the SEN student's individual profile.
- Analysis of the conducted work and monitoring of the SEN students' achievements.
- Timely revealing of SEN students and rendering support.

AES INCLUSION POLICY

- Where needed, according to the International Baccalaureate documentation, to provide with the necessary information (pedagogical reports) to create special conditions for assessment.
- Establishing of close connection with parents of SEN children about their learning, development and education.
- Stimulation of teachers' collaboration and initiation of organization and conduction of case conferences.

10.9 The Medical Service

- Medical support of children with weak health (conduction of health improvement measures, with a glance at individual peculiarities).
- Keeping of documentations (medical cards).
- Timely provision of teachers with the students' health state, who requires special attention.
- Provision with IPE recommendations for children with weak health.

10.10 The parents

- Provision the school with the full information and documentation about a child's special needs, and timely inform about any changes.
- Creation of optimal conditions for development of their own child and support out-of-school.
- Implementation of interactions with the school's teachers and specialists.

AES INCLUSION POLICY

Appendix 1

Appendix 1.1: General Support Flowchart

Collecting evidence			
Action	Timeline	Responsibility	Document
Evidence is gathered in the following ways: <ul style="list-style-type: none"> Review of medical service information Psychological testing Application form and admission results analysis Notes from observations done by teachers and psychologists (anecdotal records) 	At the beginning of the academic year (returning students) 4-5 weeks of the adaptation period (new students)	School Psychologists' Team Teachers Medical staff	Student work samples Admission test results Psychological test results Completed application form Student medical card Teachers' and psychologists' anecdotal records
Information support to classroom teachers and homeroom teachers			
Action	Timeline	Responsibility	Document
<ul style="list-style-type: none"> Setting up database on the server for the staff's access List of recommended strategies with examples that may be used to address learning styles, multiple intelligences and a range of differentiation issues 	4-5 weeks at the beginning of an academic year (the end of September)	School Psychologists' Team	Google drive – School Essential Documents - SEN

Differentiation Strategies in the Curriculum			
Action	Timeline	Responsibility	Document
Teachers apply recommended strategies in their curriculum planning and delivery by completing "Differentiation: sections in their lesson and unit plans and developing activities and tasks to accommodate different learning styles	On-going	Teachers Homeroom teachers	Lesson plans and unit plans regularly monitored by heads of departments and admin members

Appendix 1.2: Intervention Flowchart (for Identified SEN Categories)

Collecting evidence			
Action	Timeline	Responsibility	Document
Evidence is gathered in the following ways: <ul style="list-style-type: none"> Review of medical service information Psychological testing 	At the beginning of the academic year (returning students)	School Psychologists' Team Teachers Medical staff	Student work samples Admission test results Psychological test results Completed application form Student medical card

AES INCLUSION POLICY

<ul style="list-style-type: none"> • Application form and admission results analysis • Notes from observations done by teachers and psychologists (anecdotal records) 	4-5 weeks of the adaptation period (new students)		Teachers' and psychologists' anecdotal records
Referral form for SEN students			
Action	Timeline	Responsibility	Document
Based on the documentation above and observations made, homeroom teachers and/or classroom teachers complete the referral form and submit it to the SEN coordinator	Early October	Homeroom teachers Classroom teachers	Completed referral forms
Diagnostics to confirm the SEN status			
Action	Timeline	Responsibility	Document
<ul style="list-style-type: none"> • SEN coordinator carries out specialized diagnostics to confirm the SEN status of the identified students and develop a list of SEN students for the year, with detailed information about specific cases • Parents are kept informed about the procedures and results 	Mid-October	SEN coordinator	Diagnostic tests and results (confidential) List of SEN students
Initial case conference for Individual Education Plan (IEP)			
Action	Timeline	Responsibility	Document
<ul style="list-style-type: none"> • SEN coordinator calls and chairs a case conference for individual students diagnosed with SEN to identify strategies and complete the Individual Education Plan (IEP) for each diagnosed case, which details stages of the process, the specific support required and the timeline 	End of October	SEN coordinator School Psychologists' Team Grade level teachers	Case conference material Individual Education Plans (IEPs) documented
Interim progress reports			
Action	Timeline	Responsibility	Document
<ul style="list-style-type: none"> • SEN coordinator monitors the progress of each identified SEN student and the use of recommended strategies by doing regular observations and continuous discussions with the staff involved • SEN coordinator calls and chairs two or more case conferences to share evidence of individual SEN student's progress 	Mid-January Early June At the SEN coordinator's discretion	SEN coordinator School Psychologists' Team Grade level teachers	Case conference material Individual Education Maps (IEMs) documented

AES INCLUSION POLICY

Appendix 1.3: Gifted and Talented Support Flowchart

Collecting evidence			
Action	Timeline	Responsibility	Document
Evidence is gathered in the following ways: <ul style="list-style-type: none"> • Review of medical service information • Psychological testing • Application form and admission results analysis • Notes from observations done by teachers and psychologists (anecdotal records) 	At the beginning of the academic year (returning students) 4-5 weeks of the adaptation period (new students)	School Psychologists' Team Teachers Medical staff	Student work samples Admission test results Psychological test results Completed application form Student medical card Teachers' and psychologists' records
Information support to classroom teachers and homeroom teachers			
Action	Timeline	Responsibility	Document
<ul style="list-style-type: none"> • Setting up database on the server for the staff's access • List of recommended strategies with examples that may be used to enhance the curriculum in addressing the needs of gifted and talented students • Identification of the targeted group of gifted and talented students and the list of subjects they excel and/or particular talents they may develop/reinforce 	4-5 weeks at the beginning of an academic year (the end of September)	School Psychologists' Team	Google drive – School Essential Documents - SEN
Differentiation Strategies in the Curriculum			
Action	Timeline	Responsibility	Document
<ul style="list-style-type: none"> • Teachers apply recommended strategies in their curriculum planning and delivery by completing "Differentiation: sections in their lesson and unit plans and developing activities and tasks to accommodate different learning styles and to challenge gifted and talented students at the lessons 	On-going	Teachers Homeroom teachers	Lesson plans and unit plans regularly monitored by heads of departments and admin members
After-school/extra-curricular/extension opportunities to develop specific abilities and talents			
Action	Timeline	Responsibility	Document
On-going communication with gifted and talented students, their parents and teachers initiated and maintained by Dean of Students (DoS), SEN coordinator, Service as Action (SaA) coordinator, Small	On-going	Dean of Students (DoS) SEN coordinator Service as Action (SaA)	Google drive – School Essential Documents - SEN

AES INCLUSION POLICY

<p>Academy of Science (SAS) coordinator and Extra –curriculum centre head in collaboration with homeroom teachers to identify and pursue on a range of opportunities for these students to display and further develop their intellectual, creative, artistic, sport or leadership skills and talents through participation in the Small Academy of Science (SAS) activities, Extra – curriculum centre activities, sports clubs, artistic and handicraft exhibitions, subject Olympiads, Extra –curriculum centre opportunities, Student Council and the school’s Community Service programme</p>		<p>coordinator Small Academy of Science (SAS) coordinator Extra – curriculum centre head Homeroom teachers Personnel in-school and in the outside communities involved in delivering the service</p>	
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Appendix 2: Individual Education Map (IEM) Sample

Individual Education Plan					Deadline:				
Student's name	Date of birth	Gr	Area/s of support	Homeroom teacher	Psychologist				
Current level of achievements					Strengths				
Area of needs									
Teaching strategies, recommendations						Involved			
Progress					Comments			Date of review/ Дата осмотра	

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