



Learning Support & Inclusion Policy

Updated: August 2023



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PURPOSE

The purpose of this policy is to provide information regarding the Learning Support Program in BPS. This program serves learners with Special Educational Needs, Academic Needs and Language Learning Needs. The types of supports are based on the individual's program and needs.

SCOPE

The Learning Support policy applies to all learners, parents, and teachers. The policy applies to all subjects and grade levels and is aligned with the adopted learning standards. This policy covers all aspects including identification, observations, and application of plans. The policy applies to all subjects and grade levels and is aligned with the adopted learning standards.

REVIEW PROCESS

The Learning Support policy is reviewed annually by the consists of the Director, Principal, and Learning Support Coordinator, to ensure that it remains effective, relevant, appropriate for the grade levels and subjects, and aligned with the BPS vision and mission.

AVAILABILITY

The most up-to-date version of this policy is accessible to all stakeholders on the school website. Additionally, teachers can find this policy in the Team Teachers' Group.

COMPLIANCE AND RESPONSIBILITY

All teachers, parents, and learners are expected to comply with the learning support policy and adhere to the guidelines and procedures stated within it. This includes the learning support coordinator, and learning support teachers. The policy and decisions related to Learning Support in BPS are fair, unbiased and aligned with the adopted learning standards. Changing anything in this policy must be approved by the School Director and Principal.

RESPONSIBILITIES:

Learning Support Coordinator: To observe and identify the learners needing academic support or special educational needs. To carry on and apply the programs for each individual learner, with the support of the parents and learning support teachers.

Teachers: To differentiate for learning in the classroom, provide feedback regarding critical learners and learners at risk, attending all relevant meetings, and applying the agreed upon support plans.

Parents: To attend all meetings, to provide all necessary documents upon requests, to follow through on the agreed upon support plans outside of school.



GENERAL STATEMENT

The mission of BPS states that “all learners are provided with equity learning experiences serving the needs, interests and learning styles of each child.” BPS believes that every learner is a unique individual with specific strengths and needs. Welcoming and celebrating diversity, BPS supports and provides every learner, wherever possible, with rich and challenging learning opportunities designed to help them reach their maximum potential and prepare them for the future in a rapidly changing world.

ADMISSION

Learners who are identified with a prior special educational need may be admitted provisionally at BPS with an agreed upon mutual plan of support inside and outside school. In some cases, the learner’s enrollment at BPS may terminate if, at a later stage, his/her progress indicates that he/she can no longer benefit from the program at BPS. The steps are as follows:

- Identifying learners with Special Educational Needs begins during admission. While filling out the application online, parents are asked to attach any reports and identify if their child is a child with any SEN or academic learning difficulties.
- If upon admission, the team notices that there may be an academic related difficulty then the admissions team alongside the learning support coordinator will decide the kinds of support that learner may need in school, and if this environment is suitable.
- If upon admission, the team notices that there may be an SEN related difficulty then the admissions team can request for further documentation/testing.
- Prior to admissions the director and divisional principal, with input from the SEN team, review each case individually and to ensure that the school can meet those needs without a disruption to the rest of the school programs or the learning process.
- The school may also require additional support like specialists help outside of school hours, withdrawal from certain classes, shadowing, or in-class support at appropriate times. The costs of such additional support may be considered separate from the normal school fees and must be met by the parents.
- For parents hiring a shadow teacher there is a shadow teacher policy that must be signed upon admissions, and not following the policy can impact the learner’s enrollment.

ASSESSMENT

BPS is committed to being an inclusive school that offers the best learning opportunities to every learner and considers their various needs. BPS takes the following into account to make sure that learners with special needs perform to the best of their abilities:

- Modified examination papers: As per the MOE regulations, only those who have been officially diagnosed with a learning disability and have provided the school with a report accordingly are allowed for modified examination papers.
- Examination papers – In order to meet the various needs, teachers make sure that examination papers have a variety of question types that cover a range of cognitive skills.
- Taking into account the various needs, learners are given access to examination accommodations that don't require approval by the MOE such as:
 - Provide learners with extra time.
 - Allow learners to conduct the exam in a separate room.
 - Allow learners to type their responses.
 - Read the exam questions loudly.

LEARNING SUPPORT PROGRAM

The key feature of the BPS's instructional programs resonates in our statement, *"We value each student's right to learn and have put appropriate measures in place to meet the needs of each student in accordance to their potential."*

OVERVIEW:

- In the learning support program, a learner is either identified as a SEN learner, a learner needing academic support or a language learner (English or Arabic).
- The types of support are given based on each individual need following the learning support program.
 - This can include developing an:
 - Individualized Educational Plan (IEP)
 - Academic Learning Support Plan (LSP)



1. SEN Support Overview

Here in BPS, we offer support for our SEN learners through accommodations and/or modifications. Each learner has a specific Individualized Educational Plan that is shared with all concerned parties.

- a. **Accommodations** (a change that helps a student overcome or work around a specific difficulty, proper paperwork must be submitted to get approval to receive accommodations)
 - i. Giving extra time to complete work/exams.
 - ii. Testing in separate settings.
 - iii. Having an adult presence to read aloud a text.
 - iv. Printing papers on colored papers, using different fonts.
 - v. Allowing some learners to type instead of writing with a pencil.
 - vi. Frequent breaks
 - vii. Access to reader tracker sheets
 - viii. Access to noise cancelling headphones.
 - ix. Access to fidget toys and rubber band straps for chairs.
- b. **Modifications** (Modifications change “what” is learned and therefore change the content of the grade -specific curriculum)
 - i. Changing curriculum expectations
 - ii. Modifying summative/formative assignments
 - iii. Applying different lesson expectations
- c. **Shadows**
 - i. Upon acceptance it is determined if a learner needs a shadow or not. This may change according to circumstance and as the school sees fit.
 - ii. There is a shadow teacher policy.
 - iii. Shadow teachers are outsourced by parents with the school holding final decisions on suitability of the shadow in school.



d. In school support through outside agencies

- i. In school therapy can be arranged with coordination of the Learning Support team, classroom teachers, parents, and the therapists.
- ii. A space can be provided for this in school support when all parties are in agreement, provided the proper documentation has been presented.

e. Individualized Educational Plans

- i. Each learner with an official diagnosis receives an IEP in the beginning of the school year. Here it is determined what goals the learner have set for the academic year in terms of behavioral, social, and academic.
- ii. This IEP is shares with all concerns parties (Parents, teachers, learner, admin, etc.)

f. External/Internal Testing

- i. (Internal) As according to their diagnosis and report testing will be specific to each learner's needs. Taking into consideration the accommodations and modifications. Learners will receive the agreed upon accommodations and may receive different/shorter exams if following a modified curriculum.
- ii. (External) If the school decides it is in the best interest to seek outside testing, then the parents will be informed. The school has connections with a few specific psychiatrists, centers, and specialists in the field. The school can help in connecting parents and learners with those specialists for further outside testing.

2. Academic Support Overview

- a. Push in support

3. Pull out support

- a. Learning Support Plan
- b. Differentiation

4. Language Learner Support Overview

- a. Identification of Language Learners
- b. Types of support
- c. Learning Support Plans



5. Gifted and Talented

- a. Learners are identified as Gifted or Talented either upon admissions, or through teacher observations. These learners can be Gifted/Talented in all subjects and areas of learning including playing a specific instrument, painting, or drawing, writing or reciting poems in Arabic, etc. Once identified as GoT learners they will be given more opportunities to practice their talent, and to perform based on their area of strength.

6. Action Plan Timeline

Month	Action Plan	Overview	Responsibility
September	Check-in meeting (1) Purpose: to identify annual goals, objectives and how we will reach them for the school year as a team.	These meetings are held with parents with learners identified as SEN/AS/LL learners	Learning Support Coordinator (organizer) Present: Principal, Counselor, Parents
September	List to be shared	A list of the SEN/LL/AS learners will be sent to all teachers	Learning Support Coordinator
September	Teacher Feedback Survey	Send a survey to all teachers. Opportunity to receive feedback and reflections on the kinds of support that may be needed.	Learning Support Coordinator
September/ October	Observations of critical learners identified	Daily observations of the critical learners across classes. Observations of classwork and behaviors.	Learning Support Coordinator + Learning Support teachers
October	First contact with newly identified parents of critical learners	Parents will be contacted about shared observations and concerns, to receive feedback from parents.	Learning Support Coordinator
October	Check-in meeting (1.2) Purpose: to finalize the intervention plan as a team	The team will create a year-long intervention plan. Parents will sign the agreement. Teachers/learning support will begin implementation of this plan.	Learning Support Coordinator (organizer) Present: Principal, Counselor, applicable teachers, and parents
December	Check-in Meeting (2.1)	During the middle of the term the team will meet with the parents who had a	Learning Support Coordinator (organizer)



	Purpose: to reflect on the progress so far, and set new objectives for the coming term	meeting in September for a follow up. New data/goals will be shared with the parents. Updated IEP will be shared here for the next term expectations.	Present: Principal, Counselor, applicable teachers, and parents
January	Check in Meeting (2.2) Purpose: to reflect on the progress so far, and set new objectives for the coming term	During the middle of the term the team will meet with the parents who had a meeting in October for a follow up. New data/goals will be shared with the parents.	Learning Support Coordinator (organizer) Present: Principal, Counselor, applicable teachers, and parents
February	End of Term observations	Observations to be conducted for all learning support learners.	Learning Support Coordinator + Learning Support teachers
February	Check-in Meeting (3) Purpose: To reflect on the first term and identify any needs	Post observations. Meetings will be held with all teachers regarding the critical learners. Opportunity to identify new critical learners.	Learning Support Coordinator (organizer) Present: Principal, Counselor, applicable teachers
March	Check-in Meeting (4) Purpose: IEPs and intervention plans will be reviewed and progress will be evaluated.	Follow up on progress of year-long intervention plan. Teachers will provide an update on the implementation of their support plan in the classroom. A review of the IEPs and progress goals will be held here as well.	Learning Support Coordinator (organizer) Present: Principal, Counselor, applicable teachers, and parents
May/June	End of Year observations	Observations to be conducted for all learning support learners.	Learning Support Coordinator + Learning Support teachers
June	Final check-in meeting (5) Purpose: Reflection on the progress of the year	Meetings with all learning support learner parents. Reflection on yearlong intervention plan. Here it will be shared if their learner will need continued support next academic year or not.	Learning Support Coordinator (organizer) Present: Principal, Counselor, and parents
End of Academic Year 2023-2024			

LEARNER SUPPORT AND DIFFERENTIATED INSTRUCTION:

BPS believes that every learner is a unique individual with specific strengths and needs. Welcoming and celebrating diversity, we support and provide every learner, wherever possible, with rich and challenging learning opportunities designed to help them reach their maximum potential.

- Classroom teachers at BPS are always aware that learners come from different academic backgrounds, with different educational strengths and challenges that require in return an individual approach.
- BPS has employed Learning Support Teachers, who focus on the provision of supplementary teaching to learners who are significantly below or above grade level expectations.
- The Learning Support Teachers provide direct literacy (English and Arabic) scaffolded support for our learners on a weekly basis. Their work involves intentional planning and implementing effective literacy strategies as well as the liaising with parents and faculty members.

INCLUSION IN THE IB DIPLOMA PROGRAMME

Inclusive Assessment Arrangements

- Inclusive assessment arrangements are authorized by the IB in IB examinations if the standard examination conditions may disadvantage the learner. Some inclusive assessment arrangements are permitted without authorization by the IB, and some may require authorization. The IB DP Coordinator is to ensure that an authorization request and related documents are submitted as per the IB regulations in case an authorization is required (based on the case). This should be done maximum by May in grade 11.
- When authorization is required, the IB decides the inclusive arrangements to be followed for the case taking into consideration the request form completed and recommendations suggested by the IBDP Coordinator as well as the supporting documents submitted to the IB.
- IB learners who are eligible for inclusive assessment arrangements include those with:
 - learning disabilities
 - specific learning difficulties
 - communication and speech difficulties
 - autism spectrum disorders
 - social, emotional and behaviour challenges
 - multiple disabilities and/or physical, sensory, medical or mental health issues (including temporary cases such as a broken hand)

Any returning or new learner with a need for special arrangements must be identified prior to starting the program. Special arrangements may include, as per IB guidelines, modifications to exam papers, extensions to deadlines, assistance to practical work, additional time, information and communication technology, scribe and transcription, or readers.

All requests for inclusive access arrangements must be submitted by the IB DP Coordinator on IBIS and must specify exactly which arrangements are being requested. Requests for inclusive access arrangements must be submitted six months prior to an examination session, that is, by 15 November for candidates registering for the May examinations session and by 15 May for candidates registering for the November examinations session.

POLICY COMMUNICATION

The Learning Support Policy is published in the Elementary and Secondary Faculty Handbooks, Parent Handbook, the Admissions Manual and the Policies and Procedures Handbook.

POLICY REVISION

The policy will be reviewed every three years to keep up to date with the needs of the learner population.

APPENDECIES

Appendix	Title
Appendix 1	Individualized Educational Plan template (IEP)
Appendix 2	Learning Support Plan template (LSP)
Appendix 3	Referral Form English
Appendix 4	Referral Form Arabic
Appendix 5	Individual Learner Observation Form
Appendix 6	Agreement Letter Template
Appendix 7	Shadow Teacher Policy
Appendix 8	Parent Teacher Conference Form