



## Amman Bacallaureate School Access and Inclusion Policy

### Shared Understanding of High Quality Learning at Amman Bacallaureate School

High Quality Learning at ABS combines inquiry based, conceptual, experiential, and collaborative learning. It cultivates critical thinking, creativity, and problem solving thereby enhancing personal growth and fostering agency. It engages learners in local and global issues so that they will be rooted, compassionate citizens who will have a positive impact on the world.

### Rationale / Shared Beliefs

As an IB Continuum school, ABS prioritises the learner and works to ensure that its learners are supported in all aspects of their school journey, striving to create diverse and equitable opportunities so all learners are included.

At ABS, an inclusive education is defined as one in which the teaching, learning, and wellbeing of every learner matters equally. We value and celebrate the uniqueness of each learner, fostering an environment where differences, interests, and talents are embraced within and beyond the classroom. This commitment ensures that learners have equitable access to suitable instruction and curricula, enabling them to progress and realise their potential both academically and as valued members of the school community. Our approach is proactive, recognising that early identification, intervention, and barrier removal are ethical imperatives that guide our efforts.

### Purpose

- Support the overall well-being of all learners by addressing their educational social, emotional, and physical needs.
- To foster strong collaboration with families and the school community to create an environment where all learners are valued and feel they fully belong.
- To address learners' additional needs through personalised learning and to empower them to realise their fullest potential, ultimately enhancing student outcomes and promoting inclusive education.

### Procedures

- Develop tools and methods to help learners reach their full potential.
- Provide training to support professional development that works towards the implementation of inclusive education.
- Coordinate with parents when making any decision concerning the learners' educational needs.

- Provide support services to learners based on their needs throughout their learning journey.
- Provide inclusive access arrangements for teaching, learning, and assessment for eligible candidate learners.

## Roles and Responsibilities

### Administration and School Responsibilities:

- Ensuring that Access and Inclusion are part of the school's development plan.
- Work with the Head of the AEN Department, programme co-ordinators, Heads of Schools, and teachers to provide adequate resources for comprehensive whole-school AEN provision.
- Periodically communicate with the Academic Sub-committee of the Board of Trustees about AEN developments in school.
- Ensure that Parents provide the Admissions Office with any previous diagnostic testing results to assist the AEN Department in determining support provision before admission.

### Additional Educational Needs Department:

AEN Leadership team is responsible for:

- Managing all aspects of the school's provision for learners with additional educational needs.
- Working collaboratively with subject leaders to ensure the implementation of the support provision.
- Collaborating with all stakeholders to determine and review the IB Access and Inclusion Policy, practices, and approaches to provisions for all learners in line with local and international regulation.
- Working with the Admissions Office and subject HoDs during the admissions process to determine adequate support provision for incoming students.
- Working with the Pastoral Team to ensure that the implementation of AEN provision aligns with the broader wellbeing needs of the learner.

AEN teachers are responsible for:

- Observing learners in the classroom and analysing assessment results to inform the decision on the need for support provision.
- Offering a rigorous support programme designed to meet the needs of learners in Arabic, English, and Mathematics inside the classroom in collaboration with the homeroom/subject teachers enabling learners to reach their full potential.
- Supporting learners with Specific Learning Difficulties (SpLDs) and second language learners' needs (both in Arabic and/or English) where provision is offered based on an individualised basis, built upon a data-driven analysis of student ability and achievement levels through the design of Individual Educational Plans.
- Regularly reporting to parents through the sharing of IEPs and sending of progress reports.
- Conducting a variety of screening tests, such as DASH, WRAT, and Irlen to identify specific areas of difficulties. (These teachers are required to be qualified.)

- Planning collaboratively with Homeroom/ Subject teachers to ensure that learners' academic and emotional needs are met.
- Ensuring effective implementation of Inclusive Access Arrangements.

### Teaching Staff

Teachers are responsible for:

- Implementing the Access and Inclusion policy and practices, ensuring identification, assessment accommodations, and provision for all learners, including those with additional educational needs through collaborative planning with the AEN teachers.
- Referring students appropriately when they notice any concerns regarding their educational needs.
- Providing feedback regarding the effectiveness of the inclusive access arrangements, maintaining records, and offering evidence to support fair and efficient implementation.

### Parents/ Guardians

Parents/Guardians are responsible for:

- Sharing relevant information about their child's learning needs with the school in a timely manner.
- Working in partnership with the school to supplement support provision.
- Providing the school with reports from medical, educational, or psychological professionals upon request.
- Creating a safe environment at home to facilitate inclusive learning practices.

### Students

Students are responsible for:

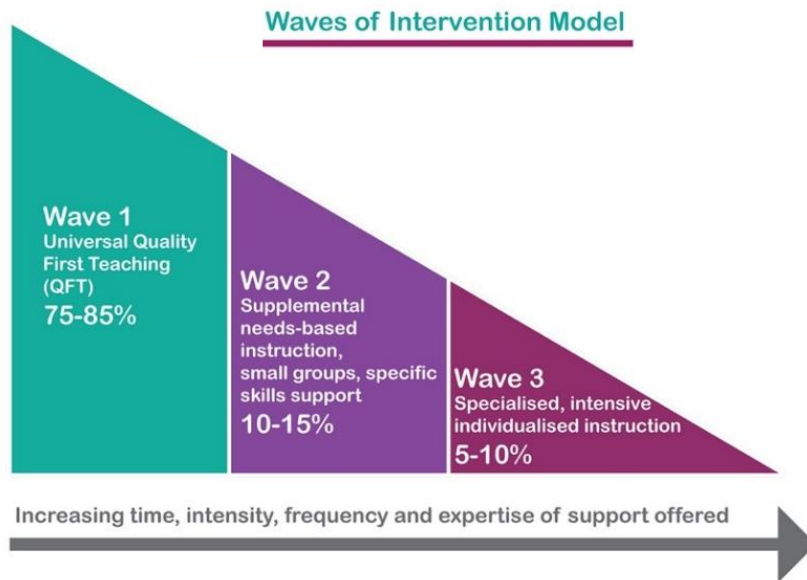
- Taking part in setting the goals of their individual educational plans.
- Communicating with their teacher and parents/guardians about their learning needs.
- Providing feedback on the effectiveness of the support provision.

### Waves of Intervention Model

ABS follows the Waves of Intervention Model across the whole school to ensure all learners are being included and their needs are being met.

- ❖ Wave 1- Inclusive Quality First Teaching (QFT): focuses on the effective provision for all learners within the classroom through Quality First everyday personalised teaching. QFT is characterized by pedagogy and curriculum designed to provide learners with access to an ambitious, broad and balanced curriculum. This is achieved through the implementation of best practice strategies by classroom teachers, support teachers, and subject specialists who design high-quality classroom where:
  - Lesson structure is clear and learning objectives/success criteria are clearly communicated with learners
  - Support teachers are well deployed to ensure appropriate support and to maximise learning among all students

- Modelling and demonstration are used throughout the lesson. Instructions are clear, chunked and supported by visual means
- Understanding is regularly checked, and instructions are reinforced
- Feedback is constructive and instant and ways to improve are modelled and shared for future learning



- ❖ **Wave 2- Targeted Support and Access Arrangements:** with QFT in place, some learners will need additional support and targeted intervention in specific areas of the curriculum. Targeted intervention for students is meant to accelerate progress and consolidate skills. This is done primarily through:
  - School specific intervention programmes
  - In-class support by AEN teachers
  - Implementation of Inclusive Access Arrangements (IAAs)
  - Targeted AEN intervention for specific skills
  - In accordance with our Language Policy, “In the event that a student is not making adequate progress in either Arabic or English, the School reserves the right to deny that student the option of taking a third language.” (ABS Language Policy 2024)
- ❖ **Wave 3 Specialised Support and Modified Curricula:** for a minority of students who require more specialised support. A highly tailored programme to meet their needs will be put in place to support them in achieving their potential in numeracy and literacy, as well as to mitigate the impact that the identified area of need may have on their ability to cope with age-specific expectations. This support includes:
  - Modified curriculum
  - ASL groups

A referral to external specialist intervention (psychologists, psychiatrists, Sp&L therapists, occupational therapists, ABA certified specialist, etc.) may take place during any wave of intervention.

### **Monitoring Impact of Intervention and Making Changes to Provision**

The effectiveness of the support and interventions on a student's progress is monitored and reviewed regularly during weekly meetings. This feeds back into the evaluation and analysis of a student's needs and future provision planning, including movement between the waves of intervention.

To inform planning and adjustments to practice, data is collected from several sources to ensure a full picture of the student's progress. These include but are not limited to the following:

- Examining Student progress - achievement of, or towards personalised targets set and as well as achievement compared to minimum grade level expectations.
- Student tracking file (Baseline assessments/progress testing/evidence of impact collected during intervention).
- Report cards/ achievement levels.
- Feedback from teachers.
- Feedback from parents.
- Feedback from student.
- CEM centre data (annual basis).

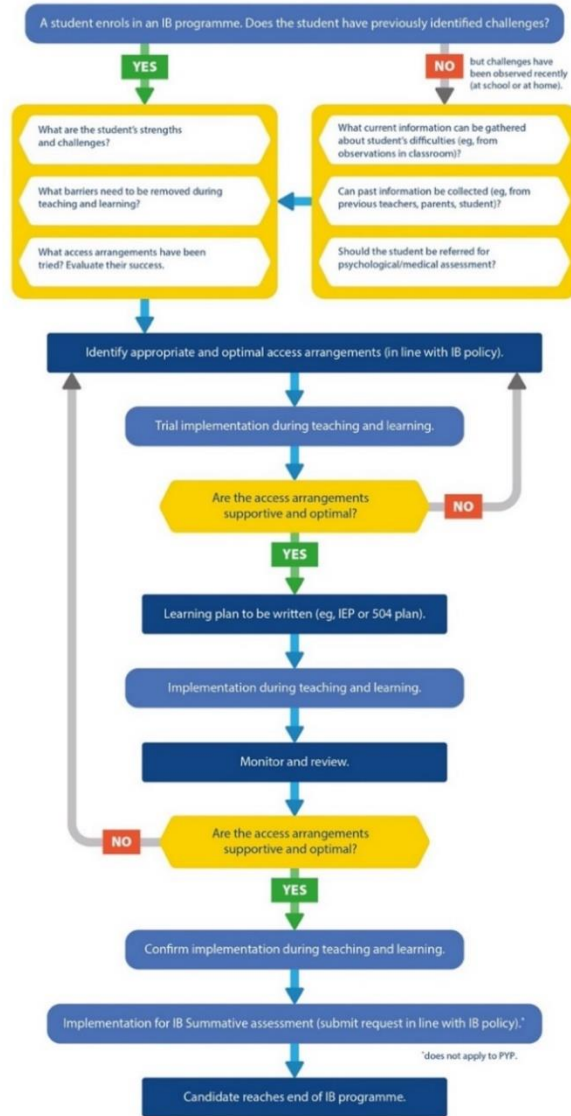
Examples of provision changes include but are not limited to:

- Reducing or increasing the number of support lessons a student is receiving.
- Changing the type of support from small group interventions to in-class support.
- Adding support lessons during study periods for students in grades 7-12.
- Making adjustments to the Access Arrangements approved for the student.
- Integrating ASL students into class during Language lessons to increase their experiences of immersion.
- Implementing a gradual-yet-supportive exit strategy when students have achieved their medium and long-term goals in line with the IB philosophy of student autonomy. Exit criteria will vary according to the subject and individual needs of the learner but will be based on evidence of sufficient progress and alignment with age-related international standards.

# The decision pathway for inclusive access arrangements



## Inclusive access arrangements: Decision pathway



**Please note:** Access arrangements and learning plans should be monitored and reviewed throughout a student's IB programme. If at any point further or new challenges are observed, you must re-visit the decision pathway above.



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## **Access Arrangements for External Examinations (IB Assessments) procedures and regulations (Adapted from *Access and Inclusion Policy*. IBO, 2022, updated November 2023.)**

All requests are subject to IB approval, provided the application is not in breach of any of the regulations below:

- All submissions to the IB must be completed prior to the 15<sup>th</sup> of November for candidates registered for the following May examination session.
- The IB will only accept requests past that date in very exceptional and unusual cases where the Inclusive Access Arrangements have been put in place only in the last six months prior to the examination session and have not been the student's usual way of working
- In cases where a student is facing adverse circumstances with an onset/occurrence up to three months before the written examinations session, they will be supported through the IB adverse circumstances policy and process.
- The school has obtained consent to submit an application and all necessary documents from the candidate if they are of age or from the candidate's parents or legal guardians.
- Medical and/or psychological evaluation reports submitted as evidence must have been undertaken and dated within three years of the intended examination session.
- Language evaluations must be conducted no earlier than one year before the examination session if the resulting report is to be used as evidence supporting an application for Access Arrangements.
- The school evidence report, documenting the candidate's current access arrangements and justification must be compiled via the school's relevant IB Programme Coordinator and the Head of the Additional Educational Needs Department
- Referral for assessment should only be through the school related professionals. This is to ensure that any educational testing undertaking is appropriate to the particular student's case and in line with the policy. It will also ensure that all submissions are made in a timely manner and include all necessary documentation, in accordance with the regulations outlined below.

Additionally, the following school regulations apply:

- As part of the IB policy and pathway, to ensure that students can maintain their usual way of working, the school deadline for any updated psychoeducational report for Grade 10 and Grade 12 should be received no later than mid-September.
- All medical and psychological reports submitted must be obtained from a medical, psychiatric, mental health professional or Special Educational Needs Centre approved by the school.
- The AEN will maintain a list of credible centres in Jordan, within the region, and internationally, to support and advise parents on possible routes, and reserves the right to refuse reports from centres deemed lacking in credibility or those submitted with missing information.
- Once the assessment data is analysed, and a report is produced, a meeting will be arranged with the relevant AEN and subject teachers in order to discuss the best possible plan of action.



- Requests made to the IB will be determined by the professional educational report, but decisions about the type and extent of accommodations remain at the discretion of the Head of AEN to ensure equity for all learners.
- The school reserves the right to request further testing at centres accredited by the school.
- The school firmly believes in prioritising student wellbeing and mental health, and the need to seek professional help when it is at a point beyond the scope of the services offered by the school. For example, students seeking additional time or a separate room for anxiety (generalised or situational) will be asked to show a commitment to seeking professional help and therapy before their request is considered. A signed therapy session log might be requested.
- The school will ensure that the IB Programme Coordinators, Head and Secondary Coordinator of the Additional Educational Needs Department and School Counsellors, remain apprised of all updates and changes to IB regulations.

The University Counselling Department will have the responsibility of applying for Inclusive Access Arrangements for students applying to universities in the United States and sitting for the SAT or ACT exam.

## Confidentiality

With the awareness that stakeholders are trusting staff with confidential personal information all efforts are made to ensure that a professional approach is used in all matters of confidentiality.

- All information about individual students is confidential and is only shared with those staff/adults that have a need to know.
- Staff do not discuss details of individual cases with any person without direct professional connection to and interest in the welfare and education of the individual concerned.
- Teachers may be made aware of some confidential matters in order to support individual students. These teachers will respect the sensitivity of such cases and not divulge information to people unconnected professionally with the individual concerned.
- Student records are kept under lock and key with limited accessibility. Electronic copies are kept in a secure location and only used with consent from parents.
- AEN records are archived at the time of a student's graduation.

## Review Process

The ABS Access and Inclusion Policy will be reviewed annually or as needed by a team comprising members of the leadership team, AEND, teachers, and students.

**Developed Jan 2023; reviewed, updated, and implemented August 2024**