



**BANGLADESH ENGLISH PRIVATE SCHOOL**

المدرسة البنجلاديشية الإنجليزية الخاصة

## **INCLUSION POLICY**



|                        |                      |
|------------------------|----------------------|
| <b>APPROVED ON</b>     | <b>FEBRUARY 2024</b> |
| <b>APPROVED BY</b>     | <b>PRINCIPAL</b>     |
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## **1. VISION STATEMENT**

Our school envisions an inclusive learning environment that embraces diversity, respects individuality, and empowers every student to thrive. We aim to create a supportive, safe, and nurturing environment that values each child's unique qualities and potential, ensuring every student has equal opportunities to succeed academically, socially, and emotionally.

## **2. INTRODUCTION**

This Inclusion Policy serves as a guide to support our school in developing internal capacities to identify and support students with special educational needs (SEN) or as Students of Determination. Our school fosters a nurturing environment staffed by qualified teachers and leaders committed to providing a high-quality curriculum that is inclusive, stimulating, and supportive. We are dedicated to tailoring our teaching methods to individual learning needs, ensuring each student can access opportunities for learning and growth.

## **3. AIM & OBJECTIVES**

Our Inclusion Policy aims to ensure that Students of Determination feel a strong sense of belonging in our school community, boosting their confidence and preparing them for future education and life challenges. The specific objectives are:

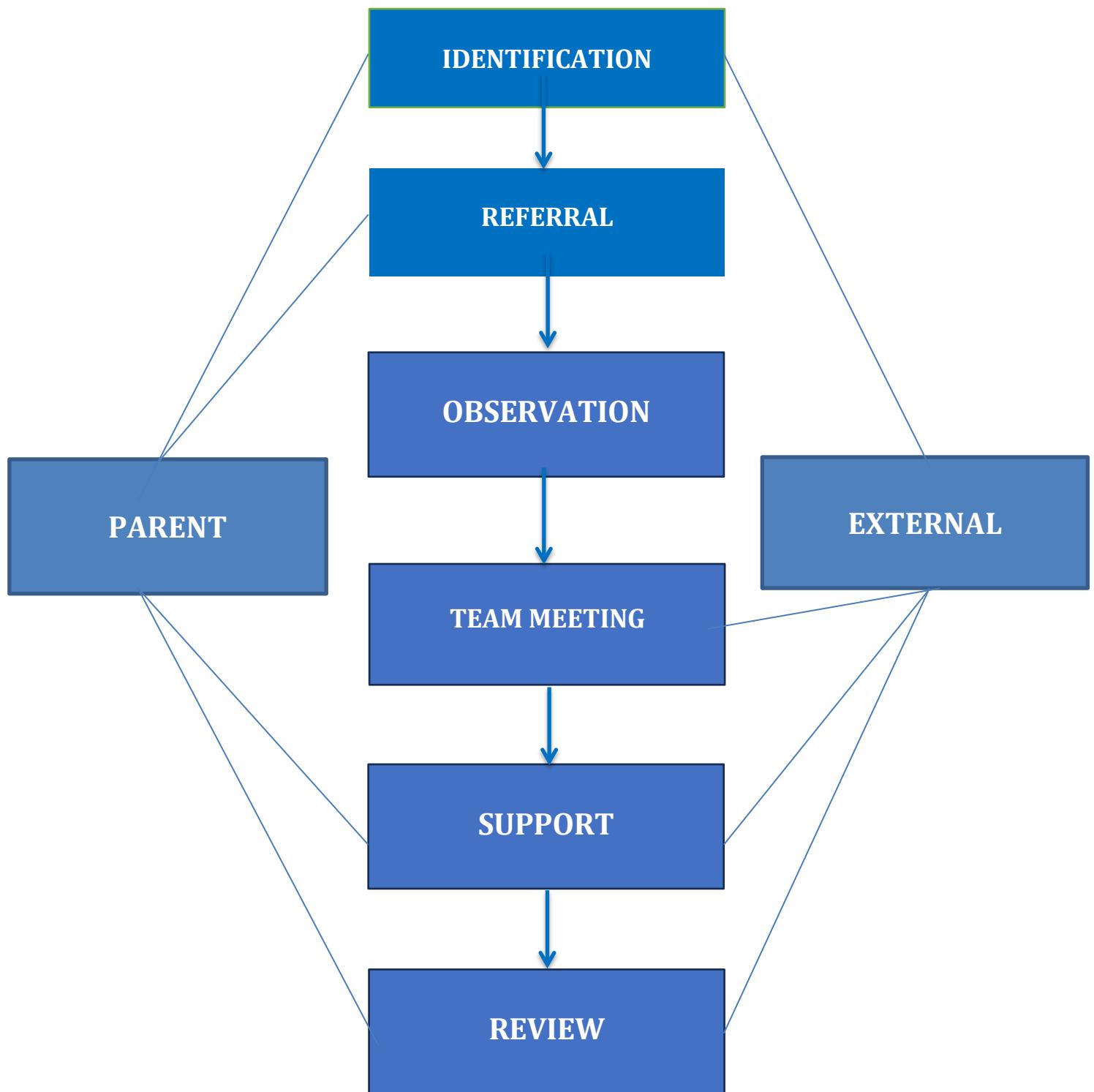
- To ensure Students of Determination are valued, included, and engaged in all areas of school life.
- To cover all learning difficulties and disabilities, except those solely related to language barriers.
- To ensure all students have access to quality education and are well-prepared for future stages.
- To provide targeted training for staff to effectively support Students of Determination.
- To keep parents/guardians informed about their child's progress and support their involvement in the educational process.

## **4. INCLUSION PROCESS**

Our school follows a structured process to ensure effective inclusion, encompassing identification, planning, and decision-making to cater to individual student needs. The steps include:

1. Identification of needs.
2. Planning and creating individualized support plans.
3. Implementing and reviewing accommodations and modifications.

4. Regularly assessing and adjusting based on student progress and feedback.



## 5. IDENTIFICATION OF STUDENTS OF DETERMINATION

Students of Determination are identified through two main measures:

1. **During Admission:** Parents may approach the school administration to share any diagnoses and request services from the Inclusion Department.

2. **In-Class Identification:** Teachers may observe behavioral or academic concerns and reach out to the Inclusion Department.

The identification process may involve parent-teacher meetings, assessments, and screening tests, including teacher observations, baseline testing, and data analysis.

## 6. ADMISSION POLICY FOR STUDENTS OF DETERMINATION

The admission process for Students of Determination includes:

- Submission of recent assessment documentation (within the last two years).
- Expert recommendations and the type of support required.
- Complete disclosure of the child's medical history.
- Determining the child's readiness for a mainstream school setting.
- Parental support and compliance with specific school recommendations.

## 7. CATEGORIES OF DISABILITY AND BARRIERS TO LEARNING STUDENTS OF DETERMINATION

| Common barriers to learning        | Categories of Disability   |
|------------------------------------|--|
| Physical, Sensory and medical      | Sensory impairment<br>1. Deaf-blind disability<br>2. Physical disability<br>3. Chronic or acute medical conditions |
| Social emotional and mental health | 1. Attention Deficit Hyper Activity Disorder<br>2. Psycho-emotional disorder                                       |
| Cognition and learning             | 1. Intellectual disability<br>2. Specific learning disorders<br>3. Multiple disabilities<br>4. Developmental delay |
| Communication and interaction      | 1. Communication disorder<br>2. Autism Spectrum Disorder   |

## 8. REFERRAL PROCESS

The referral process is initiated when concerns are identified:

1. Teachers observe academic or behavioral concerns and refer the student to the Inclusion Team.
2. The Inclusion Team, including SENDCOs, conducts observations and communicates with parents.

3. Parents are invited for meetings and may be asked for consent for further assessment by an external expert.
4. Upon receiving an assessment report, an individualized support plan is created, and the required support is provided.

## 9. SUPPORT SERVICES AND ACCOMMODATIONS

The school is committed to providing comprehensive support to ensure that students of determination can access a high-quality education in an inclusive setting. Below is a list of support systems and accommodations offered to support students' diverse needs.

| Support System                        | Description   |
|---------------------------------------|---|
| In-Class Accommodations               | Tailored adjustments within the classroom to support students' learning needs, including preferential seating, extra time for tasks, and modified assignments as needed.                      |
| Specialized Instruction               | Offers individualized or small group instruction to help students develop skills in specific areas such as literacy, numeracy, or social skills.  |
| Individualized Education Plans (IEPs) | Personalized learning plans developed by the Inclusion Team in collaboration with parents and teachers, outlining goals, strategies, and accommodations for each student.                     |
| Curriculum Modifications              | Tailored adjustments to the curriculum content, pacing, and complexity, ensuring that students of determination can engage meaningfully with the material and progress toward learning goals. |
| Behavioral Support                    | Includes strategies and interventions to support students' behavioral and emotional regulation, often facilitated by the school counselor.  |
| Social Skills Training                | Facilitated by counselors or social skills coaches to help students develop positive interpersonal skills, teamwork abilities, and conflict resolution strategies.                            |
| Testing Accommodations                | Adjustments during assessments, including extended time, alternative formats, and quiet testing environments, to ensure fair evaluation of student knowledge and skills.                      |

|                                     |   |
|-------------------------------------|---|
| Emotional and Mental Health Support | Access to counseling services to support students' emotional well-being, provide coping strategies, and enhance resilience in the school environment. |
| Parent Support and Training         | Regular workshops and guidance sessions for parents to help them support their child's learning and emotional development at home.                    |

## 10. INCLUSION SUPPORT FRAMEWORK: TIERED (WAVE) APPROACH

**Wave 1** – The classroom teacher takes full responsibility for meeting each student's learning needs within the regular classroom setting.

- All students are included in high-quality, well-planned lessons where their diverse needs are addressed.
- Teachers adapt their teaching strategies based on each student's learning profile, ensuring the lesson content is accessible to all.
- Teachers continuously assess student progress and make necessary adjustments to their plans to support individual learning goals.

**Wave 2** – For students requiring more support than the class teacher can provide alone, additional, targeted assistance is offered beyond standard classroom instruction. This may include:

- Students may be withdrawn from certain lessons for focused one-on-one support once a week to address specific learning challenges.
- Students can receive targeted instruction in a small group setting to provide more personalized guidance.
- A Teaching Assistant may work directly with a group of students within the classroom to provide targeted help and ensure each student can keep pace with their peers.

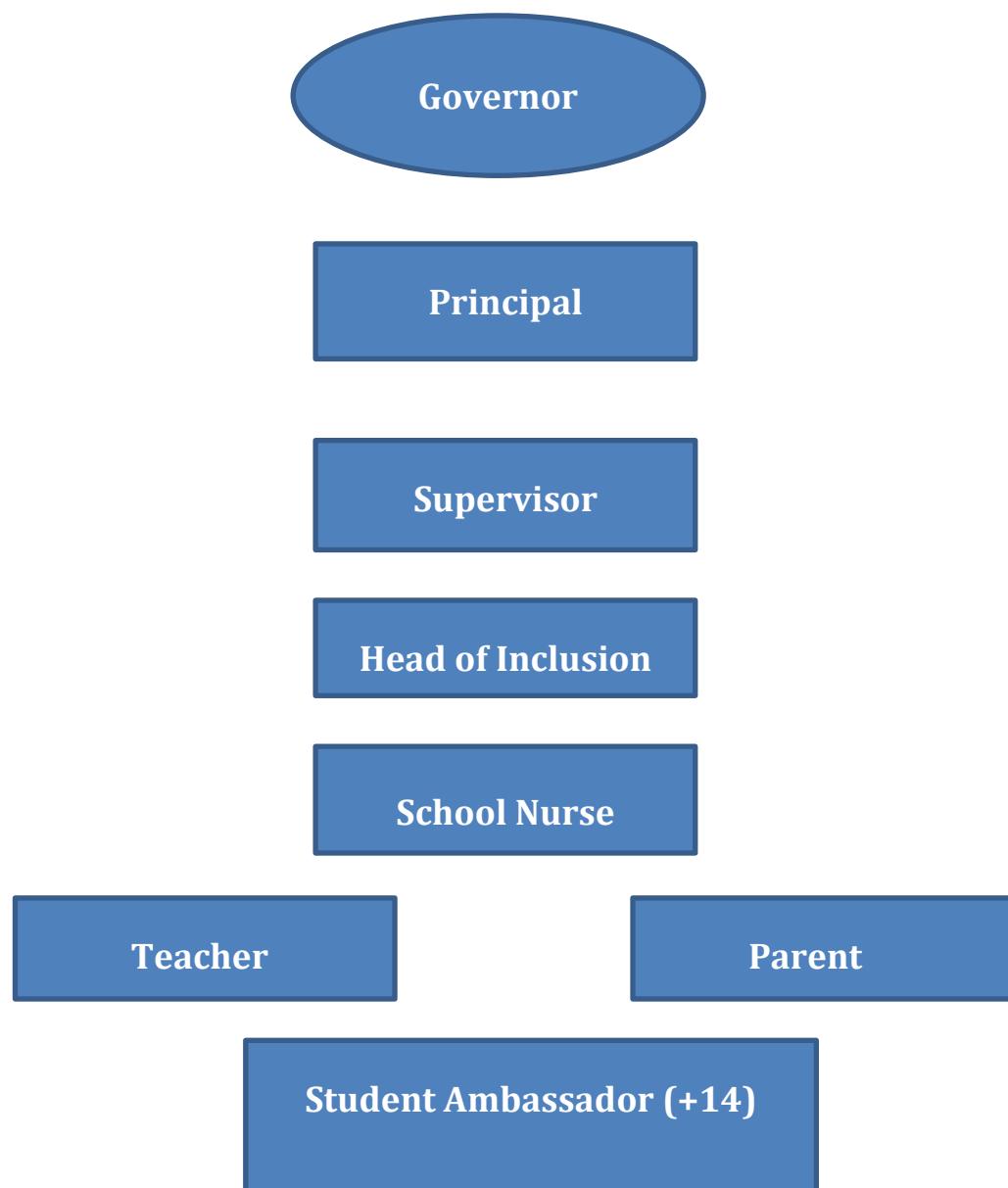
**Wave 3** – Targeted, intensive support for students with diagnosed Special Educational Needs and Disabilities (SEND) who need more than what Wave 1 and Wave 2 interventions provide.

- Students have formal diagnoses, requiring specific, individualized support.
- External Assessments by educational psychologists, therapists, sensory specialists, or medical practitioners guide tailored interventions.
- Students may be withdrawn from regular lessons for up to 2–3 pull-out sessions per week to receive specialized, one-on-one assistance.

- If additional in-class support is necessary, parents may arrange for a shadow teacher at their own expense to provide continuous, focused support during school hours.
- Eligible students may qualify for specific exam arrangements (e.g., extra time) to ensure fair access.

## 11. INCLUSION SUPPORT TEAM

The Inclusion Support Team consists of key individuals responsible for the effective implementation of the Inclusion Policy. This team collaborates to ensure that all students receive appropriate support.



## 11. ROLES AND RESPONSIBILITIES OF THE INCLUSION TEAM

### 1. *The Governor*

- Oversees the school's adherence to inclusion policies and legal requirements.
- Reviews inclusion policies and ensures the allocation of necessary resources.
- Engages with stakeholders to address community needs.

### 2. *The Principal*

- Leads the school's inclusion vision and promotes an inclusive school culture.
- Ensures that policies and practices foster equity and access for all students.
- Allocates resources and supports staff training in inclusion practices.

### 3. *The Supervisor*

- Updates and manages the inclusion action plan.
- Maintains communication with parents regarding inclusion efforts.
- Conducts regular inclusion meetings and ensures adherence to the action plan.

### 4. *The Head of Inclusion*

- Manages support for students with special educational needs.
- Develops and implements Individualized Education Plans (IEPs).
- Coordinates with external agencies for specialist support and training.

### 5. *The Teacher*

- Implements inclusive teaching practices and differentiates instruction.
- Fosters a classroom environment that values diversity and inclusion.
- Monitors and records student progress, making adjustments as needed.

### 6. *The Parent*

- Actively participates in their child's educational journey, providing insights into their strengths and needs.
- Supports the school's efforts to provide an inclusive learning environment.
- Collaborates with teachers in the development and review of the IEP.

## **7. The Student Ambassador (age 14+)**

- Actively participates in meetings related to their own IEP or learning plan.
- Advocates for their own learning preferences and needs.
- Engages in collaborative activities and works with teachers and support staff.

## **8. The School Counselor**

- Provides social, emotional, and behavioral support to students.
- Works with students on social skills and emotional regulation.
- Collaborates with the Inclusion Team to meet students' emotional needs.

## **9. The School Nurse**

- Manages health plans and provides care for students with medical needs.
- Coordinates with parents and medical providers to ensure students' safety within the school environment.

## **12. MONITORING AND EVALUATION**

The implementation of the Inclusion Policy and the progress of Students of Determination are quarterly monitored and evaluated. This involves monthly reviews of IEPs, progress reports, and assessment data to ensure the effectiveness of support provided.

## **13. POLICY REVIEW**

This Inclusion Policy will be reviewed annually by the school leadership team, SEND Coordinator, and relevant stakeholders to ensure its alignment with the latest educational standards and the needs of our students.

**Approved by,**



**Principal**

