

«ZAMAN» ELITE KAZAKH SCHOOL



Inclusive education policy

Pedagogical council approval
Effective date

3 November 2023
3 November 2023

"Elite Kazakh school "ZAMAN" is a Candidate School* for the International Baccalaureate Primary Years Program, Middle Years Program and Diploma Program. This school is pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that "Elite Kazakh school "ZAMAN" believes is important for our students.

*Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit www.ibo.org.

School mission

To foster globally competitive citizens grounded in national values, driven by curiosity and dedicated to serving society.

School phylosophy

Every child represents a new era through creation, creativity, and leadership.

School vision

A unique Kazakh school that invites students to answer 3 main questions related to history, culture and language: What kind of person am I in my society at the moment? What is my view of the world and people? How can I express my thoughts and feelings?

School values

- 1. Sincerity**
- 2. Attention**
- 3. Care**
- 4. Critical thinking**
- 5. Overcoming challenges**

IB Learner Profiles

- 1. Inquirer**
- 2. Caring**
- 3. Reflective**
- 4. Thinker**
- 5. Open-minded**
- 6. Risk-taker**
- 7. Knowledgeble**
- 8. Balanced**
- 9. Communicator**
- 10. Reflective**

Introduction

Kazakhstan has signed several international declarations, such as the Salamanca application (UNESCO, 1994), the UN Convention on the Rights of Persons with Disabilities (2006), and the Convention on the Fight against Discrimination in Education (UNESCO, 1961), which oblige Kazakhstan to provide quality education to everyone, including people with special educational needs (SEN) (Makoelle, 2020).

The policy of Inclusive Education defines the vision and values of Zaman School, aimed at providing and supporting all students with quality education on an equal basis. We believe that every student has the right to a highly qualified education. The purpose of this policy is to explain its commitment to ensuring that every member of the school community is treated with respect, regardless of their background or personal differences. Zaman School strives to provide a safe, inclusive, and acceptable school environment that values the human rights of all students and staff.

This document was developed by teachers, teaching assistants and administrative representatives of "Zaman" school in the 2023-2024 academic year. Later, this policy was reviewed by primary and high school principals and approved by the intra-school pedagogical council. In August 2024, this document will be presented to new school staff, students and their parents, and other members of the school community. The policy will be reviewed as necessary, but at least once a year, at the beginning of each new school year.

Zaman School has candidate status of the International Baccalaureate (IB) and implements the IB program, namely the Pre-School and Primary School Program (PYP), Middle School (MYP), and Senior School (DP) programs. This means that the school's inclusion policy was developed in accordance with the standards of the IB programme.

The programme aims to develop IB Learner profiles and ATL skills in students. All stakeholders of the school are responsible for developing the IB Learner profiles and ATL skills in students.

The Concept of the Zaman School

The concept of the inclusive education policy of Zaman School is to promote a school system that gives students equal opportunities to accept their differences, as well as to receive a quality education, maximizing their potential, regardless of age, gender, race, origin, religion or disability, which will allow them to become responsible citizens in the future.

IB mission

The International Baccalaureate aims at developing inquisitive, educated, and caring young people who help build a better and more peaceful world through mutual understanding and respect. To this end, the organization cooperates with schools, governments, and international organizations in developing complex programs for international education and rigorous assessment.

These programs encourage students worldwide to be active, empathetic, and lifelong learning, explaining that other people can be right even with their differences.

Zaman School Values

- We want everyone to be treated fairly and feel part of their community.
- We take care of children and adults at school.
- We act by realizing that we live on the same planet as all other living beings.
- We worry when people suffer from hunger, disease, and poverty.
- We learn from each other and share what we know.

- We solve problems by listening to each other and finding solutions together.
- We speak when we see that something is wrong.
- We respect all plants and animals in the world.
- We strive to save energy and avoid harmful waste.
- We help make our school and the world the best place to live.

The entire school community has a collective responsibility to implement the values set out in this statement. When any non-inclusive problem is noticed, the relevant employee is informed about it and appropriate measures are taken.

Inclusive Education in Zaman School

Zaman School is based on the document "Index for Inclusion" (Booth & Ainscow, 2016), dedicated to the progress of the principle of inclusion. Zaman School is involved in the development of three aspects of inclusive culture, politics, and practice to realize inclusive values in school life.

Aspect A: Creating Inclusive Culture

Zaman School aims to create a safe, welcoming, cooperative, stimulating, hospitable, and independent community where each member of the school is valued equally in the process of creating an inclusive culture. The school's inclusive values are developed for all employees, children and their families, executives, surrounding communities, and everyone who works in and with the school. As a result, Zaman School developed an inclusive culture, A1.1: Everyone is welcomed; A1. 2: Staff co-operate; A2.1: The school develops shared inclusive values; A2.6: Children are valued equally.

Aspect B: Develop Inclusive Policy

In the course of developing an inclusive policy, the school administration will personally get acquainted with the experience of each employee, consciously perceive them, support them in every possible way, and implement a development process that will benefit the knowledge and experience of the employee to each member of the school and the school, and will allow all members of the school to participate widely. In addition, the professional development activities carried out at the school help employees understand and develop diversity. Accordingly, to develop an inclusive policy, Zaman School focuses on four aspects: B1.1: The school has a participatory development process; B1.4: Staff expertise is known and used; B2.1: All forms of support are coordinated; B2.2: Professional development activities help staff to respond to diversity.

Aspect C: Use of Inclusive Practice

Zaman School strives to provide an environment in which students actively participate in their studies through the use of inclusive practices. In addition, it helps students to study the process of life on earth and consciously take care of the environment. In conclusion, Zaman School, with the aim of applying inclusive practices, C1.7: Children investigate the earth, the solar system and the universe; C1.8: Children study life on earth; C2.4: Children are actively involved in their own learning; C2.9: Staff plan, teach and review together.

By providing inclusive education at Zaman School, we strive to develop positive relationships with parents, students, and family members, encourage equality, and fight any form of discrimination to encourage all students to reach their full potential.

Identifying Students with Special Educational Needs

The main factor in the success of students of the modern school is the rapid and effective identification of their additional needs. Students who need additional support are included in the school learning support register.

Identifying the needs of students with behavioral, social, emotional, and mental health problems

Sometimes students experience a wide range of social and emotional difficulties that manifest themselves in different ways. They may show isolation, as well as destructive behavior. This behavior can indicate deep mental health issues, such as anxiety or depression, self-harm, eating disorders, or physical symptoms that have not been medically explained.

- Analysis of the system of motivation of behavior in school and its consequences
- Identify the need for short-term emotional, social, or behavioral interventions
- Organize other meetings attended by several institutions and families to identify the factors behind the behavior and solve problems outside the school
- Referral for the diagnosis of mental health problems

Identifying the needs of students who need additional guidance due to a medical illness (asthma, diabetes, allergies, epilepsy)

- Information provided to the school during the transition process from previous schools
- Medical diagnosis and parental reports
- Reading and spelling tests for admission to high school
- Use of school final certification data
- Teacher control reference

Identifying the needs of students with speech impairments (this does not include students who have difficulties with additional language learning)

- Information provided to the school during the transition process from previous schools
- Clinical assessment of the basics of language (CELF-4)
- Assessment of speech and language proficiency (speech therapist-defectologist)
- Teacher control reference

Identifying the needs of students who have difficulties in communication and interaction

Some students have difficulty communicating with others. This can create situations such as telling them what they want, understanding what is being said, or not understanding or applying the social rules of communication. For example, students with autism spectrum disorder (ASD), including Asperger's syndrome, have particular difficulties in social interaction.

- Psychological support services
- Assessment, reporting and diagnosis by a teacher-psychologist
- Personal specialist of the Department of Inclusive Education, who works with the student individually

Identifying the needs of students with disabilities

Some students require special education because of their special needs.

- Medical diagnosis
- Work together with the necessary specialists
- Physiotherapist price
- Assessment of a professional therapy specialist
- Assessment of school medical staff

Identifying the needs of students with common learning difficulties

- Cognitive and academic assessment by a teacher-psychologist
- Information provided to the school during the transition process from previous schools
- Basic assessment, reading and spelling tests for the intermediate admission period
- Use of school final certification data
- Teacher control reference

Identification of students with special learning difficulties (dyslexia, dysgraphia, dyscalculia)

- Cognitive and academic assessment by a teacher-psychologist
- Other screening / diagnostic tests for dyslexia

Detection of pupils with sensory disorders (visual impairment, hearing impairment)

- Medical diagnosis and report
- Collaboration with additional specialists if necessary
- Teacher control reference

Identification of the needs of students belonging to socially vulnerable groups (orphans, single parents, migrants belonging to national, ethnic, religious and language minorities, etc.)

- Psychological support services
- Report of a teacher-psychologist

Basic Definitions

Education is a continuous process of education and training carried out for the purpose of moral, intellectual, cultural, physical development and the formation of professional competencies (IBO, 2010).

Differentiation is the process of identifying the most effective strategies to achieve the goals agreed with each student. Differentiation requires a deep understanding of how students work alone or with others, based not only on one aspect of abilities, but also on their personal needs and goals (IBO, 2010).

Children with Special Educational Needs (SEN) are children who learn knowledge more slowly than most of their peers and whose disability does not allow them to use school buildings (Jonathan, 2007).

Individual Education Plan (IEP) is a student's individual education plan that is developed on the basis of teacher recommendations and pedagogical psychological assessments, if any, as well as student goals and teacher strategies.

Inclusion is a continuous process that aims to expand access and participation in the learning process for all students by identifying and removing barriers (IBO, 2010).

Inclusive education is a step towards the development of diversity in "ordinary" schools to embrace the diversity of children and ensure education (Clark et al., 1995).

Child with Disability is a person under the age of eighteen with disorders and persistent disorders of body functions caused by diseases, injuries, their consequences, disabilities that lead to a limitation of life and the need for its social protection (IBO, 2010).

The requirements to Accompany the Learning Process are the support or assistance necessary for some candidates who meet all the requirements of the curriculum and assessment to fully unleash their learning and assessment potential. These include technical and other aids, as

well as medical, social and other services needed to develop educational programs for children with learning difficulties (IBO, 2009; 2014).

Mental limitations – temporary or permanent lack of development and functioning of the human psyche, including the effects of sensory disorders; speech disorders; emotional and volitional disorders; consequences of craniocerebral trauma; mental disorders, including intellectual disabilities; intellectual disabilities and related specific learning difficulties (IBO, 2010).

Psychological and pedagogical support is a holistic, systematic, organized activity of specialists in creating socio-psychological and pedagogical conditions for successful learning and development in accordance with the abilities and needs of each child (MBM, 2011).

Limited living activity – complete or partial loss of a person's ability to engage in physical activity or independently move, orientate, communicate, control behavior, engage in educational and labor activities (Parliament, 2005).

Restricted physical activity is a persistent disorder found in the development and functioning of an organ (s) that requires long-term social, medical-correctional, and educational support (IBO, 2010).

Responsibilities of members of the school community

Executive Director

- Effective promotion of the concept of inclusivity in the school environment;
- Work with the administration and the inclusive education coordinator to assist students with special needs in developing and implementing a comprehensive and strategic plan to improve inclusive education;
- Encourage inclusiveness throughout all strategies, systems, and practices, including hiring and hiring processes;
- Ensure that employees have access to the professional development and support necessary for the effective use of inclusive approaches to education and training;
- Implement effective collaboration systems to help each other meet the needs of students with special needs, using the knowledge and competence of teachers, external institutions such as universities, parents, students and other employees.

Administration

- Development of psychological and pedagogical competence and culture of employees;
- Joint and active work with employees to ensure consistency;
- Raising the awareness of students, staff, and parents that everyone can help meet different educational needs.
- If necessary, hire specialists (speech therapist, etc.);
- Conduct comprehensive training in advance so that the candidate, if necessary, learns to use it effectively during classroom classes together with an employee who knows how to use special equipment;
- Monitoring of the effectiveness of correctional and developmental, educational work of the student (psychological and pedagogical monitoring);
- Organization and holding of seminars for all members of the school community on the differentiation and work with different students, as well as participation in advanced training courses on the preparation and implementation of inclusive education;
- Creating conditions for teachers to participate in scientific and practical conferences on differentiation, talent development, talent development, as well as inclusive education for the exchange of experience with international and local colleagues;

- Creation of appropriate material and technical conditions for the physical access and learning of students with developmental disabilities (special equipment, tools, hardware support, modern visual teaching materials and access to information in terms of student capabilities);
- Provision of offices of specialists providing psychological and pedagogical support to students, developing correctional institutions, teaching aids (including technical), special teaching methods and didactic literature, software libraries and correctional and developmental programs of special education, special methodological and educational literature, materials, periodicals and differentiated and inclusive education
- Schedule regular meetings with the Inclusive Education team and parents for feedback, process control and planning the next step.

Teachers

- Find resources that support education with special training requirements;
- Be aware of the factors that influence the student's learning, know how to best meet the student's needs, as well as how to differentiate teaching approaches and relate them to the student's needs;
- Create a classroom and school environment that welcomes, considers, values and uses the diversity of students ' cultural attitudes to improve the learning process;
- Contact and collaborate with parents to understand how to achieve common goals and consult on the development of students ' abilities according to their capabilities;
- Show patience and understanding when learning seems inappropriate;
- Know and understand all the personal strengths and problems of students;
- Planning, organizing and conducting educational activities to ensure the comprehensive development of students through the study of their individual characteristics, interests and abilities;
- Adapt curricula or, in collaboration with other members of the school community, develop and implement individual curricula that meet the student's abilities and needs;
- Organization of individual work with students.

Assistants

- Work together with classroom teachers so that students can successfully enter the classroom environment with their peers;
- Support the teacher to help reduce barriers to learning and engage students in relevant and important learning opportunities;
- Participate in the processes of assessment, writing, lesson planning and development of the necessary resources to support the purposefulness of students;
- Actively participate in the development, implementation and revision of an individual educational plan in collaboration with the class teacher and the inclusion support group;
- Assist students who need additional support if needed to access facilities in a wider school environment;
- Apply the best practices and strategies acquired in advanced training courses, out-of-production training, mentoring and workshops.

Educational Support Group

Psychologists

- Maintaining a favorable psychological climate in the staff of the educational organization;
- Conduct diagnostic tests taking into account the different needs of students to identify types of giftedness, types of learning support requirements, and student capabilities;

- Identify, monitor and report the effectiveness of psychological and pedagogical support and make appropriate recommendations to the administration and individual employees;
- Conducting consulting and psych correctional work (in groups and individually) to eliminate identified training requirements and deviations;
- Conduct educational work (speaking at parent meetings, consulting) and consulting with parents on how to support students with different learning requirements;
- Consultation with teachers on how to work with students with different learning requirements and conduct educational work (counseling, trainings, educational work);
- Participation in the development of educational and development programs in terms of their psychological validity and compliance with the abilities and needs of the student.

Inclusive Education Coordinator

- Play a central role in promoting inclusive ideas and modeling approaches that support the development of inclusive approaches and methods. Encourages school members to share this experience.
- Work closely with each member of the school community;
- Manage cultural transformation to achieve full inclusive service by carefully leveraging community feedback through positive communication and well-developed interpersonal skills;
- Influence the development of school-wide policies to ensure the implementation of inclusive practices;
- Control over the development and implementation of a strategic plan for improving inclusive education;
- Monitor and support teachers in implementing inclusive practices that actively reduce learning barriers and promote the development of relevant and important learning activities;
- Support and guidance to teachers, learning assistants and parents;
- Organize joint meetings to promote the implementation of this inclusivity policy and the Coordination of specific measures to be taken to support students who have learning difficulties, including the development of individual educational plans.

Tutor

- Serve class teachers as role models, coaches, helping them develop their own practices to meet the learning needs of different groups of students;
- Direct activities with small groups or individuals, both in the classroom and outside of it.
- Provide professional support to teachers through monitoring, joint planning, modeling, joint teaching and joint reflection.
- Support the identification of specific needs and barriers of individual students and strategies to eliminate them.

Medical Workers

- Participation in medical and pedagogical correctional work with students with special educational requirements;
- Provision of medical services and correctional work for students with special educational requirements;
- Participation in the collection of data on students with disabilities.

Parents

- Active participation in the educational process;

- Keep in touch with the school staff on issues related to the special educational requirements of students;
- Providing students with content, upbringing, education, medical examination, treatment;
- Caring for students, protecting their rights and interests and participating in the implementation of an individual rehabilitation program;
- Support the school and the Inclusive Education team by following the advice and instructions given by the school.

Students

- Awareness of the goals and objectives of training;
- Actively strive for improvement based on these goals and objectives;
- Understand changes /adaptations and protect them independently if necessary;
- The process of acquiring knowledge is to invest effort and enthusiasm to succeed.

Admission of Students with SEN

The school has an open policy in educating a wide range of students, including students with learning difficulties. We strive to provide equal quality education and care to all the students in our care. We believe that students with special educational needs have the right to participate in the full life of the school, learn and reach their full potential. In addition, students with special educational needs have access to school activities and extracurricular opportunities with their peers.

When making decisions on individual applications, the manager / executive director must be confident in the listed conditions:

- Admission to school meets the educational needs of the future student and benefits his emotional and social development;
- The school can offer appropriate practices that benefit the student, and the educational interests of all other students are not subjected to unjustified pressure due to learning conditions or certain behaviors;
- Special requirements regarding the features, areas and any physical features of school buildings are fully and satisfactorily considered;
- Availability of adequate financial, human and material resources, including support for additional training if necessary;
- Availability of relevant expert recommendations on specific types of disability for teaching and non-teaching staff;
- Always treat every student with special needs after admission with the same respect as other students.

Identification of learning needs through the entrance exams

All students of the school go through the usual school admission process when enrolling in the class they apply for. Students with learning needs are determined during this process based on information about parents (including the issuance of medical reports), grades at the time of admission to school, and information provided by the previous school. Students with critical learning needs can undergo an additional alternative assessment at the discretion of the school principal. Depending on the identified needs of the student and their level of admission to the school, the admissions committee may request additional information or procedures.

Primary school (grades 1-4, PYP)

The school admissions committee reviews all documents submitted by parents, including medical reports, reports from external support organizations, as well as previous school reports

and IPS. The school's admissions committee, as well as the school principal, meet with the parents to discuss the process of identifying the student's learning needs. The student undergoes an individual assessment by a specialist in accordance with the initial admission procedures. This assessment helps to notice signs of difficulty in future learning, and if necessary, additional documentation may be requested from the parents.

High school (grades 5-12, MYP, DP)

Students undergo an individual assessment in accordance with the high school admission procedures. The results of this assessment, together with information provided by parents, previous school reports and reports on medical interventions by third-party institutions, are reviewed jointly by the admissions committee of the high school and the principal of the high school.

All applications to support learning

If necessary, additional information may be requested, including medical records, records of medical interventions by third-party institutions, contacts with previous schools, and/or parent meetings. Each application is considered individually to identify the needs for additional support that students will need when conducting the educational process in an acceptable way.

There may be students whose academic or social needs of the child are met outside the capabilities of Zaman School. In such cases, the student is rejected or accepted only on the basis of clearly established conditions. The provisions on the accompanying process carried out during training are subject to annual revision. The final decision on the admission of a new student is made by the heads of departments and the executive director.

Inclusive education practices at Zaman

The International Baccalaureate (IB) is committed to creating inclusive education environments that provide all students with the opportunities to succeed. The IB's philosophy on inclusion emphasizes the importance of recognizing and catering to the diverse needs of students, ensuring that every student has access to meaningful and equitable learning experiences. Here are some key inclusion practices within the MYP programme:

Differentiated Instruction

Teachers use a range of teaching strategies to address the varying abilities, learning styles, and interests of students. This includes modifying content, processes, products, and learning environments to ensure all students can engage with the curriculum meaningfully.

Flexible Grouping

Students are grouped in different ways depending on the activity or lesson objective. This might include mixed-ability grouping, interest-based grouping, or grouping based on specific learning needs.

Collaborative Planning and Teaching

Teachers work together to plan lessons and units that are inclusive and cater to the diverse needs of their students. Co-teaching models and team teaching can provide additional support and expertise in the classroom.

Use of Technology

Assistive technologies and digital tools are integrated into the learning environment to support students with disabilities and other learning needs, enhancing their access to the curriculum.

Inclusive Assessment Practices

Assessments are designed to be flexible and adaptable, allowing students to demonstrate their understanding and skills in various ways. This includes alternative assessments, extended time, and modified tasks where necessary.

Professional Development

Ongoing professional development is provided to educators to enhance their understanding of inclusive practices, differentiation, and strategies to support diverse learners.

Student Support Services

Schools offer additional support services such as counseling, speech and language therapy, occupational therapy, and learning support to address specific needs of students.

Inclusive School Culture

Schools foster an inclusive culture where diversity is celebrated, and all students feel valued and respected. This involves promoting positive relationships, social-emotional learning, and a sense of belonging among all students. For example, “International awareness day”, “The Language Day” and other cultural events are organized to support the diversity at Zaman.

The school takes the following documents of International Baccalaureate Programme as a foundation to implement the inclusion policy at Zaman:

1. Programme standards and practices https://resources.ibo.org/ib/psp/Standards-and-Practices/works/edu_11162-51685?lang=en
2. Access and inclusion policy https://resources.ibo.org/ib/topic/Access-and-inclusion/works/edu_11162-53587?lang=en
3. Learning diversity and inclusion in IB programmes https://resources.ibo.org/ib/works/edu_11162-38434?lang=en
4. The IB Guide to Inclusive Education https://resources.ibo.org/ib/works/edu_11162-37963?lang=en