



**LAHORE GRAMMAR SCHOOL**  
JOHAR TOWN INTERNATIONAL

# Access and Inclusion Policy

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## **The IB mission statement:**

The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

## **Our Philosophy:**

LGS Johar Town International's mission is to develop lifelong learners who are confident, compassionate, and committed to see education, and the process of acquiring both knowledge and understanding, as the ultimate means to a more peaceful, progressive, and sustainable world.

## **IB Standards and the Inclusion Policy**

The following IB standards were kept in mind while drafting this policy:

### **Standard and Practices (2014)**

B1.5c: DP requirement: The school develops and implements an inclusion/special educational needs policy that is consistent with IB expectations and with the school's admissions policy.

B2.8: The school provides support for its students with learning and/or special educational needs and support for their teachers.

C3.10: Teaching and learning differentiates instruction to meet students' learning needs and styles.

A9. The school supports access for students to the IB programme(s) and philosophy.

B1.5. The school develops and implements policies and procedures that support the programmes.

B2.8. The school provides support for its students with learning and/or special educational needs and support for their teachers.

C1.6. Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.

C2.8. The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.

C3.6. Teaching and learning addresses human commonality, diversity and multiple perspectives.

C3:10. Teaching and learning differentiates instruction to meet students' learning needs and styles.

C3:14. Teaching and learning fosters a stimulating learning environment based on understanding and respect.

C3:15. Teaching and learning encourages students to demonstrate their learning in a variety of ways.

## **Standard and Practices (2020)**

### **Environment (02)**

2.2 The school supports the identified needs of students, and evidences this support through planning, policy, and practice.

### **Culture (03)**

2. The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential.

2.1 The school implements and reviews an inclusion policy that meets IB guidelines.

2.2 The school identifies in its inclusion policy all its legal requirements and outlines the school's structures and processes for compliance.

2.3 The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes.

## **Our Purpose:**

This document aims to communicate the expectations for creating and maintaining an inclusive educational environment for all students. Valuing diversity and difference is a key aspect of becoming more internationally minded and is an important goal of an IB programme. Our purpose, therefore, is to:

- To create a welcoming environment for each student
- To communicate the school's on-going initiatives in respect to inclusivity
- To provide access to all students to the school curriculum and assessment policy
- To ensure that learning support requirements are identified early and provided for
- To clarify roles to families, teachers, administration and students
- To provide access to all students to the school curriculum and assessment policy
- To identify a student with special needs
- The plan for inclusive access arrangements
- To highlight faculty roles and responsibilities

- To clarify roles to families, teachers, administration and students
- To provide documentation and reporting for access arrangements
- To ensure that the access arrangements that the school is making is to remove barriers between students and learning.

## **The Principles of an Inclusive Education**

LGS JT, in line with the IB, supports the following principles of an inclusive education where:

- Education for all is considered a human right
- All children, whatever their age, culture, disability, gender, language, racial origin, religious beliefs have rights in general and in particular the right to protection from all types of abuse.
- Education is enhanced by the development of school cultures that promote a sense of belonging, safety, self-worth and whole growth for every student
- Every educator is an educator of all students and differentiation and scaffolding promote effective learning
- All students are capable and unique and have the right to be treated with respect
- Learning diversity means students have different educational and learning needs and abilities
- All learners belong and experience equal opportunities to participate and engage in quality learning
- Full potential is unlocked through connecting with, and building on, previous knowledge
- Assessment provides all learners with opportunities to demonstrate their learning, which is rewarded and celebrated
- All students in the school community fully participate in their education and are empowered to exercise their rights and accept their responsibilities as citizens
- All students in the school community have a voice and are listened to so that their input and insights are taken into account
- All students in the school community develop the IB Learner Profile attributes to become inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect
- Diversity is understood to include all members of a school community

## Teaching and Learning

Our aim is to ensure that all students in the school are given the opportunity to access the curriculum. We aim to achieve this by:

- attempting to ensure that every student has the chance to experience success and to achieve as high a standard as possible
- responding to the diverse needs that students bring to their learning
- creating effective learning environments in which the contributions of all students are valued and students feel secure and able to contribute appropriately
- challenging stereotypical views and teaching students to learn to appreciate differences in others
- developing cognitive skills through a variety of teaching approaches and taking into account different learning styles
- using appropriate assessment approaches across the school which provide clear feedback to students to aid further learning
- helping students manage their behaviour effectively and safely by using positive behaviour management

## IGCSE Pathways

In line with our principles of an inclusive education, two pathways will be available to students who choose to apply to the International Section of the school for IGCSE: the two year route or the three year route. While the IGCSE examinations are meant to be taken in two years, the option of the third year will remain available for students who feel they can benefit from an additional year. This is in line with our inclusive education approach where our teachers respond to the diverse needs of our students and take into account varying learning styles. In the third year of IGCSE, called IS3, we will help students create customized education plans to help them learn and access the curriculum at their own pace. While there will be minimal formal instruction, teachers will provide clear assessment feedback to students and will encourage students to become independent learners who take charge of their learning goals and outcomes.

## Community Outreach Programme at LGS JT: Jor Ghar

In order to provide access to high quality education to children from economically marginalized communities and to create bridges between minors from differing social, ethnic and religious sectors of society, Jor Ghar is an on campus residential facility within the school premises which

operates as a foster care system and provides boarding and lodging, meals, and medical facilities to its students who are admitted on a case by case basis. From the time that it was founded, it has housed children ranging from age seven to eighteen. Students newly admitted into Jor Ghar start their academic journey in accelerated learning classes which enable them to transition into the school's mainstream academic programmes. Eight Jor Ghar students are currently enrolled in mainstream classes ranging from grades 6 to 10. The spirit of Jor Ghar is in line with the school's principles of inclusive education whereby education for all children is considered a human right and is enhanced by the development of a school culture that promote a sense of belonging, safety, self-worth and whole growth for every student. **The Jor Ghar programme is directly and personally led by the Head of School.**

## **Additional Support and Phased Response**

**LGS Johar Town will adopt a phased response** to meeting different learning needs which may require the initial use of different teaching and classroom styles before referring the student to a specialist or encouraging parents to have their child assessed by external health care professionals.

If a student requires additional support to that which is provided by the teaching and learning procedure put in place, the school will aim to:

- Identify students with additional inclusion needs at the earliest opportunity, either within school or from external diagnosis
- collaborate with, and using information from relevant teachers, the school psychologist, the Learning Support teacher, subject coordinators, parents and the student themselves to develop an appropriate customizable learning plan to help the student achieve appropriately and access the curriculum
- review and evaluate the progress on a regular basis and a meeting with parents concerning the student's specific needs every two months, with progress recorded by the School Psychologist and the Learning Support teacher.

## **First intervention: Differentiation**

Student progress will be constantly monitored by teachers and coordinators. Initially, concerns raised by teachers and or parents will be addressed through *differentiation within the classroom*.

In a differentiated classroom, teachers will:

- Differentiate content. Content differentiation varies what is taught and how it is taught
- Differentiate process. Process differentiation involves providing students with varied opportunities to process or make sense of the content
- Differentiate product. Product differentiation involves allowing students to show, in varied ways, what they know, understand and are able to do

## **Second intervention: School Action**

Additional school action will be triggered if despite differentiated classroom strategies, the student:

- Makes little or no progress
- Shows signs of difficulty in developing Approaches to Learning (ATL) skills, which result in poor grades in subject areas
- Presents emotional or behavioural difficulties, which are not reconciled by the behaviour management techniques utilized by the school
- Has diagnosed learning differences. In some cases, external professional support from health care services may already be involved with the student

The parents or legal guardians of the student will be approached and support for the student will be discussed. If parents or legal guardian provide authorization, the Special Education Needs policy will be prompted.

## **Supporting students with Special Education Needs:**

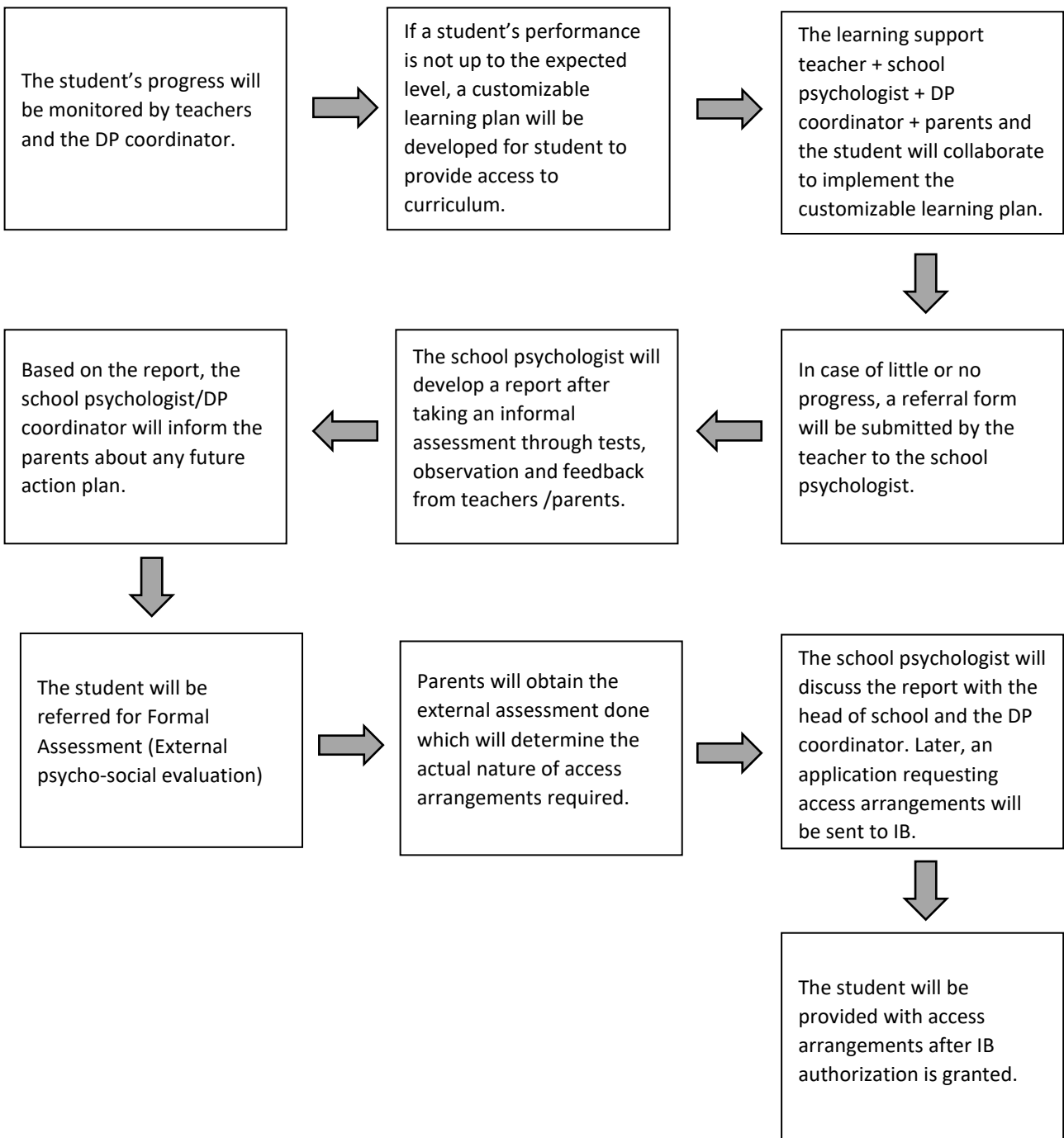
Students and their parents will be encouraged to share all existing relevant documentation and information about medical or any other difficulties that may contribute to the students' learning support requirements and special educational needs to the school psychologist. These may include one or more of the following:

- Mental health issues
- Learning issues, language, and communication disorders
- Social, emotional, and behavioral issues
- Auditory and sensory conditions
- Medical conditions

## The role of the School Psychologist:

The DP Coordinator will refer the student to the school psychologist for observation. If observation indicates that there may be any previously undetected or unreported learning support requirements, the school psychologist will inform parents about relevant external professionals who can assess the student's requirements. *Please also see below: documentation required by the IB for access arrangements.*

## Guidelines and procedures:





## Access Arrangements for the Diploma Programme:

### Recording and reporting of students with special educational needs:

Teachers will be instructed to record their work with students that may have special education needs. This may include the following

- Teacher(s) observations outlining any difficulties which may be apparent in class plus a summary of the arrangements provided to the candidate to access learning and assessment and the effects of such arrangements.
- Sample of work done under timed conditions with or without the learning support or the assessment arrangements.
- The school psychologist's observation and informal assessment report. The report must contain the record of observation. **An internal assessment report would be a prerequisite to external referral.**

## Inclusive Assessment Arrangements:

### Inclusive Assessment Arrangements which do not require authorization:

Some of inclusive assessment arrangements require authorization from the IB Assessment center while others are available at the discretion of the DP coordinator or head of school.

**Here are a few arrangements that do not require authorization from IB and will be at the discretion of the school:**

- Examination directions may be clarified by the invigilator or a designated reader If a candidate has difficulties in reading or attention.
- A designated person is permitted to name colours in an examination for a candidate who has color blindness.
- A candidate may be permitted rest breaks if required to do so due to medical, physical, psychological, or other conditions.
- A prompter can be used by the candidate due to attention issues or psychological/neurological conditions.
- The coordinator may arrange for appropriate seating or a separate room to meet the needs of individual candidates.
- A care assistant, or if necessary, required for the welfare or safety of a candidate. The assistant must not be another candidate or a relative of the candidate.
- A candidate who normally uses an aid is allowed to use the aid in examinations.

- A candidate with hearing challenges, a communicator may be used to convey the coordinator's or invigilator's oral instructions.

### **Inclusive Assessment Arrangements which require authorization:**

The IB believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Where standard assessment conditions could put a candidate with special educational needs at a disadvantage by preventing him or her from demonstrating his or her level of attainment, special arrangements may be authorized (Candidates with Special Assessment Needs, p.1).

The IB must ensure that a grade awarded to a candidate in any subject is not a misleading description of that candidate's level of attainment, so the same standards of assessment are applied to all candidates, regardless of whether they having learning support requirements. Inclusive assessment arrangements are intended to reduce the adverse effects of a candidate's long-term challenge(s) when demonstrating his or her level of achievement. The arrangements requested for a candidate must not give that candidate an advantage in any evaluation component (Candidates with Special Assessment Needs, p.4).

The following is a list of accommodation arrangements that may be granted to candidates with assessment access requirements **with authorization**:

- Noise buffers
- Additional time
- Information and communication technology
- Clarifications by invigilators or designated readers
- Scribes
- Readers
- Communicators
- Word processor
- Speech recognition software
- Word processor with spell check
- Sign language interpreters
- Modifications to examination papers
- Audio recordings on examination papers
- Audio recordings of responses to examination papers
- Transcriptions
- Alternative venues for examinations
- Extensions to deadlines
- Assistance with practical work

Exemptions from assessments – exemptions are not normally granted for any assessment component of the Diploma Program. However, if an assessment component or part demands a physiological function that a candidate is not able to perform, an exemption may be authorized.

## **Documentation for IB inclusive assessment arrangements:**

For inclusive assessment arrangements that **require authorization from the IB (given below)** the following is requested by the IB:

- A psychological / psycho-educational / medical report from a psychological or medical service provider. According to IB, the report must be developed by a certified/eligible person on a paper with a letterhead, signed and dated stating the title, name and professional credentials of the person (or persons) who has (have) undertaken the evaluation and diagnosis of the candidate.
- The candidate's report must be based on the candidate's performance on nationally standardized psychological tests with a mean of 100 and standard deviation of 15.
- It is not permitted for a relative of the candidate to write or be involved in the writing of the report
- **This report must be submitted to the IB six months before an examination session.**
- The school must obtain consent from the candidate, or from the candidate's parent(s) or legal guardian(s) before submitting the request for inclusive assessment arrangements.

## **Roles and responsibilities:**

### **Responsibility of the Student:**

The student is responsible for:

- cooperating with other student(s) who have special needs.
- Understanding their role to create a cohesive environment for other students.
- Taking ownership of their learning by setting challenging goals and pursuing personal inquiries (Learning diversity and IB inclusion programme, p.8)
- Pursuing opportunities to explore and develop their personal and cultural identities (Learning diversity and IB inclusion programme, p.8)
- Asking for information and support when they require it;

### **Responsibilities of the teacher:**

The teacher is responsible for:

- Removing barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals (Learning diversity and IB inclusion programme, p.8)
- Identifying struggling learners and refer them to the school psychologist or IB coordinator.
- Implementing appropriate interventions suggested by the SEN Committee
- Maintaining accurate records of students' progress
- Participating in all required training when available
- Maintaining discretion and confidentiality in providing special education needs services

### **Responsibilities of the DP Coordinator:**

DP coordinator will be responsible to:

- Creating staff consciousness of the Inclusive Education Policy and awareness of the needs of students identified as students with special education needs;
- Providing time and other resources for teachers to collaborate effectively in the implementation of IB programme (learning diversity and IB inclusion programme, p.8)
- Providing staff training to successfully implement and support inclusive education and differentiated instruction;
- Working collaboratively with faculty to support students with special needs;
- Maintaining documentation and ensure its confidentiality (Access and inclusion policy. pg.)
- Communicating with the IBO on behalf of the school (Access and inclusion policy, p.8)
- When needed, submitting a request for inclusive assessments arrangements to IB on behalf of the candidate (Access and inclusion policy, p.8)

### **Responsibilities of the Parent:**

Parents are responsible for:

- Providing all existing relevant documentation and information about medical or any other difficulties that may contribute to the students' learning support requirements and special educational needs
- Cooperating during the child's special needs assessment
- Providing accurate information to the school regarding their child's special needs assessment through an authorized psychologist. The psychologist should not be a relative of the student.
- Meeting the DP coordinator and the School Psychologist to get an update on the progress of their child.

# Promoting Safe and Inclusive Learning

## Highly Gifted and Talented Students

Highly gifted and talented students potentially differ from their classmates on three key issues:

- the pace at which they learn;
- the depth of their understanding;
- the interests that they hold.

Teachers will differentiate for more able students using some of the following strategies:

- extension tasks, such as problem solving;
- providing more advanced vocabulary;
- increasing rigour and complexity;
- providing greater choice and autonomy;
- providing more complex goals;
- providing more challenging questions;
- modifying pacing strategies so that students can be assessed when they are ready.

## Bullying

Bullying goes against our philosophy of inclusion and our values of respect and may lead to some students feeling socially and emotionally excluded. Bullying is usually defined as behavior that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation.

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

Teachers should refer to the anti-bullying policy for further details on responding to such cases, and/or the electronic device policy for school procedures on cyber-bullying.

## Access and Inclusion committee:

The SEN (Special Education Need) committee is a school body that is formed to ensure the implementation of SEN policy. The SEN committee at our school consists of a school psychologist, DP coordinator, Education advisor, Head of school, headmistress, and International Section administrator.

Access and Inclusion Policy Committee	
Ms. Saima Qayyum	School Psychologist
Ms. Farida Hasan	Headmistress
Ms. Farrukh Farooq	Vice Principal
Mr. Patrice Fouquet	Head of school
Mr. Syed Murtaza	IB DP teacher
Ms. Sara Khalid	International Section Administrator
Ms. Anum Maqsood	Diploma Programme Coordinator

## Review of the policy:

The Access and Inclusion committee at LGS Johar Town, in collaboration with the Director's office, the Principal's office as well as the school psychologist and learning support teachers will formally review this policy as needed, but at least once every two years, to ensure it reflects current practices based on the evolving needs of our school community. The policy will remain relevant and available to everyone in the LGS JT community via the website, the DP handbook and the teachers handbook and suggestions will be welcome.

## Inclusive Education and Admissions:

LGS JT's admission's committee will analyze the student's previous school records and information given by the parents to determine the potential need for Learning Support. The former school of every new student is asked to forward any details of Learning Support provided in addition to all appropriate testing results that are available.

The school may also request a record of medical history, including any significant health, social or emotional needs, and additional information if needed. The final decision will be taken when the above-mentioned documents are discussed by the admissions committee comprising of the Head of school, the DP coordinator, the school psychologist, the education advisor, the international section administrator and the relevant DP faculty. Parents are then informed if the school can meet the needs of the student.

## **REFERENCES:**

<https://www.woostercolts.com/cms/lib/NV02000980/Centricity/Shared/pdf/ib/ib-programme/ib-special-education-policy.pdf>

*Programme standards and practices 2014.*

<https://resources.ibo.org/ib/psp/Standards-and-Practices>

International Baccalaureate Organization (2013): *Meeting student learning diversity in the classroom.*

International Baccalaureate Organization (2015): *The IB guide to inclusive education: a resource for whole school development.*

International Baccalaureate Organization (2016): *Learning diversity and inclusion in IB*

International Baccalaureate Organization (2016): *Access and inclusion policy*

International Baccalaureate Organization (2007): *candidate with special education needs*