



Inclusion policy

Guidelines for members of the
Middle school community

This document has been prepared by the school's MYP Coordinator along with a team comprising administrators and teachers.

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Inclusion Policy

In DES Middle School our mission is to foster an inclusive environment where all students, parents, and educators are supported. We aim to celebrate the diversity of each individual, ensuring equal access to learning by eliminating barriers. Our vision of inclusion is to create an ecosystem where every student's unique attributes are valued and respected. This policy aims to remove or minimize barriers to student learning.

Inclusion in our school

- ❖ All students share **equal rights** regardless of ethnicity, gender, and/or social- economical background.
- ❖ Students' **well being** is our first priority.
- ❖ All students possess the right to education and the opportunity to demonstrate their abilities under **fair assessment conditions**.
- ❖ All **educators** at DES Middle School embody inclusive practices, demonstrating open-mindedness, adaptability, and respect towards differences.
- ❖ **Psychological support** and mentoring to any family that needs help is offered.
- ❖ **Parent** workshops and events are planned often, fostering a sense of inclusion within the school community and allowing parents to feel an integral part of the school's society.

Provisions

- ✓ We recognize diverse learning differences
- ✓ We tailor materials and support to individual student needs, including but not limited to:
 - Accessibility for learners with restricted movement.
 - English as an Additional Language (EAL) support in smaller group settings.
 - Access to a school counselor addressing social/emotional needs.
 - Referral processes for external resources (e.g., speech therapy, physical therapy) through government agencies.
 - Wheelchair-accessible facilities.

Admissions

As mentioned in the Admission's Policy, parents are required to provide documentation detailing any specific needs (psychological, learning, social e.t.c) during the admission process. In cases where the school cannot adequately support a student's needs, admission may not proceed in the best interest of the student.

Differentiation

In our school, differentiation is a fundamental approach embraced by all educators. This practice ensures that diverse learners have equitable access to the curriculum and are actively engaged in learning. Differentiation in our school is achieved through the following ways:

- **Versatile Learning Spaces:** These spaces in the school are designed to accommodate various learning styles and activities. They could include areas for group work, quiet study, hands-on experiments, or collaborative projects. The intent is to provide an environment that caters to diverse learning needs.
- **Flexible Curriculum Choices:** Allowing students to choose specializations at the end of the day indicates a flexible approach to learning. It enables students to pursue subjects or topics they are



genuinely interested in, which can enhance their engagement and motivation. This customization in their academic journey can help in catering to individual interests and learning preferences.

- **Project-Based Differentiation:** Projects designed around student interests can foster deeper engagement and ownership of learning. By allowing students to explore and work on topics they are passionate about, it encourages creativity, critical thinking, and deeper understanding. It also promotes autonomy and self-directed learning.

Ultimately, our commitment to differentiation extends beyond academic excellence; it encompasses the holistic growth of each student. By embracing versatile learning spaces, flexible curriculum choices, and project-based differentiation, we strive to create an inclusive and dynamic educational landscape that celebrates individuality, encourages curiosity, and nurtures a passion for lifelong learning among all our students.

Responsibilities

Responsibilities of the School

- Disseminate IB updates on inclusion to teachers/support staff.
- Provide professional development and training for supporting students with learning barriers.
- Facilitate communication about the history/background of students with barriers to learning.
- Revise and review the current and all other school policies every 2-3 years in order to maintain cohesion with the school practices.

Responsibilities of the Parent(s) / Legal Guardian(s)

- Maintain open communication with teachers regarding any updates/medical information relevant to the student's learning. Likewise, parents should promptly communicate any significant changes in the child's life that might impact their emotional well-being or academic performance.
- Support the child at home in accordance with school plans.
- Ensure the child arrives at school with necessary provisions (e.g., ICT backpack, medication).

Responsibilities of the MYP Teachers

- Implement differentiation to support students facing learning barriers.
- Communicate concerns regarding students with potential barriers to learning to the administration.
- Maintain a safe and conducive learning environment.
- Foster an inclusive classroom culture by promoting respect, empathy, and understanding among students.
- Regularly assess the classroom dynamics to ensure all students feel safe, valued, and included.

Responsibilities of the Student

- Provide age-appropriate feedback on learning and goals.
- Work effectively in group activities, share ideas, and contribute positively to group discussions.
- Actively participate in learning engagements.
- Embrace and respect individual differences, showing empathy and consideration for others' opinions and backgrounds.
- Offer reflections on social and emotional growth.