

## OUR VISION

- to equip our children to deal with the rapid pace of change taking place in the Iraqi society and to be able to cope with the violence and repression that has existed in Iraqi society since their grandparents' generation
- to instill in our children a culture of peace, tolerance and respect for others while understanding that we can all benefit from each other while maintaining our own principles, beliefs and values
- to help our children gain a better understanding of their own identity and principles and to be able to engage with others in a constructive way to aid in their own intellectual and personal development
- to give this generation of youth the knowledge, skills and attitudes necessary to help our society overcome the many challenges we face and to create a better society
  - to help create a generation of young people who are proud of their ancient civilization which played such an important role in this world with the first laws and norms that respect the individual and personal freedoms.

## OUR MISSION

Our mission is to develop young people with active and creative minds, a sense of understanding and compassion for others, and the courage to act on their beliefs. We stress the total development of each child: intellectual, social, emotional, and physical. We value intercultural understanding and international mindedness. We adhere to the philosophy and pedagogy of the International Baccalaureate programmes.

## What is Inclusion?

When Inclusion works it:

1. should result in every student feeling safe, confident and happy at school.
2. should see every student making the best progress towards achieving their potential and enjoying their time at school – be that in lessons, during their play or lunchtimes or when involved in any of our school excursions and extra-curricular activities.
3. promotes the students' beliefs in themselves as a learner and valued member of our school community.

4. is seen as the responsibility of the whole school community, permeating all aspects of school

### **Aims and Implementation**

GUS aims to provide all students with the opportunity to achieve their best academically, emotionally and socially through:

1. Providing high quality learning that is tailored to the individual student to enable the acquisition of skills, knowledge and concepts relevant to their future;
2. Promoting an ethos of care, mutual respect and support, where effort is valued, and success celebrated;
3. Enabling students to become active, responsible, independent and caring members of the school and wider international community;
4. Promoting wellbeing and a healthy lifestyle.

All leaders and teachers work towards these aims by:

1. Promoting high quality differentiated learning opportunities by planning lessons that enable students to achieve their highest potential;
2. Providing high quality curriculum design that meets the individualised learning needs of each student;
3. Providing high quality learning environments that engages students as innovators, inquirers, critical thinkers and owners of their learning;
4. promoting an effective partnership that supports parents/carers and the wider community as partners in the students' learning experiences;
5. Fostering respect and support in a caring environment.

### **Meeting Diverse Needs**

At GUS we recognise that to achieve our aims we must actively seek to recognise and meet the very diverse needs of our students by:

1. Monitoring the achievement and well-being of all our students and the quality/nature of the learning opportunities they are offered.
2. Tracking each student's academic, social and emotional progress and using the resulting knowledge to plan provision for the individual or groups of students.
3. Correctly identifying and then seeking to overcome potential barriers to students' learning or their full participation in school life.
4. Developing and deploying our resources to best reflect the various levels of need experienced by students.
5. asking care to ensure that vulnerable students, including those with identified additional or Special Educational Needs (SEND) or Disabilities are appropriately supported.
6. Sharing any concerns, we may have regarding a student with their parents or carers and then seeking to work together with them, for the good of the student.
7. Raising closely with professionals from other student services or external agencies involved in the care and support of students.

8. Ensuring that schools have access to appropriately qualified and experienced staff.
9. Providing teaching and non-teaching staff with the support and training they need in order that their work promotes the best outcomes for each student.

### **Potentially vulnerable groups**

There are several identified groups of students and families for whom this policy is particularly pertinent:

1. Students of Determination (Students with Special Educational Needs, also known as SEND) <sup>6</sup>
2. Students whose home language is not English – English as an Additional Language (EAL) <sup>7</sup>
3. Students who are Gifted & Talented (G&T) <sup>8</sup>
4. Students who might be subject to abuse or harassment, for whatever reason or may be at risk for significant harm <sup>9</sup>
5. Students whose family are in crisis or under great stress <sup>10</sup>
6. Students with poor attendance and/or punctuality
7. Students who are at risk of disaffection and exclusion from school
8. Students who have a temporary high-level need

### **Promoting and Supporting Inclusion**

At GUS we believe that the support of the parent is crucial for Inclusion to be successful and tailored to the individual needs of the student. Parents are responsible for:

- Disclosing any formally identified barriers to learning
- Communicating with the class / specialist teacher and reporting concerns relating to Inclusion to a member of the pedagogical leadership team.
- Take an active part in the development of their child's ILP
- Implementing strategies within the home that have been shared by the school to ensure consistency.

### **GUS School Board**

The School Board plays a critical role in prioritizing the provision of systematic support for the development of an inclusive school and system of education. They are responsible for:

1. A commitment to inclusion evident in the representation and engagement of key stakeholders such as parents and students.
2. Supporting the Senior Leadership Team (SLT) to deliver the vision, mission, strategic priorities and values of GUS and are also responsible for monitoring the performance

of students and staff across school in accordance with agreed policies, procedures and school

### **School Counsellor/ Support Teacher**

The role of the School Counsellor has recently been reviewed and is something that the school is working towards. Current specific responsibilities of the Support Teacher include:

- Working collaboratively with parents.
- Developing and involving all stakeholders in the creating of the ILP.
- Working with and supporting the SLT
- Supporting teachers in observing, assessing and identifying special educational needs
- Helping to maintain the respective SEND and EAL registers.
- Working with external providers relating to Inclusion.

### **Class Teachers / Subject Specialists**

Classroom teachers and Subject Specialists are responsible for the learning, progress and outcomes of all the students in their classroom and should work collaboratively with parents, support teachers, learning support assistants and specialists. Their main roles include:

1. Assessing, evaluating, and reporting on students' progress
2. Providing a safe, welcoming, and motivating environment for learning
3. Working closely and in parallel with other professionals
4. Planning whole class, group, and individual instructions and delivering them
5. Incorporating any needed modifications and accommodations to maximise their students' achievement
6. taking part in the development of individual learning plan (IEP) and its progress review
7. Implementing goals set in the Pupil Passport
8. Managing information about students and communicating this information to parents and other relevant personnel
9. Promoting student interactions with their peers

### **School Nurse**

**School Nurse** has a key role in promoting and supporting inclusive practice at the School. Briefly some of the tasks relevant to inclusion include:

1. Keeping health records
2. Informing SLT of medical conditions which impact on learning.
3. Promoting healthy lifestyles
4. Ensuring students are sun safe
5. Ensuring the Health and Safety of all students under the care.

### **Personalizing the curriculum**

In some cases, the curriculum itself may pose a barrier to students achieving their full potential. When this is the case:

1. School Leaders and teachers are responsible for ensuring that the curriculum; in its narrow and broadest senses, is personalised to match the needs of the students who attend the school and where required alternative frameworks such as the ESL programme are utilized to support students' needs.
2. School Leaders ensure that the principles of inclusion are applied to all activities with which students engage in at school or on educational visits; this includes field trips.
3. All members of the school community are expected and encouraged to adopt behaviours which support the school's inclusive ethos.

### **Parental Engagement**

GUS firmly believes in developing a strong partnership. Parents possess unique information regarding their children that can assist in identification as well as during the continued provision of support. Thus, at GUS we strive to:

1. Ensure parents / carers feel welcome in the school with the knowledge that they and their children are supported. This is enhanced through the school's "open door" policy, offering informal chats when necessary and formal discussion by appointment.
2. Have full and open consultation with parents / carers with their concerns being recorded and acted upon
3. Ensure that parents are always fully aware of the support their child is receiving.

### **Working Partnerships with External Agencies**

GUS recognizes the important contribution that external support services make in assisting to identify, assess, and provide recommendations and support for students. Thus, the School Counsellor will keep an updated list of suitable external agencies for student referral in order to improve the provision of quality care and support to both students and parents. A referral will always be in the best interest of the child and collaboration between the

school and external agencies in-school is essential. Whenever considered necessary and appropriate students requiring support may be referred to:

1. Educational psychological services
2. Speech therapists
3. Physiotherapists
4. Hearing impairment services
5. Visual impairment services
6. Other groups or organizations relating to support

### **Complaints**

Complaints regarding the provision of Inclusive practices will be taken seriously and every effort will be made to resolve the complaint within the school. The School Counsellor will discuss any complaint with those involved and inform the School Leadership Team where appropriate. Parents/carers must be kept informed regarding the complaint procedure.

### **Monitoring and Review**

The Head of School and School Counsellor will monitor the effectiveness of this policy on a regular basis and, if necessary, make recommendations for further improvements.

### **References:**

- - Learning Diversity and Inclusion in IB programmes. IB Organisation. May 2020.
- - Access and Inclusion Policy. IB Organisation. February 2022.

**ADOPTED: Feb 27<sup>th</sup>, 2023**

**NEXT REVISION: June 25, 2023**