

European Azerbaijan School



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Inclusion Policy

Introduction

The European Azerbaijan School is organized in a way that diversity of all kinds can be included as a resource, seeing individual differences not as a problem that needs to be fixed, but rather as an opportunity for enriched learning. This policy states the philosophy, aims, and approaches required to meet the individual needs of our students. It also outlines the factual and procedural knowledge needed by classroom teachers to teach students with special educational needs.

Philosophy

At EAS we affirm:

- Inclusion is an ongoing process that involves change of teaching strategies, organization of classrooms, respect for individual differences which increases learning and participation for all students
- Data, information, and knowledge about the factors that affect a student's learning style are critical towards improving student success
- Knowledge and use of technology can support the lifting of barriers to learning We strive towards:
- Best practices on how effectively to respond to the student's needs (academic, social, motor and behavioural)
- Best practices on how to match teaching approaches to the student's needs (academic, social, motor and behavioural)
- A culture of collaboration encourages and supports problem solving in teaching and learning
- Best practices in incorporating differentiation into our teaching strategies to match the learning needs of students

Aims

At EAS the Inclusion aims are to:

- Assist and collaborate with classroom teachers to create a learning environment that is effective, friendly, welcoming, healthy, protective, and culture-sensitive for all learners
- Remove barriers to learning for every member of the school community
- Empower the rights and responsibilities of all students in the school community to fully participate in an IB education
- Increase access and engagement in learning for all students by identifying and removing barriers to learning
- Collaborate with classroom teachers in the planning and development of coursework that accommodates a range of approaches to learning for achieving common classroom goals
- Identify, together with learners, the most effective strategies for achieving individual and classroom goals
- Provide students with the knowledge and perspective of their own learning, resulting in the student taking a more active and responsible role in the planning, carrying out, and review of what has been learned

European Azerbaijan School

Practices

At EAS we believe in the principles of good practice as defined by Learning diversity in the International Baccalaureate programmes: Special educational needs within the IB programme (IB, 2016).

- Affirming identity and building self-esteem in all learners
- Valuing prior knowledge of our students and planning new courses of learning that reflect the prior knowledge
- Ensuring that all learners belong and experience equal opportunities to participate and engage in learning
- Ensuring that all students experience success as a key component of learning
- Fostering the development of independent learning
- Scaffolding strategies that provide a more concrete context for students to understand difficult and/or abstract concepts
- Extending learning provided by the teacher, combining high expectations with numerous opportunities for learner-centred practice and interaction with materials and experiences

Strategies

At EAS our programme will provide:

- A wide variety of teaching strategies that are sensitive to the diversity of learners and ways to match teaching methods with the preferred learning style of each student that will aid classroom teaching practice
- Systems to include parents of students in the planning and implementation of ways to meet their child's academic, social, and behavioural needs
- Information needed to identify students' range of backgrounds in order to best build and plan units of study
- Support for teachers and their students in order to link new learning with the wide range of background knowledge of all students
- Knowledge and collaboration to implement scaffolding to assist students in increasing their level of understanding in any new learning task
- Support in providing numerous opportunities for learner-centred practice for students

Children with disabilities

Some children in our school have disabilities. We are committed to meeting the needs of these children (whenever their need is able to be met at EAS), as we are to meeting the needs of all groups of children within our school. They may use the elevator in case of physical disability, however we are not able to cater for students who has significant physical disabilities due to the limitations of our campuses currently.

Uniform

EAS requires all our students to wear school uniform as we strongly believe that children develop a greater sense of equality and identity when they feel a strong identity within our community, which the wearing of a school uniform contributes towards. .

Technology

European Azerbaijan School

Technology provides students with instant access to a vast amount of information and resources. Although we require students to bring their own device, we realize the different financial statuses of families and therefore accept all types of laptops and tablets. Therefore we try to have a minimum requirement for student devices.

Identifying SEND and Procedure to apply for SEND Support

The SEND department will identify learning needs of individual students by following the steps below:

1. SEND department organizes whole professional development on Inclusion and SEND in both campuses.
2. Teachers complete the EAS SEND Referral Form.
3. The SEND team will then liaise with teachers to observe the student in the classroom. The SEND team might need to review the previous education history to highlight/establish patterns of concern. Sources may include teacher observation notes, incident reports, classroom assessments and inquiry outcome.
4. SEND Team prepares an Individual Educational Plan (IEP) for the student.
5. If necessary the school has the right to request parents for formal assessments by educational psychologists to identify specific learning needs.
6. Students with a formal assessment completed on them by an educational psychologist, speech therapist etc. will receive priority within the SEND timetable.

Exit from SEND Support

Every six months the students who receive SEN support are being reassessed and each case is being carefully reconsidered. A student is considered for release from the SEN when the SEND team and the school Principal agree that the student is capable of functioning autonomously and successfully in the regular instructional classroom as well as meeting the grade level requirements.

Students may stop receiving SEN support when they attain an appropriate level of success in the regular classroom and no longer require pull-out and/or in-class support. Before any final action is taken, the student's family is fully informed of the decision and the implications. This decision is fully documented in the appropriate location. Students who have been exited from the SEN program remain on file and are still monitored by the SEN Department.

Gifted and Talented Students

Our aim is to provide all students with an education matched to their individual learning needs and to develop depth and breadth of opportunity which recognizes the specific educational, social and emotional needs of gifted and talented students. We organize external activities and competitions for gifted and talented students as well as encouraging them to participate in International Olympiads. At EAS we constantly liaise with families to support gifted and talented students.

Teaching and Learning

At the heart of the provision for the gifted and talented students is what happens in the classroom. This is the direct responsibility of every teacher and learning support staff. Classrooms should be places where students are inspired, encouraged and challenged to question, speculate and hypothesize. Teachers should acknowledge students' different learning styles by aiming to

European Azerbaijan School

include visual, auditory and kinesthetic activities in every lesson. The challenge is to make every lesson motivating and engaging, and to ensure that every student is stretched.

Process

It is the School's responsibility to identify gifted and talented students in consultation with parents and students to maintain a register of these students and to establish an ethos and provision through which exceptional ability in all its forms is recognized, valued and celebrated. We ensure that higher level targets (including exceptional performance targets) are set at each stage to ensure that the needs of gifted and talented students are met.

The SEN team and the Senior Leadership Team are responsible for ensuring that:

- The curriculum meets the needs of individual learners, including those who are gifted and talented.
- Providing suitably challenging activities and questions to extend the core learning tasks.
- Consulting with gifted and talented students on their preferred learning styles and planning for these.
- Looking for opportunities to widen the scope of learning activities beyond the School and the classroom.

Parents are entitled to know that their child has been identified as gifted and/or talented.

Selecting appropriate courses for individual students

In order to recognise that all students are individuals, there are a wide range of procedures which support our students and families to make appropriate choices for their career pathways. This is most important when students make a choice before they enter the IB Diploma Programme and IB Career-Related Programme. Different pathways are suitable for students with different passions, interests and abilities, and EAS invests significantly in widening the range of choices available for our students. We offer BTEC and Duke of Edinburgh programmes, are such examples.

English as an Additional Language (EAL)

The EAL department fully operates in both primary and secondary campuses. The EAL Team provides a dynamic program according to a student's needs for our English Language Learners. The program consists of a combination of pull-out and push-in support.

Social and Emotional support

EAS wellbeing team supports students holistically. They work collaboratively with teachers and the administration team to foster a culture of care and ensure equitable access to students.. Services range from individualised, small group to whole school programs that promote a safe and supportive environment through a focus on mental, physical and emotional well-being.

Admission Procedures

Non-Discrimination Statement:

The European Azerbaijan School does not discriminate against any individual on the basis of race, colour, gender, religion, belief as well as ethnic or national origin in the administration of its admissions and educational policies.

European Azerbaijan School

Students with Learning Disabilities

EAS is only equipped to support students with mild learning disabilities as defined by the school. The school does not have the facilities or the professional staff necessary to meet the needs of students with more extensive physical, emotional and learning issues. A parent with a student who has identified learning problems must make this matter clear at the time of application and supply supporting reports so that the school can fully evaluate the situation.

General Admissions Information

Admission to EAS will be made on the basis of evaluation or testing appropriate for the programme the student wishes to enter. Please see the admissions policy related to the Early Learning Programme, the Primary School Programme or the Secondary School Programme for details. Students seeking admissions to the Secondary Programme will be subject to a more comprehensive testing and evaluation process. Application for the IB Diploma programme can only be made once a student has been admitted to EAS and will involve an additional screening as stated in the admission policy.

Applying for Admission

Parents are free to apply to EAS at any time, however, testing, evaluation and admission decisions will only be done according to the admissions calendar which begins every year in March. If a student is coming from outside of Azerbaijan the school will arrange testing on a case-by-case basis and will make admissions decisions as soon as possible. Students normally will not be admitted to any programme after the start of the second semester.

When a parent has filled out the application form (Open apply), has supplied all relevant documents and medical information and has paid the application fee, the school will schedule them for evaluation and/or testing. *No arrangement for evaluation and testing will take place until the above conditions are met.*

Admissions Decision Making Process

When all testing is completed the admission, committee made up of the principal of the division to which the student is applying along with other appointed members will make a recommendation regarding admission which is then forwarded to the Director for a final decision. Admission will be made on a first-come-first-served basis according to the places available at a stated grade level. Priority will be given to those who meet admissions evaluation criteria at the grade level to which they apply and/or who have a reasonable chance, in the judgment of the school, of successfully completing the school's academic programme.

Notification of Admission Decisions

Parents will be notified about the results of the admissions evaluation 48 hours after all testing is completed. The parent then has 7 days in which to formally accept the school's offer and pay the required deposit. If payment is not made within 7 days the school's offer of admissions will lapse.

Conditional Admissions

Revised by the Director, Principals, Deputy Principals, IB coords, Teachers 31/05/2022
Occasionally, space permitting, the school may elect to make a conditional offer of admissions

European Azerbaijan School

to a student who does not fully meet the admissions evaluation requirements but is seen to have strong potential. If the parent accepts such a conditional admission they are responsible for meeting the terms of such an offer.

Admission Appeals

If a parent does not agree with an admissions decision they can make an appeal to the Director of EAS within seven days of having received the school's decision. If the Director agrees, the admission committee will review the application a second time and pass their recommendation to the Director. The Director's decision is final and is subject to no further appeal.

Re-Application for Admission

If a student is refused admissions in any academic year they cannot reapply to the school until the following year. If a student is offered admissions to EAS and does not accept the offer and reapplies in another year they must go through the entire admissions evaluation and testing process again.

Waiting List

If a student scores highly on the admissions placement test but there is not a place available at the required grade level, the parent can request that the child is placed on the waiting list. The waiting list may also include students who are seeking financial aid in order to consider the offer of admission. Priority for selection from the waiting list will be given to students who already have a sibling enrolled in the school and to those who have performed at the highest level in relation to the school's testing and evaluation procedures.

References:

International Baccalaureate Organization (IBO). 2010. Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes. Cardiff.

International Baccalaureate Organization (IBO). 2016. Learning diversity and inclusion in IB programmes. Geneva