



**International
Arctic
School**

Republic of Sakha (Yakutia)

Inclusive Education Policy

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1. Purpose and Scope

Inclusive education at the SANTEI "International Arctic School" means education and upbringing in which every person, regardless of their intellectual, social, emotional, linguistic and other characteristics, is given the opportunity to study in a general educational institution. Inclusive education is teaching and upbringing of children with different educational needs.

2. Terms, Definitions and Abbreviations

Special educational needs are the need for individualized learning conditions, based on the characteristics of the psychophysical, mental and social development of the child. Special educational needs imply a variety of techniques and methods of teaching, the use of technical means, as well as medical and social services necessary for successful learning.

Children with special educational needs are all students whose educational needs go beyond the generally accepted norm, who have developmental disabilities and need additional support in the learning process:

- ✓ children with social skills disabilities;
- ✓ gifted children;
- ✓ children with special health needs.

children with health limitations

An individual educational route (hereinafter - IER) is a program of comprehensive psychological and pedagogical support of a student, adapted to his individual capabilities and special educational needs, including a description of the regulations, content and forms of education, psychological, pedagogical and special support.

Universal Learning Design is flexible curriculum that adapts to the different educational needs of learners.

3. Principles of Inclusive Education

- *Environmental friendliness* is the creation of an environment for the development of well-integrated personalities and formation of a holistic picture of the world.
- *Tolerance* is acceptance and understanding of other people who are different from you, including outlook on life.
- *Diversity* is a variety of modern educational technologies used in teaching and learning.

4. Standards

4.1 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.

4.2 The arrangements requested for a candidate must not give that candidate an advantage in any assessment.

4.3 The inclusive access arrangements described in this document are intended for candidates with the aptitude to meet all assessment requirements leading to the completion of the programme.

4.4 In the case of internal assessments, marks must always be awarded based on the candidate's work in accordance with the assessment criteria. Under no circumstances must teachers consider other factors such as the candidate's challenges or difficulties.

4.5 A subject result means the candidate has met the objectives of that subject, i.e. they have been able to demonstrate what was being assessed. This means there is no need to grant an exception for the assessment because the student was capable of completing it.

No exemption can be granted for language subjects; all students, including those with specific learning challenges, are required to study two languages without any exception (Access and inclusion policy, 2018).

5. Aims and Objectives of IAS

When developing educational programs for children with special educational needs, teachers rely on the concept of universal learning design, the main principles of which are:

- ✓ a plurality of forms of providing educational material (students are given the opportunity to assimilate information and knowledge in various ways);
- ✓ variety of forms of delivery of learning outcomes (students can demonstrate their knowledge in alternative ways);
- ✓ numerous forms of involving students in the educational process (using a variety of means of involvement, taking into account the interests of students, setting them appropriate tasks and increasing motivation).

The main forms of implementation of the concept of universal learning design are considered:

- ✓ joint activities in the process of teaching and learning;
- ✓ project activities.

The result of the implementation of the concept of universal learning design is the development of barrier-free learning, taking into account the needs of all students within a given class, i.e. design of class activities:

- ✓ the teacher designs lessons with multiple ways of presenting information,
- ✓ the teacher develops lessons with numerous methods of demonstrating the acquired knowledge,
- ✓ the teacher designs lessons with multiple ways to involve students in the learning process.

6. Children with Special Health Needs

In our school we expect parents/guardians to provide all vital information to help us identify student talents and needs and ensure that the school is capable of providing for their well-being.

Adequate information will enable the School to deal with any such requirements in a professional and appropriate manner.

However, in some cases the school may not have the necessary resources or experience and thus may not be able to meet the needs of exceptional candidates applying for admission. Therefore, the school may not be able to accept or support students who have special learning needs which are deemed by the school to be severe.

Please notice that IAS is currently not able to admit students who use a wheelchair as the specifications of our buildings do not allow us to do so.

7. Gifted Children

Gifted children also need additional support measures, primarily in individualization and differentiation of education. The question of additional support measures can be raised by parents (legal representatives), class teacher, teachers / subject teachers.

Working with gifted children is based on the following principles:

- ✓ individualization of teaching and learning;
- ✓ flexibility in the implementation of the educational route;
- ✓ a variety of environment for the development of children's potential (extracurricular activities).

8. Children with Social Skills Disabilities

Children with social skills disabilities need additional learning support. The question of measures of additional support for the student can be raised based on the results of the psychological and pedagogical council by the class teacher, parents (legal representatives).

Working with children with social skills disabilities has several ways:

- ✓ interview (the head of school / director of studies, parents (legal representatives), class teacher, psychologist / social educator take part in the interview; during the interview, the student reflects on the difficulties encountered and formulates goals for the future);
- ✓ educational intervention with a psychologist (special development programme is drawn up)
- ✓ work with parents (personal meeting of a social teacher / class teacher with parents, analysis of parent-child relationships).

9. Access to Reasonable Adjustments

An example of how inclusive access arrangements for access to reasonable adjustments would apply A candidate with social phobia and anxiety has difficulty in delivering the oral presentation in front of the class and also individually in front of the teacher. A reasonable adjustment is made for the candidate to deliver the presentation from home and over skype to the teacher (IBDP Access and Inclusion Policy, 2018).

10. Inclusion and Admission

During the admissions process, applicants will need to provide complete documentation of their academic history, educational evaluations. This is in accordance with the 'IAS Admissions Policy'. Additionally, to help accommodate students in our school and make sure that the school is able to provide for the wellbeing of particular students, we expect parents/guardians to supply all vital information that can help us identify students' talents and needs.

Please note that IAS does not give an advantage in IBDP Entry exams. Due to IB policies no exemption can be granted.

11. Inclusion and Language

Students wishing to be admitted to the IB Diploma Program must have an appropriate level of English. The DP is a rigorous program which requires the ability to communicate clearly in English. Therefore, students must pass an entrance exam in English.

12. Inclusion and Assessment

The same standards of assessment are applied to all candidates, regardless of whether or not they have 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).

13. Confidentiality

The IB treats all information about a candidate as confidential. If required, information will only be shared with appropriate IB personnel and members of the final award committee (who will be instructed to treat such information as confidential) (IBDP Access and Inclusion Policy, 2018).

14. References

Constitution of the Russian Federation

UN Convention on the Rights of the Child

Federal Law "On Education in the Russian Federation" N 273-FZ of December 29, 2012

Charter of SANTEI "International Arctic School" of the Republic of Sakha (Yakutia).

Charter of State Autonomous Non-Typical Educational Institution "International Arctic School" of the Republic of Sakha (Yakutia)

UN OHCHR Convention on the Rights of the Child

Learning diversity and inclusion in IB programmes, 2020

Access and inclusion policy, 2018

Candidates with assessment access requirements, 2009