

The purpose of this document is to provide information about the nature, the function, and the use of inclusion at MGIS.



مدارس جلوبال العالمية الحديثة
Modern Global International Schools

MGIS INCLUSION POLICY



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 programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

MGIS MISSION STATEMENT

Transforming educational communities by fostering academic excellence, positive character, and appreciation of cultures.

MGIS VISION STATEMENT

To be globally recognized as a pioneer in the advancement of comprehensive educational systems for critical language-oriented academies.

1- Philosophy

At MGIS, we hold diversity in high regard as it inherently fosters community development. Our fundamental belief centers on the promotion of students' strengths rather than focusing on their limitations. Consequently, our guiding principle is to facilitate each student's progress based on their unique requirements. To realize these objectives, students must actively participate in enriching learning experiences that underscore academic, behavioral, social, and emotional commitments. We persistently endeavor to dismantle obstacles to learning and engagement, striving to ensure equitable opportunities for all our students.

Inclusion at MGIS is grounded in the belief that all learners have the right to belong, participate, and succeed. Learning environments are proactively designed to remove barriers, promote learner voice, choice and ownership, and ensure equitable access to meaningful learning experiences.

Learners may experience a range of learning differences or additional learning needs that require flexible, inclusive approaches to teaching, learning, and assessments in order to ensure equitable access, participation, and progress. It's imperative to acknowledge that any student may encounter circumstances warranting special attention at some point in their academic journey. A learner may be identified as requiring additional learning support when: They demonstrate significant learning discrepancies compared to the majority of their peers of the same age, manifesting either heightened difficulty, exceptional ease, or differing language backgrounds.

- They possess a disability that impedes their ability to utilize educational resources available to other students of the same age.
- They grapple with social and/or behavioral challenges that impede their learning or overall development.

2- Inclusion Model

- Each student possesses unique abilities, learning styles, and interests, all of which are valued for enriching the diversity within our school community.
- Effective instruction is customized to individual learners through inquiry based learning, differentiation, and the development of Approaches to Learning skills. , utilizing
- Students with additional needs may require accommodations in instruction to facilitate their learning and success.
- A collaborative approach involving students, teachers, parents, and relevant support personnel is employed to address the needs of students experiencing low achievement or learning differences.

- Individualized action plans are developed to support students with low achievement, particularly in literacy and numeracy, by offering curricula and teaching strategies that align with their specific needs.

We acknowledge and respect the diverse educational and behavioral needs, backgrounds, interests, and passions of students, affirming their identities and fostering self-esteem.

- Recognizing that students learn differently, we accommodate various rates and modes of information acquisition, adaptation, and communication, providing a range of teaching approaches and experiences.
- Learners are encouraged to reflect on their learning, set goals, and participate in decision about how they demonstrate understanding.

MGIS's Multi-tiered Inclusion System

- **TIER 1**

During the initial phase (Tier 1), students receive support services through collaborative and proactive planning by teachers through inquiry-based learning, formative assessments, and differentiation within the Programme of Inquiry, focusing on small-group instruction. This planning involves analyzing classroom-wide outcomes and implementing differentiated instruction for designated groups. Continuous progress monitoring and adjustment of instruction are anticipated to enhance student achievement in meeting both classroom and school-wide expectations and standards.

- **TIER 2**

If a student does not meet school expectations following differentiated instruction, as indicated by standardized test scores or classroom assessments, support will be requested from the social worker. The subject teacher will collaborate with the social worker to address concerns regarding the student's performance. The teacher and the social worker will communicate concerns to the parent and establish a support plan. Support strategies continue to promote learner dignity, inclusion in classroom inquiry, and access to the same conceptual learning as peers.

- **TIER 3**

If satisfactory progress is not attained, the team proceeds to the next phase (Tier 3). Here, the student receives targeted support from the social worker. After assessing the evaluation results, the team formulates an individualized intervention plan to address the student's needs. The subject teacher and social worker closely monitor the plan's implementation to make necessary decisions. Individualized intervention plans ensure that learners remain engaged in age-appropriate, concept-driven learning experiences.

3- External Professional Support

If a student demonstrates inadequate progress, the social worker may recommend a professional assessment through an external agency to better understand the learner's strengths and support needs. This recommendation is based on the following criteria:

- Limited or no improvement despite receiving learning support within the school.
- Persistent challenges in acquiring literacy or numeracy skills.
- Ongoing sensory or physical issues impacting learning.

4- Roles and Responsibilities (Whole School)

A. THE HOMEROOM/SUBJECT TEACHER

- Establishes and sustains an inclusive learning environment.
- Identifies and nurtures each student's strengths, fostering their self-esteem.
- Adapt teaching methods to cater to the diverse needs of students within the classroom.
- Engages in regular planning and collaboration with the PYP coordinator.
- Documents concerns, maintains observation logs, and implements intervention plans.
- Ensures regular assessment and monitoring of all students' progress.
- Records summative and standardized assessment results for all students.
- Conducts parent meetings and holds additional meetings with students of concern.
- Maintains open and frequent communication with parents.
- Collaborates with the social worker to address any concerns regarding academic performance, behavior, study/social skills, communication skills, as well as challenges with gross and fine motor tasks, and develops a support plan accordingly.

B. THE MGIS Social Worker

- Promotes general awareness of Learning diversity within the school community and delivers necessary training.
- Establishes and implements a confidential system for maintaining individual student records, ensuring appropriate utilization of their contents.

- Assists subject teachers in formulating inclusive support strategies for learners experiencing learning, social, or emotional challenges based on assessment outcomes and proposes relevant strategies.
- Attends classes to provide ongoing feedback to teachers on student support plans and recommends tailored strategies aligned with individual student needs.
- Meets with parents whenever needed to address student progress and any associated concerns.

C. THE PARENTS

- Participate in meetings with teachers to discuss student progress, strengths, and areas for improvement.
- Acknowledge the willingness to arrange diagnostic testing outside of the school and share the resulting written report with the school.
- Adhere to the responsibilities outlined in the intervention plan, including monitoring the completion of all assigned homework.
- Maintain regular and punctual attendance for their child, with absences permitted only in cases of illness.
- Provide the school with accurate and comprehensive information regarding their child's health and any other factors that may impact their learning or behavior.

5. Documentation

All communications and reports are recorded in a student's file located in the social worker's office. These records encompass:

- Communication between the social worker, teachers, parents, external agencies, and any other pertinent sources.
- Any additional pertinent details, such as medical history, family background, etc.

6. Confidentiality

All personal data related to individual students is safeguarded and maintained in strict confidence. Access to such information is restricted to personnel directly involved in the student's education and support. Permission and consent from parents are required to disclose the findings of any psychoeducational assessments conducted outside the school premises.

7- Policy Review

Annually, the MGIS Inclusion Policy undergoes a comprehensive review process involving teaching staff, administrators, and the PYP coordinator during professional development sessions before the commencement of the school year. Feedback and contributions from all stakeholders inform the refinement of the policy, ensuring it aligns optimally with the requirements of our school community. The Academic Integrity Policy is accessible on our school website.

Policy prepared by: School Policies Committee & Student Well-being, Health, Safety, & Child Support Committee

Date of Last Review: December 2025

Policy reviewed by: School Leadership & Improvement Team (SLT)

Policy Approved by: Director of Operations

8- References

- *IBO (2018): From Principles into Practice.*
- *IBO Programme Standards and Practices 2014*
- *IBO-PYP Transition Guide (2018)*
- *IBO: Meeting student learning diversity in the classroom (Dec 2019)*
- *The IB guide to inclusive education: a resource for whole school development (Updated Nov 2019)*
- www.ibo.org
- www.inclusion.com