



RHHS Inclusion

Policy and Procedures

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Vision

"Building a safe and nurturing learning community of lifelong educated and effective learners who can overcome challenges and flexibly adapt to changes."

Mission Statement

RHHS aims at developing compassionate and respectful lifelong learners who actively engage in inquiring about significant and relevant issues.

RHHS empowers learners with the knowledge, skills, and disposition to grow up into empathetic and global citizens who use their critical thinking and problem-solving abilities to take action in improving the local and global communities.

RHHS aims at:

1. Ensuring a secure, healthy environment and educating learners on how to maintain it.
2. Equipping learners with the skills needed to become inquirers and knowledgeable learners.
3. Assisting learners in improving their abilities to take pride in their individual and collective achievements.
4. Staying up to date with the latest academic and technological advancements in the field of education and working to develop them in a sustainable way.
5. Applying learning and teaching methods aligned with the 21st Century Skills.
6. Providing an engaging atmosphere that develops the various arts and promotes creativity.
7. Creating opportunities to strengthen cooperation, communication, and unity between school community – parents, administrators, educators, and alumni.
8. Developing a diverse school community that respects the law.
9. Spreading and enhancing the techniques for positive communication.
10. Developing crisis management planning skills.
11. Developing and reinforcing a culture of community service.
12. Reinforcing the spirit of citizenship.
13. Deepening the concept of openness and international mindedness.

PURPOSE

This document aims to clarify RHHS's approach to inclusion and the support it offers to learners within the school community. RHHS is dedicated to equipping students with learning differences with the tools they need to become capable and contributing members of society. To achieve this, the school implements a range of strategies—including support services, targeted remediation, accommodations, and instructional modifications—to address the diverse needs of students facing learning challenges.

BACKGROUND:

RHHS has actively worked to support and accommodate students with learning difficulties and special needs. Guided by its mission to address diverse student abilities, the school has taken decisive action by establishing a dedicated Learning Support Department on campus.

- RHHS implements consistent strategies and unified policies across all educational stages, outlining a clear process for student diagnosis, documentation, admission, and support. This includes completing health records, conducting assessments, creating action plans, involving families, and evaluating progress.
- The school standardizes both the individual learning plan and the cumulative support file for each student requiring assistance.
- RHHS defines specific adaptations and support methods for each educational stage, such as one-on-one services, group interventions, or specialized support classes.

I. KEY UNDERSTANDINGS AND BELIEFS

- Inclusion is an ongoing, collaborative process involving the entire school community.
- Emphasizes learner variability—each student has a unique mix of strengths and challenges.
- Every educator is responsible for teaching all students.
- Learning should be approached from a strength-based perspective.
- Diversity is seen as a valuable resource.
- Assessment must be fair, flexible, and accessible to all learners.
- Differentiated instruction is used as a teaching strategy
- Supports inclusive access arrangements to ensure fairness in assessment.
- Emphasizes that support should align with the student's usual way of working.

II. BARRIERS

The school accepts the following primary and secondary barriers that influence a student's learning. These barriers are related to multiple sub-areas.

Primary or secondary barrier	Sub-area
Additional language (first or best language is not the language of instruction)	English/French (the IB response languages) as an additional language (first or best language is not the language of instruction)
Cultural variations	New or unfamiliar environmental contexts
	Socio-communication
Hearing	Mild or moderate hearing loss
	Severe or profound hearing loss
Intellectual exceptionalities	Cognitive delays
	Gifted and talented
Movement and coordination	Fine motor
	Neurological (cerebral palsy)
	Oral/verbal
	Physical/spatial
Medical	Asthma
	Cancer
	Crohn's disease/irritable bowel syndrome (IBS)
	Diabetes
	Epilepsy
	Muscular dystrophy
	Rheumatism
Mental health	Anxiety / G.A.D Generalized Anxiety Disorder
	Depression
	Eating disorder
	Obsessive compulsive disorder
	Post-traumatic stress
Numeracy	Mathematical anxiety
	Numerical operations/Mathematical fluency
Processing	Attention and executive processing
	Auditory processing
	Information processing

	Language processing
	Long-term retrieval
	Short-term memory
	Visual motor
	Visual–spatial
	Working memory
Reading	Reading comprehension
	Reading fluency
	Color blindness
	Low or partial vision
	Nystagmus
Social–emotional	Emotional disturbances (depressive, stress, etc.)
	Neurodevelopmental (autism, Asperger’s, etc.)
	Withdrawal/isolation
Speech and language	Expressive language
	Receptive language
	Stammer/stutter
Writing	Handwriting/typing speed
	Spelling
	Written expression/fluency

III. PRACTICES AND PROCEDURES

The Learning Support department is based on the Multi-Tiered System of Support (MTSS).

A multi-tiered instructional system provides an early identification of learning and behavioral needs and timely interventions for students who are at-risk for long-term learning or behavioral challenges. This system includes three levels or tiers of intensity or prevention which represent a continuum of support.

When students identified as having a need or skill deficit are not responding to Tier 1 strategies, they may be designated for Tier 2 support. This remedial support is additional to the core instruction and a strategy used in Tier 1 and is often delivered in small group settings for students with similar needs inside or outside the general classroom.

More intensive interventions may be necessary for the few students who are not responding to the instruction and interventions in Tier 1 and Tier 2. Tier 3 interventions are highly individualized to address the specific needs and barriers to success that students encounter.

Follow-up Procedure:

The students are identified through a process:

- Initial Observation: Teachers observe students for 1 to 6 weeks to identify concerns in academic, social, emotional, or behavioral areas.
- Referral Process: Teachers report concerns to the head of division and the Special Educational Needs (SEN) facilitator.
- Data Collection: The SEN facilitator observes the student in various settings (classroom/playground) for 1–3 weeks.
- Screening: An informal screening is conducted. If needed, the student is referred to an external specialist for formal evaluation.
- Action Plan: Based on findings, an individualized action plan is created and shared with parents and relevant staff.
- Collaborative Planning: The SEN facilitator, teachers, and parents collaborate to develop the action plan.
- Customization: Plans are tailored to the student's specific needs and may include accommodations or modifications in classroom instruction, assignments, and assessments.
- Implementation & Monitoring: The SEN facilitator oversees the implementation. Teachers apply the recommended strategies and accommodations. The student's progress is evaluated after 1–2 months.
- Follow-Up: If no improvement is observed, the head of division and SEN facilitator meet the parents to refer him/her to a specialist.

RHHS uses a unified model for individual plans and cumulative files across all school stages where the Multi-Tiered System of Support (MTSS) ensures a consistent framework of Tier 1 (universal), Tier 2 (targeted), and Tier 3 (intensive) interventions. Policies and procedures are standardized and reviewed annually, ensuring transparency and consistency.

NB Parents have the choice to choose a specialist from the school's referral list or any specialist they prefer.

IV. AVAILABLE ACCOMMODATIONS:

Students who are diagnosed with learning difficulties and special needs are integrated into the general classrooms to receive equal access to education. So, accommodations and/or modifications are available to all those students to provide them with the tools they need to be successful. Individualized accommodation is not designed to give the student an advantage over other students, to alter a fundamental aspect of the course, nor to weaken academic rigor.

A specific learning difficulty or disorder is unique to the individual and can be manifested in a variety of ways. Therefore, accommodations and/or modifications for a specific student must be tailored to the individual. Classroom, assignment, and examination accommodations and/or modifications are examples of what may be provided to those students.

V. RESPONSIBILITIES

Governing body:

The governing body leader plays a key role in securing and allocating the necessary budget to hire staff and acquire resources essential for fulfilling the school's responsibilities.

Principal and heads of divisions:

The principal and heads of divisions:

- ensure the recruitment and allocation of the staff members needed.
- ensure that timetables, resources and physical conditions, policies, practices, communication, routines and professional development are in place for the proper implementation and smooth operation of the department.

Special educational needs facilitator:

The role of the special educational needs facilitator (SEN) is to assist students with special needs by planning their support and overseeing the usage of accommodations and/or adjustments in the school's learning support program.

- Follow up with children who have learning difficulties and special needs
- Provide teacher strategies about applying Differentiated instructions and other topics such as classroom management, lesson planning, and preparation, and other educational issues.
- Train instructors on different strategies related to special needs kids and assist them in dealing with these students by assessing them, intervening, and referring them to supportive treatments.
- Follow up children upon receiving referral from specialists, doctors, review children medical history and assess their condition and needs using standardized tools.
- Collect data and write reports, as well as advocate for students, to ensure that mandated student services are delivered.
- Create a training plan with educators and care providers to guarantee the effective implementation, respond to student crises and emergencies, and execute campus on-call duties

HRT and subject teachers:

The teachers:

- identify the challenges faced by the students.
- provide quality instruction and differentiated learning.
- monitor and assess regularly.
- provide the needed accommodations/ modifications recommended by the learning support facilitator.

Parents

- Inform the school of any medical, emotional, physical situation affecting their son/daughter and provide information on any report or medication the child takes during school.
- Inform the teacher/ head of division if their child needs assistance or has an area of concern.
- Collaborate on the development of a plan tailored to meet their child's educational needs.
- Provide consent for any special education suggestion or recommendation proposed by the school (Tier 2-Tier 3).

VI. SUMMARY

RHHS embraces an inclusive educational approach that actively removes or minimizes barriers to ensure every student can fully participate in all school programs. Through its inclusion policy, the school sets clear standards and promotes best practices that foster meaningful engagement in learning for all. By identifying and addressing obstacles, RHHS is committed to delivering fair and accessible opportunities across teaching, learning, assessment, and every facet of school life.

VII. GLOSSARY OF TERMS

Learning disability constitutes a condition which affects learning and intelligence across all areas of life. It is a *neurobiological disorder*, lifelong and pervasive, and does not respond readily to intensive education intervention due to differences in brain structure and/or function.

Learning difficulty /disorder constitutes a condition which creates an obstacle to a specific form of learning but does not affect motivation or the overall IQ of an individual. The school accepts the following learning disorders or difficulties: difficulties in reading, writing, and logic, dyslexia, ADHD, dyscalculia, dysgraphia, and dyspraxia. Learning difficulties readily respond to intensive educational intervention.

Barriers are all the obstacles that may prevent or disadvantage a student from participating or effectively engaging in his/her learning, teaching and assessment.

Intervention is the proper response to target specific learning disabilities for students with special needs.

Remediation is appropriate for any student that lacks mastery of a given academic concept. Students who did not learn the material the first time it was taught may simply need re-teaching or a different approach, while students with learning difficulties may also need modifications to the lessons and assessments, more time to complete tasks, or reduced number of required tasks.

Cumulative file is where each student has his/her own accumulative file with the collected data from observations, action plan implementation results, and on-going evaluations.

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